



## 2025-26 Annual CSIP Mercer International Middle School

### Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

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

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### 2025-26 School Information and Leadership Team Members

**School Name:** Mercer International Middle School

**Principal:** Sherrie Encarnacion

**Instructional Vision:** If our teachers consistently implement high-leverage practices identified in the Professional Learning Community Cycle for each unit of study—aligned to Danielson’s Framework (1B,2C,3C,4C) and MTSS—we will deliver high-quality, equity-driven Tier 1 instruction that accelerates learning for Multilingual Learners, Hispanic, and African American scholars, resulting in at least one year’s growth for all students and closing the achievement gap for 40% of readers and 50% of mathematicians

**Members of the Building Leadership Team:** Virginia Andrews, Counselor; Janet Bautista, Teacher; Tayler Blaker, Teacher; Tonja Davis, Family and Student Advocate; Sherrie Encarnacion, Principal; Jennifer Matter, Teacher; Leonor Robles- Parent/ Guardian; Pam Sedillo, Teacher

[2023-26 CSIP Mercer](#)

### OSPI School Report Card Information (2024-25 School Year)

**Student Enrollment:** 755

**Special Education Percentage:** 14%

**Multilingual Learning Percentage:** 31%

**Highly Capable Percentage:** 8.1%

**Free and Reduced Lunch Percentage:** 59.7%

**Washington School Improvement Framework Status:** Foundational

[Mercer OSPI School Report](#)

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# Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

## Data analyzed for the CNA:

- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- Review of Student Plans (e.g. Individualized Education Plans and/or 504 Plans)
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Walkthrough/Observational Data
- School-based Student Surveys
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- Family Participation/Attendance (e.g., Events, Team Membership)
- School-based Family Engagement Event Exit Tickets
- Meeting Agendas and Minutes (e.g., Grade-level, Content Area, MTSS, RET, BLT, etc.)

**Top Strengths from Multiple Data Sources:** What strengths of students, staff, families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

Student Attendance: 79.1% of students attended 90% or more of school days, indicating strong engagement and school connection.

Academic Growth in ELA: 77.7% of students demonstrated foundational grade-level knowledge or above in ELA, and 66% of students in Math.

Staff Qualifications: 83.9% of teachers hold a Master's degree or higher, and the average teaching experience is 10.4 years, suggesting a highly qualified and experienced staff.

Growth in EL Proficiency (2023–24): There was a notable increase in EL students progressing (35.38%) compared to previous years.

**Top Needs from Multiple Data Sources:** What top needs (2 or 3) have emerged from the analysis of multiple data sources?

Math Achievement: 66% of students demonstrated foundational grade-level knowledge or above in math, indicating a need for math foundational support.

EL Proficiency: An increase in ML-qualified students and a disproportionate number of Hispanic students who are not progressing toward proficiency suggests a need for targeted EL support.

Science Proficiency: Science scores are also low for our ML students. Content is heavy with academic language and complex concepts, suggesting that linguistic supports are needed to support both content and thinking practices.

**Disproportionalities:** What disproportionalities exist among student groups?

Race/Ethnicity: Black/African American and Hispanic/Latino students scored lower in both ELA and Math compared to Asian and White peers (e.g., Math: Black – 46.0%, Hispanic – 50.0%, Asian – 67.0%, White – 59.0%).

Students with Disabilities: These students scored significantly lower in both ELA (58.0%) and Math (42.5%) compared to their non-disabled peers.

Low-Income Students: Math scores for low-income students were 50.0%, compared to 57.0% for non-low-income students.

**Root Causes of Disproportionalities:** What root causes have been identified for disproportionalities among student groups?

Access to Resources: Low-income and EL students may lack access to supplemental academic support and technology and have more gaps in foundational math and literacy skills.

Instructional Gaps: Differentiated instruction may not be consistently implemented for students with disabilities or ELs.

Cultural Relevance: Curriculum and pedagogy may not be fully aligned with the diverse identities of students.

**Greatest Potential for Impact:** What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Improving Math Instruction through professional learning communities: Identifying essential skills and monitoring progress on these skills could significantly boost overall academic performance.

Targeted EL Support: Enhancing EL instruction with visual and linguistic supports and structured talk opportunities will support EL proficiency.

Academic parent partnerships: Communication is relationship-centered around student academic and SEL learning and growth.

**Interconnected Needs:** How are needs related to each other or influencing each other?

Math and EL Performance: Many EL students also qualify for Title 1 services, compounding academic challenges.

Attendance and Achievement: While attendance is strong, it's not translating into higher achievement in math and science, suggesting instructional or engagement gaps.

Staff Development and Student Outcomes: Despite strong staff qualifications, professional development may need to focus more on equity and differentiation.

**Quick Wins:** Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

Professional Development on Differentiation: Equip teachers with strategies to support ELs and students with disabilities.

Math Intervention Programs: Launch targeted math support groups.

Family Engagement for ELs: Increase communication and resources for EL families to support learning at home.

Tight Professional Learning Community Practices for developing common formative assessments, analyzing data, and planning supports for students who are not yet proficient.

**Technology Use to Strengthen Student Learning:** How is technology being used to strengthen classroom instruction and student engagement?

- Teachers use games to engage students and reinforce learning.
- Math interventions meet students at their individual needs and adjust as students grow.

- AI is used to create visual and language supports.

**Support for Staff to Use Technology to Strengthen Student Learning:** What ongoing support is provided to ensure staff are proficient with required use of technology?

- Schoology tutorial
  - AI tutorials
  - Interactive whiteboard professional development
  - Atlas data set professional development
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## **Priority Area: Learning Environments – Joyful, Safe, Anti-Racist**

### **Measures and Targets**

#### **2023-26 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.

#### **2025-26 Goal:**

Our one-year interim goal is to increase favorable responses on the Student Voice and Leadership by 3% to 78%.

### **Action Plan**

#### **Evidence-based Practice 1:**

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships. For example, educators will use one of the following resources.

#### **Implementation Activity:**

Tier 1 Teams:

- BLT
- Mercer Instructional Team/MTSS
- Family Engagement Action Team
- RET
- SEL
- Counseling

#### **Process Data Measures:**

- Comprehensive School Counseling Program School Plan
- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- Care Coordination Plans
- MTSS Team Meets Regularly

#### **Timeframe for Reviewing Process Data Measures:**

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

### **Student Outcome Data Measures:**

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas

### **Timeframe for Reviewing Student Outcome Data Measures:**

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

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

- SEL
  - FEAT
  - Counseling teams
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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

#### **2023-26 Goal:**

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

#### **2025-26 Goal:**

The percentage of 6th-grade African American Male students projected to be proficient or above in Math on the SBA will increase to a target of 38%.

### **Action Plan**

#### **Evidence-based Practice 1:**

Common Curriculum: Educators will implement the enVision curriculum and use the SPS scope and sequence.

#### **Implementation Activity:**

During PLC meetings, teachers will spend time reviewing student work or data and discussing the Four Critical Questions:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How do we respond when students experience difficulty in learning?
4. How do we respond when student do learn?

#### **Process Data Measures:**

Walkthrough/Observational Data

#### **Timeframe for Reviewing Process Data Measures:**

- Monthly
- Quarterly
- Weekly
- Beginning of YearMiddle of Year
- End of Year

## **Student Outcome Data Measures:**

- MAP
- Curriculum-Embedded Assessments (CEAs)
- Student Grade Reports
- Smarter Balanced Assessment (SBA)

## **Timeframe for Reviewing Student Outcome Data Measures:**

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

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

- Math Team
- Administration
- MTSS Team

## **Highly Capable Services**

Social Emotional Learning: SEL programming is tailored to supporting the needs of Highly Capable Learners. Learning may include strategies for self-regulation, healthy peer relationships, and coping strategies. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills. Key strategies include:

- Self-Regulation and Coping Skills
- SEL lessons include mindfulness, stress checks, and emotional awareness activities to help HC students manage intensity and anxiety.
- Supporting Healthy Peer Relationships

## **Expanded Learning**

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

## **Homework Policy**

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

At Mercer, you can expect grades to be reported using the 100% grading scale (A-E). For Reading, Writing, and Mathematics classes, however, you may see teachers use standards-based grading scales (L1-L4), like those in elementary school. For Reading, Writing, Science, and Mathematics classes, however, you may see teachers use standards-based grading scales (L1-L4), like elementary school. Late/missing work will be accepted for full credit throughout the semester. All graded assignments must be turned in by the end of each semester. No 0s – the lowest grade a student can earn is a 50% (I.E. for Insufficient Evidence)

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

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# Priority Area: Family and Community Engagement

## Measures and Targets

### 2023-26 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 IEPs who use multiple means of communication to elicit responses.

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

### 2025-26 Goal:

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

Our one-year interim goal is that by June 2026, we will host at least 4 Multilingual Family nights and a family engagement event every month. At least 50% of Multilingual families attend at least one event.

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

## Action Plan

### Evidence-based Practice 1:

Connecting learning at home and school: Work together with families to create positive attitudes to education, develop shared understandings of how children learn and learning programs and build on families' capacity to support learning at home.

### Implementation Activity:

Teacher Teams will intentionally center relationships with caregivers and partner with a focus group of caregivers to share what essential skills students are learning, how they will show their learning, how they are learning, and what we can do together to support student growth.

### Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey

### Timeframe for Reviewing Process Data Measures:

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

### Student Outcome Data Measures:

Student Grade Reports

### Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- Middle of Year

- End of Year

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

- Family Engagement Team
  - MIT
  - BLT
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## 2025-26 Budget Allocations to Support Continuous Improvement

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

### Fund Program: Basic Education

**Intent and Purpose:** Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade-level specific state standards that includes differentiation and enrichment. The intent and purpose of Basic Education dollars include, but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

### Fund Program: Title 1

**Intent and Purpose:** To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.

**Dollar Amount:** \$305,966

**Activities Implemented to Meet Intent and Purpose:**

- Instruction professional development, parent support
- Math intervention classes
- Professional development
- Parent engagement
- Instructional materials

### Fund Program: Multilingual Learners (Title III)

**Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

**Dollar Amount:** \$1,144,480

**Activities Implemented to Meet Intent and Purpose:**

- Multilingual endorsed teachers
- Translation and interpretation
- Textual materials

### Fund Program: Learning Assistance Program (LAP)

**Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown that services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements

**Dollar Amount:** \$93,872

**Activities Implemented to Meet Intent and Purpose:**

- .6FTE Reading Teacher
- Math intervention classes
- Professional development
- Parent engagement
- Instructional materials

**Fund Program: High Poverty LAP**

**Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown that services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements

**Dollar Amount:** \$241,495

**Activities Implemented to Meet Intent and Purpose:**

- Interventionist, academic supports
- Math intervention classes
- Professional development
- Parent engagement
- Instructional materials

**Fund Program: Levy Funds**

**Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.

**Dollar Amount:** \$305,263

**Activities Implemented to Meet Intent and Purpose:**

- Family Student Advocate
- Reading interventionist
- Restorative Practices Coordinator
- Reading interventionist
- Family Student Advocate Restorative Practices Coordinator
- Out of School Time (OST) after-school enrichment
- Extra time

**Fund Program: Other Funding Source**

**Intent and Purpose:** Levy Performance Pay

**Dollar Amount:** \$242,000

**Activities Implemented to Meet Intent and Purpose:** Out of School Time Program