

Seattle Public Schools  
Continuous School Improvement Plan (C-SIP)  
For the 2008-10 School Year

**Asa Mercer Middle School**  
Andhra Lutz, Principal  
September 30, 2008



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### Revision History

Revision Number	Date	Comments
Revision 1	November 6, 2008	Edits by Office of School Improvement
Revision 2	December 2, 2008	C-SIP Peer Reviews
Revision 3	January 7, 2009	Edits by Office of School Improvement

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

### What are our school’s mission, vision, and theory of action?

*Please briefly describe your school’s overall mission, vision and theory of action in 1-2 paragraphs.*

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 our students, 70% of whom live in poverty, can excel. By 2010, we expect that 80% of our 8<sup>th</sup> grade students will read, write and do math at standard as measured by the Washington Assessment of Student Learning.

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, proactive support systems, and diagnostic assessments that lead to learning. We must support our school’s progress with responsive research-based interventions and thoughtful and timely hiring.

### What have we learned from our data?

*Please briefly describe 3-5 main insights from your data. For each insight, write 3-5 sentences about how your C-SIP addresses this insight.*

Insight	How is this insight addressed in our C-SIP?	
1	Writers Workshop is the correct pedagogical model and curricular approach for our Level 1, 2, 3, and 4 students.	We will continue to support the development of high quality instruction through Writers Workshop, with an added emphasis on Conventions to support our students for whom English is a second or third language.
2	Readers Workshop is the correct pedagogical and curricular approach for our Level 2, 3, and 4 students.	Readers Workshop is the correct core pedagogy and curriculum for students reading at Level 2, Level 3, and Level 4. Our data points to the need for a specialized reading curriculum for students served by IEP teachers and ELL teachers. Our data also points to the need for a reading intervention for those students scoring a Level 1 in reading and are instructed in the general education setting.
3	Our ELL students and students with IEPs struggle to meet standard in reading and math.	We have set a SMART goal to increase the percentage of students meeting reading and math standard in 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade. We have specific strategies in place to address the needs of our ELL students and students with IEPs .
4	Mercer students continue to struggle to make AYP in mathematics.	We have set grade-level SMART goals to increase the percentage of students meeting standard in math in 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grades. We have specific strategies for classroom mathematics instruction, for

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

Insight	How is this insight addressed in our C-SIP?
	an additional math enrichment course, and for after-school time.

*Note: 2008-2009 data for student achievement, budget, etc. will be assessed in the Spring of 2009 for goal revisions for the 2009-2010 school year.*

### What are our major areas of focus?

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
Reading	<p>Our 2007 Reading WASL data showed 32 Level 1 Readers and 91 Level 2 Readers in the 6<sup>th</sup> grade. Our 2008 Reading data showed significant movement within this cohort: 17 Level 1 Readers and 67 Level 2 Readers. (A cohort gain of 12%)</p> <p>Our reading trend overall shows positive gains across all grade levels. Despite this trend, we still have an average of 36% of our students across all grades who have not met standard in reading. Roughly 8% of these students scored a Level 1 in reading.</p> <p>Based on our 2008 WASL data, we know that we have roughly 27 incoming Level 1 readers in the 6<sup>th</sup> grade, 22 Level 1 readers in 7<sup>th</sup> grade, &amp; 17 Level 1 readers in 8<sup>th</sup> grade. Most of these students are served in our ELL sheltered reading &amp; writing classes or IEP reading &amp; writing classes. We made significant gains in the numbers of students moving from Level 2 to Level 3 or Level 4 using Readers Workshop.</p>	<p><b>8<sup>th</sup> Grade: The percentage of students meeting standard in 8<sup>th</sup> grade on the Reading WASL will grow from 62% to 80%. This represents a movement of 45 students from Level 2 to Level 3.</b></p> <p><b>7<sup>th</sup> Grade: The percentage of students meeting standard on the 7<sup>th</sup> grade Reading WASL will grow from 62% to 72%, an increase of 21 more students meeting standard.</b></p> <p><b>6<sup>th</sup> Grade: The percentage of students meeting standard on the 6<sup>th</sup> grade Reading WASL will grow from 67% to 80%, an increase of 26 more students meeting standard.</b></p>

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

Major Focus Area	Rationale for Choosing this Major Area	S.M.A.R.T. Goal
<b>Writing</b>	<p><b>Our writing trend shows a 20% increase in 4 years' time to 73% meeting standard.</b></p> <p>We have made significant gains in writing; we continue to address the needs of our ELL and Special Education populations and will focus on an area where both populations tend to struggle, which are conventions.</p>	<p><b>The percentage of students meeting standard on the Writing WASL will be 80%. The number of students meeting standard in 2007 was 73%. (Different group)</b></p>
<b>Math</b>	<p>Based on our 2008 WASL data, we know that 4.3% of our current 7<sup>th</sup> grade ELL students met standard on the 6<sup>th</sup> grade Math WASL, 2.8% of our current 8<sup>th</sup> grade ELL students met standard on the 7<sup>th</sup> grade Math WASL.</p> <p>Our 2008 math WASL data shows that 57.5% of our current 8<sup>th</sup> graders have not met standard in Math. 62.6% of the current 7<sup>th</sup> graders have not met standard in math.</p> <p>Our data from the 2007 Math WASL showed that we had 115 students who scored a Level 1. The 2008 Math WASL showed that 39 fewer students (76) scored a Level 1 on the Math WASL.</p>	<p>8<sup>th</sup> Grade: The percentage of students meeting standard in 8<sup>th</sup> grade on the Math WASL will grow from 45% to 57%. This represents a movement of 40 students from Level 1 or 2 to Level 3.</p> <p>7<sup>th</sup> Grade: The percentage of students meeting standard on the 7<sup>th</sup> grade Math WASL will grow from 37% to 57% an increase of 45 more students meeting or exceeding standard.</p> <p>6<sup>th</sup> Grade: The percentage of students meeting standard on the 6<sup>th</sup> grade Math WASL will grow from 57% to 70% an increase of 29 more students meeting or exceeding standard.</p>
<b>Attendance</b>	<p>Attendance is an indicator of student performance.</p>	<p>The percentage of students attending school (not truant) will increase from 92.1 (as measured by 2007-08 data) to 95% in 2008-09 as measured by truancy data generated from eSIS. This represents a decrease from 58 truant students to 35 students.</p>

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

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### **What is the contribution of our school's plan to the District's strategic plan?**

*Please describe how your major areas of focus will explicitly support or contribute to the district's Strategic Plan.*

This plan will contribute to the district's work in achieving the following goals as outlined in the Strategic Plan;  
By 2012:

- 80% of 7<sup>th</sup> graders will meet or exceed standards as measured by the Math WASL
- 90% of 9<sup>th</sup> graders will be ready for high school
- 95% of 10<sup>th</sup> graders will meet or exceed standards as measured by the Reading WASL
- 82% of 10<sup>th</sup> graders will meet or exceed standards as measured by the Math WASL
- 80% of 10<sup>th</sup> graders will meet or exceed standards as measured by the Science WASL
- 95% of 10<sup>th</sup> graders will meet or exceed standards as measured by the Writing WASL

### **What are the school-wide strategies that cut across major focus areas?**

*Are there any school-wide strategies or themes that would be helpful to understand before discussing each major focus area?*

We know that the essence of student achievement is quality, consistent instruction in every classroom. Mercer Middle School will utilize the eight high-leverage teaching moves to ensure excellent instruction and consistency throughout our school.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

Which of the “Nine Characteristics of Effective Schools” are addressed in this C-SIP, and how?

	Characteristic	Where in C-SIP?	How is it addressed (one or more examples from C-SIP)?
1	Clear and Shared Focus	Section 1: School Overview	<ul style="list-style-type: none"> <li>• School has a mission, vision and theory of action.</li> <li>• School has analyzed relevant data and expressed insights, as well as data-driven goals based on data analysis and insights.</li> </ul>
2	High Standards and Expectations	Section 1: School Overview	<ul style="list-style-type: none"> <li>• School’s SMART goals for WASL areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor.</li> <li>• Student achievement goals are data-driven.</li> </ul>
3	Effective School Leadership	Section 2: Major Focus	<ul style="list-style-type: none"> <li>• School identifies lead responsibilities for every major goal area; includes principal, instructional/content coaches, and classroom teachers.</li> </ul>
4	Supportive Learning Environments	Section 3: Other Focus	<ul style="list-style-type: none"> <li>• School addresses non-academic student learning goals.</li> </ul>
5	High Level of Community and Parent Involvement	Section 2: Major Focus, <i>And</i> Section 5: Partnerships	<ul style="list-style-type: none"> <li>• School includes parent/community representation in the development of the C-SIP.</li> <li>• School identifies community partners that engage with the school in support of student learning.</li> <li>• School includes one or more strategies for family/community engagement for every SMART goal.</li> </ul>
6	High Levels of Communication and Collaboration	Section 2: Major Focus	<ul style="list-style-type: none"> <li>• Staff and parents/community collaborate in the C-SIP development and ongoing monitoring/adjusting.</li> <li>• School shares C-SIP goals, strategies, and activities with school community at a parent meeting every Fall.</li> </ul>
7	Frequent Monitoring of Teaching/Learning	Section 2: Major Focus	<ul style="list-style-type: none"> <li>• Goals include details of periodic monitoring/assessment of student learning; these data determine needs for adjusting instruction, interventions, and support.</li> </ul>
8	Curriculum, Instruction and Assessment Aligned with Standards	Section 2: Major Focus	<ul style="list-style-type: none"> <li>• All academic goals are based on the standards of WASL and/or district-approved classroom-based assessments.</li> </ul>
9	Focused Professional Development	Section 2, Major Focus	<ul style="list-style-type: none"> <li>• Every goal area includes the professional development that will occur, in order to ensure effective goal implementation.</li> </ul>

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

### School Improvement Review

Topic	Description	
How were constituencies involved in the self-review of school's program that led to the development of the C-SIP?	School Staff:	<ul style="list-style-type: none"> <li>The Mercer Instructional Council was primarily responsible for the creation of the year's C-SIP. The Instructional Council is comprised of 7 Subject Matter Specialists (Science, Math, ELL, Special Ed, LA, Elective Dept, and PE), the Librarian, the Head Counselor, and both instructional leaders – the Assistant Principal in charge of Literacy and the Principal.</li> <li>The IC met many times (September 3, 10, 17, and 24, 2008), crafted goals based on school data including WASL and math data, and then shared those goals with members of their departments. Two department meetings at the beginning of the year were devoted to data analysis, goal writing, and final revisions.</li> </ul>
	District:	IDs; School Improvement (SI) Department.
	Parents/Community:	<ul style="list-style-type: none"> <li>C-SIP goals/strategies/activities include input from the Mercer Instructional Council.</li> <li>The C-SIP was referenced at two different parent meetings (October 22, 2008) including the PTSA meeting (September 2008). Our Bilingual Instructional Assistants were also involved in the process and helped represent the voices of our multilingual parents. We will continue to present the C-SIP throughout the year.</li> </ul>
	Outside Experts:	IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>
What was the process of developing the C-SIP?	Spring:	Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.
	Summer:	Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.
	Fall:	Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.
	Ongoing:	Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

### School Improvement Review, *continued*

<i>Topic</i>	<i>Description</i>
(Title I Schools) How is the school using the 10% set-aside for professional development?	Central Office provides instructional / content coaches in academic areas of need.
How were parents notified of the school's Parent Policy?	In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters.
What are the district's responsibilities in this process?	<ul style="list-style-type: none"> <li>• Provide ongoing technical assistance and support by developing the C-SIP framework</li> <li>• Assist schools in completing the C-SIP.</li> <li>• Provide instructional / content coaches in any academic subject not making AYP.</li> <li>• Train principals in the development of SMART Goals and how to use data to drive instructional decisions.</li> <li>• Remind schools of OSPI and district deadlines for completion of tasks/submission of documents.</li> <li>• Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.</li> </ul>

### Technology

We have a separate Technology Plan that addresses how we will use technology to enhance instruction and student learning. This plan has been developed and reviewed by our Building Leadership Team (BLT) and our Instructional Director. It is a 3-year plan, 2007-2010, and will be reviewed and updated by the start of the 2010/11 school year.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

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### **Adequate Yearly Progress (AYP) on the Washington Assessment of Student Learning (WASL)**

Our school did not make AYP in Spring 2008 in Reading (Black, Limited English, Special Education, Low Income) and Math (Black, Hispanic, Limited English, Special Education, Low Income) for two or more years in a row. So, we are identified as a "School in Improvement" in Step 5.

### **Title I status**

This school does not receive Title I funds.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #1: Reading

Lead Responsibility:

Susan Toth

S.M.A.R.T. Goal:

**8<sup>th</sup> Grade:** The percentage of students meeting standard in 8<sup>th</sup> grade on the Reading WASL will grow from 62% to 80%. This represents a movement of 45 students from Level 2 to Level 3.

**7<sup>th</sup> Grade:** The percentage of students meeting standard on the 7<sup>th</sup> grade Reading WASL will grow from 62% to 72% an increase of 21 more students meeting standard.

**6<sup>th</sup> Grade:** The percentage of students meeting standard on the 6<sup>th</sup> grade Reading WASL will grow from 67% to 80% an increase of 26 more students meeting standard.

### Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Use the pedagogy & curriculum of Readers Workshop	<ul style="list-style-type: none"> <li>All Level 2, 3, &amp; 4 Readers</li> </ul>	Year-round	Susan Toth & Gen Ed classroom teachers	Ongoing focus on collaborative unit and lesson planning in Readers Workshop requiring set-aside time for reading teachers to plan thoughtful lessons together using student data.

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Train teachers and implement the Wilson Reading System	• Level 1 Readers	Year-round	Susan Toth, Special Ed & ELL teachers	Teachers and IAs will receive professional development to successfully use this reading program.
Specialized instruction using Wilson Reading for students with IEPs who are Level 1 readers.	Level 1 Readers with IEPs	Year-round	Susan Toth, Special Ed teachers	We will use this research-based reading intervention system recommended under the RTI model to serve struggling readers.
Sheltered Instruction in ELL for Level 1 ELL Readers based on WASL and WLPT data	Level 1 ELL Readers	Ongoing	Susan Toth, Andhra Lutz	We will serve 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> graders in carefully grouped classrooms. This schedule allows us to address student needs. We will use MAP data to make instructional decisions.
Continue to provide books for rich, culturally relevant and engaging classroom libraries	All	Daily	Susan Toth	We will continue to maintain extensive classroom libraries to meet the needs and interests of our readers.
Support science teachers with non-fiction text at reading levels students can access to both increase reading skills and learn content.	All	Weekly	Cynthia Strong & Bob Ettinger & Gosia Stone	Mercer readers often struggle to access the text book that comes from their science kits. We will support students in learning important science concepts by providing teachers with reader-friendly articles and short texts.

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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#### Progress Monitoring

*How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?*

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
MAP Assessment	All students, 3 X year	Andhra Lutz, Susan Toth & classroom teachers	We will meet to look at the results and make subsequent program (macro-level) instructional decisions and with individual classroom teachers (micro-level) instructional decisions.
School Turnaround Assessments	All students, 2 X year	Susan Toth & classroom teachers	We will meet to look at the results and make subsequent program (macro-level) instructional decisions and with individual classroom teachers (micro-level) instructional decisions.
Formative Assessments	Once a week to daily	Classroom teachers	Teachers will use classroom-based assessments (post-its, reading notebooks, TC quick assessments, and exit tickets) to gather formative data on the impact of specific lessons. This supports dynamic decision-making in lesson planning.
Data Days	All students	Andhra Lutz & Susan Toth	Administrators will review school data on a monthly basis to gauge program effectiveness to identify structural or programmatic needs.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

### Professional Development

*How will teachers learn about the school's goals and key strategies, and how will they contribute?*

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Ongoing Professional Development in Reading Workshop	All reading and writing teachers.	<ul style="list-style-type: none"> <li>• Summer Institutes</li> <li>• TC staff developer</li> <li>• Post-assessment follow-up to review data and make instructional decisions</li> </ul>	We will continue to send our teachers to professional development focused on Reading & Writing Workshop at Teachers College in NYC and in Seattle.
Collaborative Unit & Lesson Planning	All reading & writing teachers in grade level teams or on an individual basis.	<ul style="list-style-type: none"> <li>• At least 2 X month for the school year, TRI Days</li> <li>• Collaborative planning on release days and during professional development time.</li> </ul>	We will use student work and assessment data to make instructional decisions.
Wilson Reading System	All intervention specialists, IEP teachers, and ELL reading teacher.	3-day introductory course, follow-up as needed	Special Ed and ELL teachers and IAs will attend the Wilson Reading Program training in October and receive ongoing support to successfully use this curriculum and pedagogy.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Family & Community Engagement

*How will you involve families & the broader community in achieving your school's SMART goals?*

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Family events at local libraries and bookstores	<ul style="list-style-type: none"> <li>• All</li> </ul>	2-3 times per year	Susan Toth & Susannah Kapp	We will provide students with opportunities to attend events at local bookstores and libraries.
Provide the opportunity for Mercer 8 <sup>th</sup> graders to benefit from the TEAM READ program.	<ul style="list-style-type: none"> <li>• 25 Mercer 8<sup>th</sup> graders</li> </ul>	September-January and/or school year	Susan Toth & Susannah Kapp	Currently, 24 Mercer students will tutor 2 <sup>nd</sup> or 3 <sup>rd</sup> graders at local elementary schools.
Incorporate literacy into existing multi-cultural celebrations	<ul style="list-style-type: none"> <li>• All</li> </ul>	2-3 times per year	Susannah Kapp & Desiree Tabares	We will share books & poetry that students read and write in Reading & Writing Workshop that are culturally relevant and match the culture celebrated.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #2: Math

**Lead Responsibility:** Andhra Lutz

**S.M.A.R.T. Goal:**

**8<sup>th</sup> Grade:** The percentage of students meeting standard in 8<sup>th</sup> grade on the Math WASL will grow from 45% to 57%. This represents a movement of 40 students from Level 1 or 2 to Level 3.

**7<sup>th</sup> Grade:** The percentage of students meeting standard on the 7<sup>th</sup> grade Math WASL will grow from 37% to 57%, an increase of 45 more students meeting or exceeding standard.

**6<sup>th</sup> Grade:** The percentage of students meeting standard on the 6<sup>th</sup> grade Math WASL will grow from 57% to 70%, an increase of 29 more students meeting or exceeding standard.

### Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Utilize the high leverage teaching moves in every mathematics classroom .	<ul style="list-style-type: none"> <li>All Mercer students</li> </ul>	Ongoing	Andhra Lutz, Mercer math teachers	Mercer teachers will utilize the eight high-leverage teacher moves with support from Teachers Development Group.
Use MAP data to continue to refine and rethink the math enrichment curriculum and groupings	<ul style="list-style-type: none"> <li>All Mercer students</li> </ul>	October 2008- June 2009	Andhra Lutz, Susan Toth	MAP Pilot: MAP is given three times a year. Data will be analyzed to see trends around strands and to make instructional decisions.

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Continue to explore best practices in special education math instruction	<ul style="list-style-type: none"> <li>• Students with IEPs</li> </ul>	Ongoing	Andhra Lutz	We will continue to work with the district and with Teachers Development Group to modify and refine our use of CMP2 to accommodate the needs of our special education students.
Create ELL sheltered math class with smaller class sizes and a bilingual teacher.	<ul style="list-style-type: none"> <li>• Level 1 ELL math and/or reading students as measured by the WASL and WLPT data</li> </ul>	Ongoing	Andhra Lutz	We will serve 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade ELL students in carefully grouped classrooms. This flexible schedule allows us to address student needs. We will use MAP data to make instructional decisions.
Recruit and train tutors, and provide them with curriculum, to work with identified groups of students after school.	<ul style="list-style-type: none"> <li>• Level 1 or Level 2 students as measured by the WASL and/or MAP data</li> <li>• Special emphasis on 6<sup>th</sup> &amp; 7<sup>th</sup> graders</li> </ul>	October 2008- June 2009	Andhra Lutz & Tracey Castagna	Teachers and tutors will work after school with students on identified areas of concern in mathematics. We will use MAP data to determine instructional groupings and teaching goals.

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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#### Progress Monitoring

*How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?*

<b>Instrument or Method</b>	<b>Target Students &amp; Frequency</b>	<b>Lead Responsibility</b>	<b>Using the Results to Take Action</b>
<small>What is the assessment instrument and/or method (e.g. classroom observation)?</small>	<small>Which students will be assessed and how frequently?</small>	<small>Who will be responsible for administering the assessment and collecting and reporting results?</small>	<small>What information do we expect the assessment to provide and what actions will be taken as a result?</small>
MAP Data	All Mercer students, 3 times a year	Andhra Lutz, Susan Toth	MAP Pilot: MAP given three times a year. Data will be analyzed to see trends around strands and to make instructional decisions.
Exit tickets	Exit tickets , 2 times a week in every math classroom	Andhra Lutz, all Math teachers	Departmental time will be devoted to reviewing exit tickets and making instructional decisions based on student needs.
WASL Data	April/May testing window All students	Andhra Lutz, Susan Toth,	We use WASL data to see school-wide trends, to carefully place students in appropriate enrichment classes and identify students who need further remediation.
Data Days	All students	Andhra Lutz & Susan Toth	Administrators will review all school data on a monthly basis to gauge program effectiveness to identify structural or programmatic needs.

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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#### Professional Development

*How will teachers learn about the school's goals and key strategies, and how will they contribute?*

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Math Department PLC/Data Team	Andhra Lutz, Mercer math teachers	At least 2 times a month for the school year, TRI Days	We will look at student work, review exit ticket data and MAP data, and plan units and lessons based on data and CMP2.
District Directed Math PD- Studio Classrooms	Mercer math teachers, district personnel	3 times a year, 2 days at time Calendar set by district	Lesson design in grade cohort groups throughout the district. Intensive training in the use of the eight high-leverage teaching moves.
Teacher Development Group	Andhra Lutz, Mercer math teachers, TDG	Four visits to Mercer over the course of the year	Additional support provided to Mercer through the Microsoft grant in lieu of a coach. Scope of work will be determined by student data.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Family & Community Engagement

*How will you involve families & the broader community in achieving your school's SMART goals?*

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Communicate student progress on a weekly basis.	<ul style="list-style-type: none"> <li>All Mercer students &amp; families</li> </ul>	Weekly update of the Source or progress report	Mercer math teachers	Teachers will update the Source weekly or use weekly progress reports to communicate student progress to families.
Continue to provide parent/ family education around math during existing multicultural family nights.	<ul style="list-style-type: none"> <li>All Mercer families</li> </ul>	5 X per year	Desiree Tabares & Michele Murphy	We will share with parents examples of the math concepts, problems, and processes students are learning in mathematics.
Work with community providers and CLC to identify, recruit, train, and support a cadre of tutors.	<ul style="list-style-type: none"> <li>Families of Level 1 &amp; Level 2 students in mathematics</li> </ul>	October 2008	Tracey Castagna & Desiree Tabares	Mercer will work with the CLC and use additional funding (provided through Family and Education Levy) to develop a cadre of tutors to support our students during after-school time.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #3: Writing

**Lead Responsibility:** Susan Toth

**S.M.A.R.T. Goal:** The percentage of students meeting standard on the Writing WASL will be 80%. The number of students meeting standard in 2007 was 73%. (Different group of students)

### Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Continued use of pedagogy, curriculum and pacing guide embedded in Writers Workshop	<ul style="list-style-type: none"> <li>All students</li> </ul>	Ongoing	Susan Toth, all Mercer writing teachers, including ELL & Special Ed teachers	We will focus on the explicit teaching and modeling of writing content, craft, and conventions through mini-lessons and the writing process.
Explicit teaching of conventions to increase the quality of student writing .	<ul style="list-style-type: none"> <li>All students</li> </ul>	Ongoing	Susan Toth, all Mercer writing teachers, including ELL & Special Ed teachers	Teachers will collaboratively analyze student writing to determine instruction in the areas of conventions.

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Instruction centered around the writing process as defined by Teachers College	<ul style="list-style-type: none"> <li>All students</li> </ul>	Ongoing	Susan Toth, all Mercer teachers including ELL & Special Ed teachers	Teachers will teach students the writing process (collecting, entry writing, drafting, revision, editing, and publishing). Teachers will teach students how to move through the writing process quickly and proficiently, with stamina and volume.

#### Progress Monitoring

*How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?*

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
Monitor student progress through the use of Benchmark Writing Assessments	Given 2-3 times per year  Scored by external scorer 2 times per year for 6 <sup>th</sup> & 7 <sup>th</sup> grades	Susan Toth & Mercer writing teachers	This data is the most diagnostic and WASL-like assessment tool we have for available for writing . We will use the results to make instructional decisions when planning units and lessons. This data will also be used to determine necessary professional development for our teachers.
Writing notebooks & conferences	Once a week, minimum	Susan Toth & Mercer writing teachers	This data will be used to assess effectiveness of lessons and to determine next instructional moves. This data will also be used to determine necessary professional development for our teachers.
Published writing	Once a unit, minimum	Susan Toth & Mercer writing teachers	This data will be used to assess the effectiveness of lessons and to determine next instructional moves. This data will also be used to determine necessary professional development for our teachers.

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
Data Days	All students	Andhra Lutz & Susan Toth	Administrators will review all school data on a monthly basis to gauge program effectiveness to identify structural or programmatic needs.

#### Professional Development

*How will teachers learn about the school's goals and key strategies, and how will they contribute?*

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Ongoing Professional Development in Writing Workshop	All writing teachers	<ul style="list-style-type: none"> <li>• At Summer Institutes</li> <li>• During TC staff developer visits</li> <li>• On-going post-assessment follow-up to review data and make instructional decisions</li> </ul>	We will continue to send our teachers to professional development focused on Reading & Writing Workshop at Teachers College in NYC and in Seattle.
Collaborative Data Review, with Unit & Lesson Planning	All reading & writing teachers in grade level teams or on an individual basis.	<ul style="list-style-type: none"> <li>• At least 2 times a month for the school year, TRI Days</li> <li>• Collaborative planning on release days and during professional development time at least 4-5 times/year.</li> </ul>	We will use student work and assessment data to make instructional decisions.

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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#### Family & Community Engagement

*How will you involve families & the broader community in achieving your school's SMART goals?*

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Incorporate literacy into existing multi-cultural celebrations	<ul style="list-style-type: none"> <li>• All</li> </ul>	2-3 times per year	Susannah Kapp & Desiree Tabares	We will include opportunities for students to share their writing at multi-cultural celebrations.
Continue to build and sustain a culture of a writers' community.	<ul style="list-style-type: none"> <li>• All</li> </ul>	4-5 times per year	Susan Toth & writing teachers	Build a culture of a writers' community, to include writing celebrations, posting of student writing throughout the school, and publishing to the greater school community.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #4: Attendance

**Lead Responsibility:** Joan Garnjobst & Judy Coryell

**S.M.A.R.T. Goal:**

The percentage of students attending school (not truant) will increase from 92.1% in 2007-08 (as measured by 2007-08 data) to 95% in 2008-09, as measured by truancy data generated from eSIS. This represents a decrease from 58 students truant to 35 students.

#### Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

Strategy	Target Students	Timing	Lead	Description
<i>Please provide a brief title of the strategy</i>	<i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i>
Daily phone calls from the Mercer Attendance Office & Student Messenger to the homes of students who are absent without an approved excuse.	<ul style="list-style-type: none"> <li>All Mercer Students</li> </ul>	Daily, Ongoing	Tracy Kolner, Attendance Secretary	Ms. Kolner makes phone calls to check in on students who are absent or late. Her office is situated with the Bilingual IAs and they will assist her with any families who do not speak English as a first language. We will use School Messenger as a back-up to person-person phone calls.

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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Strategy	Target Students	Timing	Lead	Description
Notification by mail to each truant student's parent/guardian to set up a scheduled appointment to discuss the reason for their child's absences.	<ul style="list-style-type: none"> <li>• Students with two or more unexcused absences</li> </ul>	Weekly as needed	Tracy Kolner, Attendance Secretary	These letters are sent to families of students with 2 or more unexcused absences. Appointments are set up to correct miscommunication, discuss the barriers to school attendance and brainstorm solutions. If absences are cleared & excused, this process starts over.
School counselors will hold attendance conferences with parents/guardians and students for students on the grade level team for which they are responsible.	<ul style="list-style-type: none"> <li>• Students with two or more unexcused absences.</li> </ul>	Ongoing	Joan Garnjobst Judy Coryell, counselors	During attendance conferences, Attendance Agreements will be written to document the steps that will be followed to resolve the student's attendance problem. Attendance Agreements are sent to the SPS District Truancy Office.
Provide effort to resolve attendance problem(s)	<ul style="list-style-type: none"> <li>• Truant students</li> </ul>	Ongoing	Counselor, Grade Level Administrators and Teams	Review of student academic schedule and other factors which may affect performance to identify factors, which may result in the student's absences.
Referral of each chronically truant student to the Care Team	<ul style="list-style-type: none"> <li>• Truant Students</li> </ul>	Ongoing	Care Team	Possible referral of truant student for a counseling assessment or other services to identify and alleviate the needs or barriers impacting the student's attendance.
SPS District referral of each chronically truant student to the Juvenile Court for a hearing with student and parent	<ul style="list-style-type: none"> <li>• Chronically truant students</li> </ul>	Ongoing	SPS District Truancy Office (with notes from Joan Garnjobst & Judy Coryell, counselors)	Court order notification of a hearing before a judge at the King County Juvenile Court

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Progress Monitoring

*How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?*

Instrument or Method	Target Students & Frequency	Lead Responsibility	Using the Results to Take Action
<i>What is the assessment instrument and/or method (e.g. classroom observation)?</i>	<i>Which students will be assessed and how frequently?</i>	<i>Who will be responsible for administering the assessment and collecting and reporting results?</i>	<i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>
A review of weekly attendance reports generated on eSIS	Truant students	Tracy Kolner generates report. Counselors, Grade Level Administrator & Care Team review the report regularly	Student attendance reports will be reviewed to monitor both truant students and the follow-through to reduce barriers to attendance.
Data Days	All students	Andhra Lutz & Susan Toth	Administrators will review all school data on a monthly basis to gauge program effectiveness to identify structural or programmatic needs.

### Professional Development

*How will teachers learn about the school's goals and key strategies, and how will they contribute?*

PD Opportunity	Participants	Timing, Frequency & Duration	Description
<i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>	<i>Who will participate in this PD opportunity?</i>	<i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i>	
Continued PD support for the Intervention Model	Care Team members as pertinent	Ongoing	We will continue to see and take advantage of professional development opportunities that focus on the goal of alleviating barriers to steady attendance and positive performance in school.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Family & Community Engagement

*How will you involve families & the broader community in achieving your school's SMART goals?*

Strategy	Targeted Families	Timing	Lead to Implement Strategy	Description
<i>Please provide a brief title of the strategy</i>	<i>Which families will be the focus of this strategy?</i>	<i>When will this strategy be employed at your school?</i>	<i>Who is responsible for carrying out this strategy?</i>	<i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>
Award students who routinely demonstrate excellent attendance and promptness in school.	All students who routinely attend school	Monthly	Judy Coryell & Joan Garnjobst, counselors	We will regularly award students who routinely demonstrate excellent attendance in school in an effort to create recognition of positive habits.
Award students who demonstrate improved attendance habits	Students who have overcome attendance difficulties.	Monthly	Judy Coryell & Joan Garnjobst, counselors	We will regularly award students who demonstrate a shift and/or effort to positively change attendance habits.
Apply attendance interventions to support families and students	Students who have attendance concerns	Ongoing	CARE TEAM	To address situations when families need more support in getting their children to attend school regularly, we will intervene to support the family. This may include, but is not limited to: facilitating family-student meetings, referral to resources in the community, home visits, etc.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 3: OTHER AREAS OF FOCUS

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### Other Areas of Focus

*In the table below, please list any other areas of focus for your school. These are different from the Major Focus Areas detailed in this plan.*

Other Area of Focus	Goal(s)	Key Strategies
<i>Please fill-in the area of focus.</i>	<i>Please describe your school's goals for this area in 3-5 sentences.</i>	<i>Please describe your school's key strategies for this area in 3-5 sentences.</i>
Science	50% of 8 <sup>th</sup> graders (116 out of 231) will pass the 2009 Science WASL	<ol style="list-style-type: none"> <li>1. We will create a science mid-year assessment on Oct 10 for each grade level. The questions will be explicitly aligned to the GLEs at each grade level (both the “systems” and “inquiry” strands) with some spiraling questions from earlier years as well. This will allow us to analyze yearly, cohort-level data in science that reflects progress towards GLEs. The assessment will be graded collaboratively on a release day.</li> <li>2. We will create, administer, and analyze frequent (weekly or monthly) WASL-style assessments, tied to GLEs.</li> <li>3. We will write and ask students to complete exit tickets at least 1-2 times a week. They will always be tied to the day’s objective.</li> <li>4. We will all use the “vocabulary box” strategy for new vocabulary words. In addition to writing the definition, students will be asked to draw a picture for each word. This strategy will help them take ownership of the meaning of the word.</li> <li>5. We will use and share investigation templates that are aligned to the inquiry GLEs across grades 6 – 8.</li> </ol>

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 3: OTHER AREAS OF FOCUS

Other Area of Focus	Goal(s)	Key Strategies
Performing Arts	100% of students will gain knowledge, passion, and appreciation for the work and commitment that goes into performing on stage for an audience. Students will gain knowledge, rhythm and coordination of all types of dance genres, and gain the ability to choreograph their own dance pieces. 100% of all students will meet standard on the specific CBA in performing arts.	The EALRs will be used as a frame for curriculum planning an methodology in Performing Arts Strategies include: <ul style="list-style-type: none"> <li>• Vocabulary development</li> <li>• Improvisation, pantomime, choreography, skits</li> <li>• School &amp; community performances</li> <li>• Create a class video wherein each student performs, "Poetry in Motion"</li> <li>• Use of the high leverage teaching moves</li> </ul>
Physical Education	Cognitive Learning: 50% of the 8 <sup>th</sup> grade students in PE will meet minimum state standard of 35-50 points on the Concept of Health and Fitness CBA. The PE Dept will increase the goal by 10% for each successive year, with a goal of 90% of students passing the CBA within 5 years.  Performance: 51% of students in Physical Education will meet Minimum Healthy Fitness standards in all 4 fitness assessments: 1 Mile Run, Sit & Reach, Push-ups & Curl-ups . 70% of the students in Physical Education will meet standard in 2 or more of the fitness assessments.	<ul style="list-style-type: none"> <li>• Implementation of the Five for Life PE curriculum.</li> <li>• Written unit tests.</li> <li>• Pre-test and post-test for fitness assessments.</li> <li>• Students will set weekly fitness goals.</li> <li>• Increase emphasis on 5 Components of Fitness during warm up activities</li> </ul>
Spanish	100% of students completing Spanish 1A & 1B will be prepared to enroll in High School Spanish 2. The focus is on language acquisition, grammatical study, and cultural understanding and awareness.	<ul style="list-style-type: none"> <li>• TPRS (Total Physical Response Storytelling)</li> <li>• Skits, dialogues, interviews</li> <li>• Grammar Exercises, quizzes, and tests</li> <li>• Text "Ven Conmigo"</li> <li>• Cultural Projects</li> <li>• Use of high leverage teaching moves</li> </ul>

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 3: OTHER AREAS OF FOCUS

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Other Area of Focus	Goal(s)	Key Strategies
Art	100% of students in Art Classes will move from introduction of art, to exploring art, to understanding art. 100% of 8 <sup>th</sup> graders will pass the CBA and be ready for High School.	<ul style="list-style-type: none"> <li>• Weekly Art vocabulary Words</li> <li>• Regular Sketch Book Drawings</li> <li>• Participation in the state CBA professional development</li> <li>• Use of high leverage teaching moves</li> </ul>
Music	100% of students will increase their understanding of rhythm, tone production, music theory, sight reading, and demonstrate their higher level musical abilities through performance and composition.	<ul style="list-style-type: none"> <li>• Study of scales, drum rudiments, sight-reading</li> <li>• Band &amp; Orchestra Pieces</li> <li>• School concerts, elementary concerts</li> <li>• Solo &amp; Ensemble Festival, Music Festivals</li> <li>• Use of high leverage teaching moves</li> </ul>

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 4: 2008-10 KEY BUDGET INFORMATION

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#### 2008-09 Key Budget Information

*What is your projected budget for implementing the strategies detailed in this plan? From which fund sources do you plan to allocate these resources? What will the impacts on other programs be, if any?*

Major Focus Area	Strategy	2008-09 Budget	Funds Secured? (Y/N)	Funding Source	Impact to Other Programs, if any
<b>Mathematics</b>	Apply LAP funding to create second math course for all students not at standard to be taught during the school day.	\$69,628	Y	LAP	None
	We will use CLC and Levy Funding to support after-school math tutoring programs.	\$50,000	Y	CLC/Levy	None
	Microsoft Grant	\$20,000	Y	Microsoft Grant	None
<b>Reading &amp; Writing</b>	We will use the Nesholm Family Foundation Grant to support the work of and professional development in reading and writing workshop	\$130,000	Y	Nesholm	None
	We will use Levy Funding to support the professional development and use of the Wilson Reading Program.	TBD	TBD		None
<b>Science</b>	We will use funding from the OEL grant to support the professional development and curriculum planning of Science teachers.	TBD	TBD	OEL	None

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 5: SCHOOL PARTNERSHIPS

### School Partnerships

How is your school partnering with community organizations or other agencies? Does your school receive funds from other sources to partner? Please describe major partnerships that impact your school's academic strategy in the box below.

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
Seattle Parks and Recreation	<ul style="list-style-type: none"> <li>-Mercer Community Learning Center runs lunchtime enrichment and recreation programs.</li> <li>-Out of School time programs: academic, enrichment and recreation.</li> <li>-Family and evening cultural events.</li> <li>-Equity committee support encouraging student engagement each Friday.</li> </ul>	M-F Lunchtime After school Evening	Family & Education Levy	Family & Education Levy	Follows the City of Seattle Levy Cycle
CITY YEAR  GYBBIS: Positive Alternative to School Suspension	GYBBIS will provide on-site support for students to decrease the number of students who lose instructional time due to disciplinary issues, including disruptive conduct, disobedience, and rule-breaking. The purpose of this program is to provide in-school support as an alternative to suspension or positive alternative prevention to suspension.	M-Th October-June	Use of MSSP funds as a match with City Year	Match with City Year	Renewed Annually

**2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)**  
**SECTION 5: SCHOOL PARTNERSHIPS**

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
TEAM READ	We will partner with the TEAM READ organization to provide our 8 <sup>th</sup> graders with the opportunity to serve as reading tutors in local elementary schools. We will help recruit tutors, support them in the application process, participate in the training for our tutors, and conduct site visits to support their work in local elementary schools.	2 times per week, Oct-January and Feb-June	N/A	TEAM READ	Renewed Annually
MIPC Tutors	We partner with the Mercer Island Presbyterian Church, who provides roughly 12-15 tutors annually to support student learning in classrooms, with homework help, and in specified tutorial sessions. We provide them with some training and on-going support.	Ongoing	N/A	MIPC volunteer	Renewed Annually
Nesholm Family Foundation & SMH	We use funding from the Nesholm Family Foundation to support the position of an Assistant Principal in Charge of Literacy and to support professional development in the area of Reading and Writing Workshop for our teachers and leaders.  We are also partnered with the Nesholm Family Foundation who (in conjunction with Sound Mental Health) supports a full-time MSW at Mercer.	Ongoing	Nesholm Family Foundation	Nesholm Family Foundation	Renewed Annually

**2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)**  
**SECTION 5: SCHOOL PARTNERSHIPS**

Partner(s)	Description	Timing (when, how often)	Outside Funding (if any)	Outside Funding Source	Duration of Partnership
Sound Mental Health	We are also partnered with Sound Mental Health who supports a full-time MSW at Mercer. The MSW has a caseload of students and supervises other MSWs at local middle schools. Our MSW works with families to make referrals to community agencies (i.e. Asian Counseling & Referral Services, Central Youth & Family Services, Atlantic Street Services, Odessa Brown, etc.)	Ongoing	Nesholm Family Founation	Nesholm Family Foundation	Renewed Annually