



# 2023-26 Continuous School Improvement Plan (CSIP)

## Mercer International Middle School

### Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

### School Data and Building Leadership Team Members and Partners

**Current School Year:** 2023-24

**School Name:** Mercer International Middle School

**Principal:** Sherrie Encarnacion

**Members of the Building Leadership Team and Parent/Guardian Partners:** Sherrie Encarnacion, Sue Monroe, Erin Okuno, Yanlys Palacios, Ileana Sherry, Sarah Bond, Tonja Davis, Ben Zook, and Maria Parker

**Community Partners (Community Based Organizations):** Seattle Parks and Recreation



[Mercer Middle School Report](#)

[Mercer Middle School Climate Survey](#)

### School Overview

Mercer International Middle School is located in the diverse Beacon Hill community. It serves about 750 6th, 7th and 8th graders. Our school is home to families from all over the world with about 30%

of students receiving multi-lingual services. Our top languages include Spanish, Chinese-Cantonese, Vietnamese and Toishanese. With around 40% Asian, 20% Hispanic, and 17% Black scholars, our school is an international community of learners: opening a door to the world. In science, Mercer students of color furthest from educational justice (SOCFFEJ) outscore district averages on the WCAS science test. In English Language Arts (ELA), Mercer SOCFFEJ, Black, Asian, Hispanic, and Multi-lingual students outscore district averages on the Smarter Balanced Test.

At Mercer, every student is a reader, writer, mathematician, scientist, and thinker. 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 must support classroom instruction with excellent professional development, strong interventions, proactive support systems, and diagnostic assessments and ongoing engagement with families that lead to learning.

## **Seattle Excellence – Culture of Equity and Educational Justice**

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

## **Student Outcomes Focused Governance**

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. \*

\*[African American Male Achievement 2021 Community Engagement Report](#)

## **Learning Environments Measures and Targets**

### **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.

### **One-year Goal:**

For the 2023-24 school year, we will regain the 5% affirmative response lost during the 2202-23 school year and increase by an additional 5% as measured by the student climate and perceptions survey to create an inclusive and supportive atmosphere that maximizes student engagement and promotes academic success.

## **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

### **Evidence of alignment to student outcome focused governance:**

At Mercer, our vision aligns closely with Guardrail 4 and 5, which emphasize the importance of not using disciplinary actions as a substitute for culturally responsive behavioral and social-emotional supports for students, regardless of whether they have disabilities. We are committed to providing safe and welcoming environments where all students can thrive academically, socially, and emotionally. To achieve this, we will implement a comprehensive approach that involves planning, coaching, and progress monitoring to support our students' behavioral and social-emotional needs.

One way we will address Guardrail 4 and 5 is by creating a set of shared and agreed upon behavioral expectations for our building and each classroom. These expectations serve as a framework for promoting positive behavior and creating a supportive learning environment. By establishing clear guidelines and norms, we will provide students with a common language and understanding of how to interact respectfully, resolve conflicts, and demonstrate self-discipline.

To support the above goals in the first year, we will provide staff with professional development that develops a common language and understanding for staff of how to interact respectfully, resolve conflicts, and demonstrate self-discipline when promoting and setting positive behavior expectations in the classroom. This learning will include educating and training staff on restorative practices: including circles to build community and repair harm, social emotional learning to be implemented in classroom as daily practice and to deescalate behavior. Our goal in the first year, is to develop common practices, especially in response to student behavior and safety.

In addition to setting behavioral expectations, we recognize the importance of culturally responsive supports for all students. We understand that students come from diverse backgrounds, and their experiences and perspectives must be valued and incorporated into our practices. Our teachers and staff receive ongoing professional development and coaching to enhance their cultural competency and create inclusive classrooms. This includes understanding and addressing the unique needs of students with disabilities, ensuring they have access to appropriate accommodations and support services.

To create safe and welcoming environments, we have implemented a multi-tiered system of supports (MTSS) approach that addresses the behavioral and social-emotional needs of our students. At Mercer this will be done through Grade-Level Intervention Team Roundtable (GLITR). This approach involves proactive strategies, interventions, and progress monitoring to provide timely and targeted support to students at different levels of need. Through data-driven decision-making, we identify students who may require additional support, develop personalized plans, and monitor their progress to ensure they are receiving the necessary interventions.

Furthermore, we understand that fostering a safe and welcoming environment goes beyond classroom practices. It involves building positive relationships and connections with our students, families, and the wider community. We actively engage families in the education process and provide resources and opportunities for them to participate in their child's learning journey. In the spring, Racial Equity Team will partner with the Family Engagement Action Team to increase family's engagement and understanding of 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.

## **Learning Environments Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:**

- Cultivating Inclusive Classroom Practices:
  - Provide professional development opportunities for teachers on culturally responsive teaching strategies, restorative practices, and differentiation and strategies to engage multilingual learners.
  - Implement classroom learning walks that are grounded in Mercer's instructional vision and analyzed through our classroom instructional walk-through tools.
  - Develop and successfully implement a coaching protocol that is separate from the eVal process for 1<sup>st</sup> and 2<sup>nd</sup> year teachers to Mercer that is grounded in Mercer's common behavioral practices.
- Strengthening Student-Teacher Relationships:
  - Promote positive and trusting relationships between students and teachers through intentional community-building activities.
  - Implement restorative practices to address conflicts or harm and promote understanding and empathy.
- Implementing Social-Emotional Learning (SEL) Programs:
  - Integrate SEL programs into the curriculum to support students' emotional well-being, self-awareness, and relationship skills.
  - Provide professional development for teachers on SEL implementation and strategies for promoting a positive and supportive learning environment.
  - Foster a school-wide culture that values and prioritizes social-emotional learning.
- Establishing Clear Expectations and Consistent Behavior Management:
  - Collaboratively assess, revise, and communicate clear behavior expectations to all students, staff, and families and constantly progress monitor our success and gaps around these expectations.
  - Ensure consistent implementation of behavior management strategies across classrooms and school wide.
  - Provide ongoing training and support to teachers in positive behavior interventions and supports.
  - Enhancing Student Voice and Agency:
    - Create opportunities for students to provide feedback and actively participate in decision-making processes at the classroom and school level.
    - Implement student-led initiatives and clubs that empower students to have a voice in shaping the learning environment and student enrichment activities.
    - Foster a culture that values and respects students' perspectives and encourages their active engagement in their own education.
- Monitoring and Analyzing Data:
  - Regularly administer student climate surveys and student perception surveys to gather feedback on the learning environment.
  - Analyze survey data to identify areas for improvement and develop targeted action plans

- Use data to inform decision-making and guide the implementation of strategies to enhance the learning environment.
- Collaborating with Families and Community:
  - Engage families and caregivers in regular communication and collaborative partnerships to support student success.
  - Organize family engagement events and workshops that promote dialogue, understanding, and involvement.
  - Using a needs assessment to ensure that events and meetings address the needs of the community and families.
  - Organize family engagement events around affinity groups.
  - Provide additional resources and supports for students and families.

**Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:**

Mercer International Middle School is committed to professional learning that will support the implementation of culturally responsive strategies, processes, and procedures in order to mitigate, disrupt, and dismantle systemic inequities.

- Mercer’s Racial Equity Team (RET) will establish a comprehensive scope and sequence for staff professional development outlining key themes and learning objectives to be delivered on Green Day professional development focused on culturally responsive teaching and anti-racist practices, ensuring that these are integrated into the school's annual calendar.
- We will collaborate with external experts and organizations to provide specialized training and resources to support restorative circle practices.
- We will implement mentorship and facilitate the induction and retention of staff of color, with a special emphasis on providing resources and mentorship for Black staff members.
- RET and PTSA will establish racial/ethnic affinity groups as inclusive supports for contributing and supports.
- Time will be allocated for Professional Learning Communities (PLCs) to design and plan engagement strategies that foster a culture of communication and self-reflection, encouraging staff to engage in critical discussions around community, race, equity, and inclusion.
- PLC’s will develop and implement strategies to increase scholar’s ability to communicate confidently, focusing on skills that empower them to actively participate and engage in their school and wider communities.
- Leadership groups will regularly assess and evaluate the impact of professional learning initiatives on the school's efforts to mitigate, disrupt, and dismantle systemic inequities, making necessary adjustments based on data and feedback.

**Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:**

Mercer’s Multi-Tiered System of Support (MTSS) 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. ELA Reader/Writers allows students to read at their own level. Academic rigor supports Mercer's goal that all students will achieve at least one-year's academic growth every school year.

- Teaming structures ensure that teachers work weekly in a content area PLC. Department PLC's meet monthly led by their Mercer Content Leader, who collaborates on a school-wide level to ensure that Mercer's Instructional Vision is not only horizontally and vertically aligned by content area, but throughout the school culture.
- Inclusion (SPED, MLL)

- Student-led conferences promote self-reflection, goal setting, and family engagement, enhancing students' emotional intelligence and social skills. Incorporating student-led conferences into our strategic plan not only enhances communication and collaboration among students, educators, and families but also creates a supportive and inclusive environment where all students, regardless of the services they receive, can thrive academically and socially in the general education setting. These conferences empower students to take ownership of their education, fostering a sense of belonging and self-efficacy that is essential for their success.
- Grade level intervention Team (GLITR) meets bi-monthly to focus students who are not thriving academically, socially, and/or emotionally. Students are nominated by any Mercer staff or family. All adults in the building who work with nominated students are invited to this round table meeting where student strengths and areas of growth are discussed. A plan is then created to support the student with the goal that students and families receive urgent support they need to thrive at Mercer.
- Tier 2/3 MTSS supports - 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 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.
- Standards-based grading is an inclusive MTSS strategy that embraces the principles of individualized support, continuous growth, and equitable learning. By allowing students to retake tests, work toward mastery, and see their own growth and progress, it creates a supportive and accommodating environment where all students, including those receiving specialized services, can thrive academically. This approach not only aligns with our commitment to inclusivity but also promotes a deeper understanding of each student's unique learning journey, enabling us to provide the necessary support for their success.
- Progress reports – Students and families receive progress reports bi-quarterly. Families of students who are receiving a C or less are contacted directly to develop a plan of success.

**Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:**

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.
- Kingmaker Mentor reaches out to specific families and students for recruitment and throughout the year. Kingmaker connection to adult mentors and career guest speakers.
- Girls group mentored by Family and Student Advocate
- Tier 1: quarterly connection to families FFEJ
- Horizontally and vertically aligned instruction
- Social Worker
- Seattle Parks OST program

## **Priority Area: Classroom Instruction and Academic Success—7th Grade Mathematics**

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

### **Classroom Instruction and Academic Success Measures and Targets**

#### **School Three-year Goal:**

The percent of 7<sup>th</sup> 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.

#### **School One-year Goal:**

The percent of 7<sup>th</sup> Grade African American Male students projected proficient or above in Math on the SBA will increase from a projected MAP Proficiency of 28% to a target goal of 38% in 2023-24.

#### **Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:**

Excellent teaching and joyful learning include collecting multiple measures to demonstrate learning. This includes common formative assessments/street data, curriculum embedded assessments, educator observations, benchmark assessments, student self-efficacy perceptive data, and summative assessments. All forms of data tell us a rich story of a student's learning experience. The heart of our collaborative learning will be done in weekly Professional Learning Communities (PLCs) where we will engage with one another in the cycle of inquiry: 1. Creating a student learning goal aligned to rigorous standards. 2. Create formative assessments aligned to those standards. 3. Collaboratively plan instruction aligned to those standards. 4. Analyze assessments to determine if students learned. 5. Plan corrective feedback to address student learning needs.

Teachers will engage in co-planning meaningful common formative assessments/street data. By collecting street data regularly, we start measuring what matters most- student agency. Agency is the idea that people have the capacity to take action, craft and carry out plans, and make informed decisions based on a growing base of knowledge. As teachers share insights on instruction and learning, students will be able to demonstrate mastery - the ability to build knowledge and demonstrate understanding as a learner.

By meeting regularly and collaboratively to analyze data in our PLCs, we will be able to monitor and track student learning progress in a systemic way, grounding learning in belonging- "I see myself, and I am seen and deeply cared for here." The result of teacher and student agency is the sense of efficacy- a feeling that "I can make a difference here". Collective teacher efficacy, the shared belief among teachers in their ability to positively affect students, as emerged in John Hattie's research as the number one influence on student learning (Hattie, 2008).

Our students' first teachers are their caregivers/parents. We believe that building strong relationships and connection 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 a of the school's strengths and areas for improvement and when we open dialogue, we believe that this will increase caregivers feel a sense of belonging our scholars' agency and independence will be strengthened.

## **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

### **Evidence of alignment to student outcome focused governance:**

- Climate survey (student, family, staff)
- Family Engagement and use of street data
- Academic data (SBA, MAP, MAZE, other formative assessments)
- Professional development on Equity and Anti-Racism.

We will prioritize ongoing training that provide staff members the knowledge and tools necessary to recognize and address biases promote inclusive practices and create safe and supporting learning environments for students and families.

## **Classroom Instruction and Academics Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:**

While our specific three-year goal is targeting math, staff know that to meet this goal we need to lift ALL our academic and SEL programming:

- Work staff is doing in RJ
- Revamping EMP class
- Targeted reading intervention
- PLC's focus on analyzing instruction

### **Professional learning that will support implementation of culturally responsive strategies, process, or procedures:**

- District led Math professional development
- RJ for staff
- PLC – ongoing training in best practices

### **Multiple Tiered System of Support (MTSS) reflect Inclusive Practices that create the conditions for students who receive student support services to be successful in the general education setting:**

- Bilingual Instructional Assistants support Multilingual Learners in Science and Math
- Multilingual Learners are taught in Inclusion classes
- Students with IEP's are in co-taught Tier 1 classrooms in ELA
- GLTR – adult referral system which helps to catch student issues (academic/social/emotional) and provide support for continued success in regular Tier 1 classrooms.
- Advance Learners – get to choose their math pathway.
- Advance Learners ELA – curriculum designed for students to work at their reading and writing level
- Kingmakers program available for African American Males

### **Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:**

- Tier 1 instruction for all students
- Academic Interventionist focuses on students below reading level



- OST program – adults refer students to specific OST Academic support programming when appropriate (Tutoring, academic support, targeted programming which focuses on math and reading skills).
- EMP (Math) – targeted math programming
- ELA Phonics – Teachers identify and have specific phonics program for students not reading at grade level.

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

### **Expanded Learning opportunities for students through afterschool or summer programs:**

- Summer School
- After school academic programming targeting students

### **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), similar to 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 7<sup>th</sup> and 8<sup>th</sup> World Language classes.

## **Priority Area: Family and Community Engagement**

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

### **Family and Community Engagement Measures and Targets**

#### **School 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.

## **School 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.

## **Student Outcome Focused Governance**

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

### **Evidence of alignment to student outcome focused governance:**

At Mercer International Middle School, our vision aligns closely with Guardrail 1, which emphasizes the importance of engaging students of color furthest from educational justice and their families. We are committed to communicating and collaborating in practice with diverse students and families in support of student academic performance. To achieve this, we have developed systems and structures to regularly engage with families that move beyond traditional involvement practices, actively involving families in the decision-making process, and proactively develop relationships using culturally responsive means of communication. We conduct regular assessments of community needs prior to scheduled events, targeting the needs and requests of historically marginalized affinity groups.

## **Family and Community Engagement Strategies**

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

### **Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:**

Use the school survey aligned to our goals to develop family engagement in PLC and department planning. School coordinated communication and information gathering so that family engagement is aligned. We will develop a scope and sequence for this plan.

### **Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:**

Much of Mercer's work over the next three years will be transitioning from a traditional school-to-parent flow of information to a back and forth where two-way information sharing with caregivers is the norm. Creating ongoing systems and traditions for families that are welcoming and offer all of our diverse community easy opportunities to feel comfortable as welcome partners is work that is topmost in our professional development plans. We aspire to embed Family Engagement as part of Mercer's cultural fabric.

Examples of structures Mercer has implemented or is implementing:

- PTA Affinity groups will be strengthened by adding school staff members.
- Creation of a "Family Advisory Group" where each caregiver is connected with a single staff member to easy communication.

- Meeting the needs of families of students with IEP's. Establishing systems for communication that work for Special Education caregivers so the school can provide targeted information.
- Partnering with caregivers and high school Special Education departments to focus on creating a smooth transition from middle school to high school.
- Seattle Parks (OST) program giving bi-annual needs assessment for assisting in planning programming which is culturally relevant and of interest to caregivers and students.

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## Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

### Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

#### Evidence of alignment to student outcome focused governance:

- Clear expectations and standards: We establish clear expectations and standards for adult behavior that align with the district-wide vision, values, and anti-racism initiatives. We communicate these expectations to all staff members and provide ongoing reminders and training to ensure common understanding.
- Collaboration and shared leadership: we utilize the gifts and contributions of each staff member at Mercer Middle School. We provide continual opportunity and invitation for staff to develop leadership qualities, consistently engages processes that support high participation in decision making, assesses, analyzes and anticipates emerging trends and initiatives in order to adapt shared leadership opportunities.
- Professional Development: we offer professional development opportunities focused on cultural competency, anti-racism, and equity. Provide educators and staff with the knowledge and skills necessary to recognize and address behaviors that perpetuate bias or inequity. This training can help create a shared understanding of inclusive practices and promote a culture of community.
- Ongoing Evaluation and Reflection: Regularly evaluate and reflect on the alignment between adult behaviors and the district-wide vision, values, and anti-racism initiatives. Conduct surveys, affinity groups, focus groups, or other feedback mechanisms to gauge the experiences of staff, students, and families regarding inclusivity and equity. Use this feedback to identify areas for improvement and make necessary adjustments to policies and practices.

### Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

#### Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- Culturally Responsive Teaching Strategies: Professional learning equips staff with culturally responsive teaching strategies that honor the diverse cultural backgrounds and experiences of students. This includes incorporating culturally relevant content, using inclusive instructional practices, fostering positive classroom climates, and promoting student voice and agency. By applying these strategies, staff members create more inclusive and equitable learning environments.

- **Collaboration and Shared Learning:** Professional learning often involves collaborative activities, such as group discussions, learning communities, and lesson planning teams. Through these interactions, staff members share their insights, experiences, and best practices. This collaborative approach fosters a sense of community, enables the exchange of diverse perspectives, and encourages collective problem-solving around issues of equity and cultural responsiveness.
- **Policy and Practice Changes:** Professional learning can inform policy and practice changes within the school or district. By incorporating the knowledge and insights gained through professional learning, schools can develop new policies, revise existing ones, and implement practices that mitigate, disrupt, or dismantle systemic inequities. These changes aim to create a more inclusive and culturally responsive educational environment.

**Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:**

- **Intersectionality and Identity Awareness:** Through racial equity team led affinity groups, community building circles provide opportunities for staff to explore and reflect on their own intersecting identities, including race, ethnicity, gender, sexuality, socioeconomic status, and more. By deepening their understanding of how these identities shape their experiences and perspectives, staff members can develop greater empathy, cultural competence, and awareness of systemic inequities.
- **Critical Examination of Systems and Biases:** Professional learning encourages staff to critically examine systems, policies, and practices that perpetuate inequities. Through professional development, and discussions, participants gain insights into how bias, privilege, and power dynamics can manifest within educational settings.
- **Critical Examination of Systems and Biases:** Professional learning encourages staff to critically examine systems, policies, and practices that perpetuate inequities. Through professional development, and discussions, participants gain insights into how bias, privilege, and power dynamics can manifest within educational settings.
- **Culturally Responsive Teaching Strategies:** Professional learning equips staff with culturally responsive teaching strategies that honor the diverse cultural backgrounds and experiences of students. This includes incorporating culturally relevant content, using inclusive instructional practices, fostering positive classroom climates, and promoting student voice and agency. By applying these strategies, staff members create more inclusive and equitable learning environments.
- **Reflection and Self-Awareness:** Professional learning encourages staff to engage in ongoing reflection and self-assessment of their instructional practices and biases. By examining their own teaching approaches and beliefs, staff members can identify areas for growth and challenge themselves to adopt more culturally responsive and equitable approaches. This reflective process supports continuous improvement and personal development.

**Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:**

- **Policy and Practice Changes:** Professional learning can inform policy and practice changes within the school or district. By incorporating the knowledge and insights gained through professional learning, schools can develop new policies, revise existing ones, and implement practices that mitigate, disrupt, or dismantle systemic inequities. These changes aim to create a more inclusive and culturally responsive educational environment.

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## **Budget Allocations to Support Continuous Improvement**

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

**Academic Year: 2023-2024**

**Funding Type:** Combined

**Funding Source:** Basic Ed

**Amount:** \$103,514

**How will funds improve student learning?** Instruction for all students aligned to state standards.

**Academic Year:** 2023-2024

**Funding Type:** Specific

**Funding Source:** City of Seattle Levy Dollars

**Amount:** \$613,830

**How will funds improve student learning?** Family and student Advocate, Academic Intervention specialist, Restorative Practices leader, OST.

**Academic Year:** 2023-2024

**Funding Type:** Combined

**Funding Source:** LAP

**Amount:** \$345,541

**How will funds improve student learning?** Supplemental math and literacy instruction, parent involvement, activities, and PD for staff.

**Academic Year:** 2023-2024

**Funding Type:** Specific

**Funding Source:** SPED

**Amount:** \$28,676

**How will funds improve student learning?** PD, Teachers and IAs, IEP writing and extra time, services, an resources as specified in student IEP, Co-teaching model.

**Academic Year:** 2023-2024

**Funding Type:** Specific

**Funding Source:** Multilingual

**Amount:** \$4,899

**How will funds improve student learning?** Teachers, IAs, translation, extra time, services, translation at family events, resources to support academic success of ML students.