

**ATTACHMENT 1: COVER SHEET**

**MIDDLE SCHOOL INNOVATION RFI**

**School Information**

School name: Mercer Middle School

School address: 1600 South Columbian Way Seattle, WA 98108

**Application Components and Checklist (submit in this order)**

- ✓ Cover Sheet
- ✓ Data Analysis Summary pg. 2
- ✓ English Language Learner Self-Assessment pg. 6
- ✓ Work Plan Summary pg. 8
- ✓ College and Career Readiness Plan pg. 23
- ✓ School-Based Health Center Plan pg. 25
- ✓ Management and Oversight Plan pg. 27
- ✓ Annotated Budget pg. 33
  - ✓ *Added Attachments of School-wide Data* pg. 37
  - ✓ *Mercer Levy Calendar*

**Contact Information:**

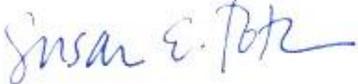
Contact person: Susan Toth

Title: Principal, Mercer Middle School

Mailing address: 1600 South Columbian Way Seattle, WA 98108

Day/Work phone: 206-252-8005, or 206-252-8000 (main office to be redirected to cell)

Email address: setoth@seattleschools.org

Signature: 

Date: April 11, 2012

Name: Susan E. Toth

(please print clearly)

Address: 1600 South Columbian Way Seattle, WA 98108

Day Phone: 206-252-8005, or 206-252-8000 (main office to be redirected to cell)

Attachment #8: Annotated Budget

Asa Mercer Middle School Middle School Innovation

Commit. Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes & Indicators
39106881	Student & Family Advocate	\$79,487	\$79,487	Hire a 1.0 Student & Family Advocate to case manage and guide a cohort of 40-50 sixth graders to be made up of identified focus students (primarily Latino, Black, and ELL) who have failed to meet standard on the MSP in more than one area or meet typical growth in MAP-M or MAP-R and/or who have non-school barriers to learning.	All- Focus Students needs fall in each of the areas	College & Career Readiness & Family Involvement	Attendance, passing core courses, number & percent meeting MAP typical growth & advancement of MSP levels
	SMH Care Coordinator	\$43,210	\$43,210	Hire a .5 FTE Care Coordinator from SMH to work with students who are new/transition to Mercer in 7th or 8th grade. (This funding includes \$30,335 for staff wages & benefits and \$12,875 for operating costs)	All- Focus Students needs fall in each of the areas	Social, Emotional, Behavioral, & Health Support	Attendance, passing core courses, number & percent meeting MAP typical growth & advancement of MSP levels, decreased discipline
	College Success Foundation Coaches	\$2,610	\$7,830	<b>Low End:</b> 1 Coach to support College Readiness Initiatives in 6th Grade (\$2,330/coach + \$280 admin costs) <b>High End:</b> 3 Coaches, one at each grade level to support College Readiness Initiatives 6-8 (\$6990 + \$ 840 admin costs)	All- Focus Students needs fall in each of the areas	College & Career Readiness	Attendance, growth from pre to post survey in college awareness, completion of high school & beyond plans, College Bound Scholarships, family participation in family engagement classes, etc.

Commit. Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes & Indicators
7020	Transportation	\$500	\$1,500	<b>Low end:</b> Buses for College Readiness Initiatives with 6th grade cohort & families <b>High end:</b> Buses for College Readiness Initiatives with 6th grade cohort & families and all 6th graders	All- Focus Students needs fall in each of the areas	College & Career Readiness & Family Involvement	Attendance, growth from pre to post survey in college awareness, completion of high school & beyond plans, College Bound Scholarships, family participation in family engagement classes, etc.
5100	College Readiness Supplies	\$1,500	\$4,500	<b>Low end:</b> 6th grade only <b>High end:</b> Supplies for field trips to local colleges, a college-prep folder for all college prep curriculum and instruction for 2012-13	All- Focus Students needs fall in each of the areas	College & Career Readiness	
5605	Online Membership for Math Intervention (I Can Learn)	\$8,000	\$8,000	I CAN LEARN online licenses	Math/Science& ELA	Extended In-School Learning Time	Number & percent meeting MAP typical growth & advancement of MSP levels
5601	Textual Materials for Reading & Math Intervention	\$1,975.00	\$14,429	Textual Materials to support extended in-school and out-of school intervention (Saxon Math materials, Reading materials)	Math/Science & Reading/Writing & ELA	Extended In-School Learning Time	Number & percent meeting MAP typical growth & advancement of MSP levels
5605	Online Membership for Reading Intervention (Achieve 3000)	\$4,500	\$9,000	<b>Low end:</b> 50 licenses for Achieve 3000 <b>High End:</b> 100 licenses for Achieve 3000	Reading/Writing & ELA	Out-of School Time/Expanded Learning Opportunities	Number & percent meeting MAP typical growth & advancement of MSP levels
2062	Extra Time for extended day teaching focus students in math & reading	\$6,336	\$12,672	<b>Low end:</b> 12 two-hour sessions in literacy & 12- two hour sessions in math in the fall OST session (taught by certificated staff) <b>High end:</b> will provide 12 more two-hour sessions in literacy & 12 more two-hour sessions in math in winter OST session (taught by certificated staff)	Math/Science & Reading/Writing & ELA	Out-of School Time/Expanded Learning Opportunities	Number & percent meeting MAP typical growth & advancement of MSP levels, attendance, passing all core courses

Commit. Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes & Indicators
5605	Online Memberships (Rosetta Stone)	\$4,740	\$14,220	<b>Low end-</b> 2 languages for a cohort of 25 students in each language (English- for ELL students, Arabic) annually <b>High end-</b> 6 languages for a cohort of 25 students in each language (English- for ELL students, Arabic, Chinese, Tagalog, Spanish, and Vietnamese) annually	ELA	Out-of School Time/Expanded Learning Opportunities & College & Career Readiness	Percentage & number meeting typical growth or benchmarks within the Rosetta Stone curriculum
3062	Classified Extra Time for extended instructional time for ELL students and in language groups	\$4,000	\$8,000	<b>Low end:</b> 12 two-hour sessions in literacy, math, and language aquisition in the fall OST session (taught by classified staff) <b>High End:</b> will provide an additional 12 two-hour sessions in literacy, math, and language aquisition during the winter OST session (taught by classified staff)	All- Focus Students needs fall in each of the areas	Out-of School Time/Expanded Learning Opportunities	Number & percent meeting MAP typical growth & advancement of MSP levels, attendance, passing all core courses
	Seattle Parks-OST program coordinator (Rec Specialist)	\$76,000	\$76,000	1.0 FTE Rec Specialist to lead the OST program, track data, etc.	All- Focus Students needs fall in each of the areas	Out-of School Time/Expanded Learning Opportunities	Attendance, passing core courses, number & percent meeting MAP typical growth & advancement of MSP levels, decreased discipline
	Rec Leader		\$47,000	.5 FTE Rec Leader to support the OST program, track data, etc.	All- Focus Students needs fall in each of the areas	Out-of School Time/Expanded Learning Opportunities	
	Seattle Parks-OST programming costs for enrichment	\$7,000	\$14,000	<b>Low end:</b> \$700/class/qtr (10 classes) to support expanded learning opportunities for students in extended day through the OST program <b>High end:</b> will be used to expand offerings for winter qtr: \$700/class/qtr (10 more classes) to support expanded learning opportunities for students in extended day through the OST program	All- Focus Students needs fall in each of the areas	Out-of School Time/Expanded Learning Opportunities	

Commit. Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes & Indicators
	<i>Lunch Time Program (contracted through Parks &amp; Rec, through CLC program)</i>	\$17,100	\$27,360	<b>Low end:</b> 2.5 staff at \$19/hr for 2 hours/day, 180 days <b>High End:</b> 4 staff at \$19/hr for 2 hours/day, 180 days	<i>All- Focus Students needs fall in each of the areas</i>	<i>Social, Emotional, Behavioral, &amp; Health Support</i>	<i>Decreased discipline, passing core courses</i>
	<i>Family Engagment Activities &amp; Education (coordinated by CLC in partnership with the Mercer FEAT and Student &amp; Family Advocate)</i>	\$2,250	\$4,500	<b>Low End:</b> Classes and family engagement activities for parents. (1 Family Summit, 2 Cultural Nights, 2 Family Education events) <b>High End:</b> Classes and family engagement activities for parents. (1 Family Summit, 5 Cultural Nights, 4 Family Education events)	<i>All- Focus Students needs fall in each of the areas</i>	<i>Family Involvement</i>	<i>Attendance, improved family survey response on SPS survey</i>
	<i>Mid-Year Performance Pay (7.5%) -Earned in March</i>	\$22,500	\$33,750	<i>When we earn mid-year performance pay, we plan to offer Spring enrichment field trips to all students to complement studies in science and literacy. We will take all 6th graders on a field trip to a local college. We will use a portion of the funding to increase additional enrichment activities Spring Qtr to our OST program. We will also increase our offerings of academic support (like Achieve 3000 during the OST program.) We will offer a general all-school invitational field trip to students and families to a local college on a Saturday. We will increase the number of Family Engagement Activities</i>	<i>All- Focus Students needs fall in each of the areas</i>	<i>All</i>	<i>All</i>

Commit. Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes & Indicators
	End-of-Year Performance Pay (7.5%) -Earned in June	\$22,500	\$33,750	When we earn end-of-year outcome performance pay, under the low budget, we will pay Classified & Certificated Extra Time for Home Visits during August 2013. We will offer summer PD for teachers in standards-based grading, reading and writing instruction, science and math instruction, and ELL methodology.	All- Focus Students needs fall in each of the areas	All	All
	End-of-Year Outcome Pay (10%) -Earned in September	\$30,000	\$45,000	When we earn the Performance Pay we will increase the FTE for the SMH Care Coordinator from 0.5FTE to 1.0FTE. With remaining funding, we will provide PD for staff in based on needs that emerge from the 2013 data in ELL, math, reading, writing, and science. We will also look for ways to increase our family engagement opportunities.	All- Focus Students needs fall in each of the areas	All	All
		-\$7,440	-\$7,440	Rec Leader Salary (leveraged funds from OSPI 21st Century Grant)	N/A	N/A	N/A
		-\$19,768	-\$19,768	School Year Enrichment/Academic Support (leveraged funds from OSPI 21st Century Grant specifically for Seattle Parks & Rec CLC at Mercer)	N/A	N/A	N/A
		-\$7,000	-\$7,000	Grant for Y-tech programs for OST and family engagement through Seattle Parks Department (leveraged funds from OSPI 21st Century Grant specifically for Seattle Parks & Rec CLC at Mercer)	N/A	N/A	N/A
<b>Total:</b>		<b>\$300,000</b>	<b>\$450,000</b>				

## ATTACHMENT 2: DATA ANALYSIS SUMMARY- MERCER

### MERCER DATA ANALYSIS- Area of Focus: ELL Students

*Please see additional school-wide data highlighting ELL students in the areas of math, reading, attendance, and grades.*

#### Focus Students & Areas of Concentration:

We will continue to work on advancing the achievement of **each and every ELL student**. However, within our ELL student population, our data shows that we need to focus extra attention on two specific subgroups of students. Our data shows that an achievement gap exists within our ELL population for our **Somali** students in reading, math and writing. While our students make strong gains on the WLPT our data shows that **current 6<sup>th</sup> and 7<sup>th</sup> graders who have been in the ELL program for more than the average 3.52 years** (see Attachment D) are, on average, not yet at standard on the MSP. Our plan articulates strategies for bringing these students to standard in math and reading.

#### Outcomes & Indicators:

- Exit 30% or more students from the ELL program in 2013
- At least 80% of all ELL students will meet or exceed gains on the WELPA in 2013
- Advance ELL students in MSP level to 55% at standard in math in 2013.
- Advance ELL students in MSP level to 50% at standard in reading in 2013.
- At least 75% of all ELL students will meet or exceed typical growth on the MAP-Reading & Math in 2013
- At least 70% of all ELL students will meet or exceed standard on the MSP in Writing in 2013.
- At least 75% of all Somali students will meet or exceed typical growth on the MAP-Reading & Math
- At least 65% of all ELL students will meet or exceed standard on the MSP in Science

**Rationale:** Strategic and structured additional support will ensure the present and future success of our ELL students. We believe they will benefit from the school-wide interventions and tiered instruction already in place at Mercer (including an additional math class during the school day for all students not at standard), strategic placement in a cohort led by a School & Family Advocate (beginning in the 6<sup>th</sup> grade in August 2012-13) and targeted intervention to be delivered in our OST program.

General ELL Data Indicator	Data
Levels of English Proficiency	Beginning: 3 students
	Intermediate: 34 students
	Advanced: 123 students
Languages Spoken at Mercer	20; Primarily Vietnamese, Chinese, Somali, Tagalog, and Spanish
Percentage of ELL students who made gains on the WLPT II:	83.30%
Percent of Student who Exited ELL on the WLPT in 2011:	37% at Mercer (72 students) compared to 25% in SPS
On average, how long are our students in the ELL program?	3.52 years
How many of our ELL students have been in the ELL program four years or longer?	107 students
How many of Mercer's ELL students are immigrants or refugees?	4 students

ELL Data by Major Language Group Served at Mercer (gr 6-8)				
ELL Data by Major Language Group Served at Mercer (gr 6-8)	GRADE	MATH MSP	READING MSP	Writing-scale score for current 6th Graders (from 2010)
Chinese	6	411.36	388.2	6.85
	7	405.81	386.54	
	<b>AVG</b>	<b>408.585</b>	<b>387.37</b>	
Somali	6	343.7	366.22	5.71
	7	345.4	365.6	
	<b>AVG</b>	<b>344.55</b>	<b>365.91</b>	
Spanish	6	373.6	379.4	7.33
	7	375.6	388	
	<b>AVG</b>	<b>374.6</b>	<b>383.7</b>	
Tagalog	6	371.37	388	7.33
	7	415.5	395.5	
	<b>AVG</b>	<b>393.435</b>	<b>391.75</b>	
Vietnamese	6	380.81	383.8	8.25
	7	394.25	392.75	
	<b>AVG</b>	<b>387.53</b>	<b>388.275</b>	

**MERCER DATA ANALYSIS- Area of Focus: Math**

MATH- Advancement to Standard (ELL & IEP Subgroups)				
	% At Standard in 7th Grade that were not in 6th Grade (only incl. returning st.)	Total at Standard in 7th grade (includes new students)	% At Standard in 8th Grade that were not in 7th Grade (only incl. returning st.)	Total at Standard in 8th Grade (includes new students)
IEP	<b>29.2% (7/24)</b>	41.2% (14/34)	<b>20.0% (4/20)</b>	47.4% (18/38)
ELL	<b>30.4% (7/23)</b>	45.7% (16/35)	<b>20.0% (4/20)</b>	42.6% (20/47)

MATH- Advancement to Standard on MSP by Ethnicity				
Ethnicity	% At Standard in 7th Grade that were not in 6th Grade (only incl. returning st.)	Total at Standard in 7th grade (includes new students)	% At Standard in 8th Grade that were not in 7th Grade (only incl. returning st.)	Total at Standard in 8th Grade (includes new students)
Asian	<b>74.5% (38/51)</b>	89.1% (147/165)	<b>42.9% (12/28)</b>	79.0% (113/143)
Black	<b>51.1% (23/44)</b>	57.1% (44/77)	<b>30.8% (8/26)</b>	54.1% (40/74)
Latino	<b>63.0% (17/27)</b>	71.1% (27/38)	<b>50.0% (9/18)</b>	64.1% (25/39)
White	<b>80.0% (4/5)</b>	87.5% (14/16)	<b>100% (1/1)</b>	100.0% (5/5)
All Together	<b>64.6% (82/127)</b>		<b>47.6% (30/63)</b>	

Science is not emphasized to be funded through this RFI, except in the ELA area of concentration where we will focus professional development for science teachers.

***(Please see Attachment B for additional school-level math data)***

**Focus Students:** While our interventions will continue to work on bringing all students to standard, our data shows that we must concentrate on our **Black** and **Latino** students, whose growth and performance is below the total average of those in the grade. We must also continue to focus on our **ELL** students and students with **IEPs**.

**Outcomes and Indicators:**

- Advance ELL students in MSP level to 55% at standard in math in 2013.
- Advance students with IEPs to 60% at standard in math in 2013.
- Advance 75% of Latino students to standard in math in 2013.
- Advance 75% of Black students to standard in math in 2013.
- Maintain or advance (from Level 3 to Level 4) 90% of all Black and Latino students currently at standard in 2013 (175 students currently)
- 75% of all Latino, Black, and ELL students will meet or exceed typical growth on the MAP-Math test annually.

**Rationale:** Our data shows that our Black, Latino, and ELL students, and students with IEPs are most in need of additional math support to ensure their present and future success. We believe they will benefit from the school-wide interventions already in place at Mercer (including an additional math class during the school day for all students not at standard), strategic placement in a cohort led by a School & Family Advocate (beginning in the 6<sup>th</sup> grade in August 2012-13) and targeted intervention to be delivered in our OST program.

## MERCER DATA ANALYSIS- Area of Focus: Reading

Reading Data by Ethnicity- 2011-12							
	Count of Pupil #	MSP Score AVG- Reading	MSP +/- Grade Level Avg	Average of F11 RIT Score- Read	Average of W12 RIT Score-Read	MAP- R GROW TH	MAP GROWTH +/- Grade Level Avg
6	315	405.02		208.46	211.83	3.37	
A	165	412.53	7.51	211.63	215.01	3.38	0.01
B	87	390.51	-14.50	201.76	205.34	3.58	0.22
H	41	394.92	-10.10	205.21	208.29	3.08	-0.28
W	17	427.00	21.98	220.06	221.65	1.59	-1.78
7	312	409.41		218.85	220.35	1.51	
A	171	412.52	3.11	221.65	222.88	1.22	-0.28
B	80	401.59	-7.83	213.24	215.27	2.03	0.52
H	41	402.05	-7.36	213.93	216.44	2.51	1.01
W	16	433.93	24.52	229.19	231.00	1.81	0.31

*Given other supports in place, writing is not emphasized to be funded through this RFI.*

**Focus Students:** While our interventions will continue to focus on bringing all students to standard, our data shows that we must concentrate on our **Black and Latino** students, whose growth and performance is below the total average of those in their respective grade levels. We must also continue to focus on our **ELL** students.

Ethnicity	READING- Advancement to Standard on MSP (by Ethnicity)			
	% At Standard in 7th Grade that were not in 6th Grade (only incl. returning st.)	Total at Standard in 7th grade (includes new students)	% At Standard in 8th Grade that were not in 7th Grade (only incl. returning st.)	Total at Standard in 8th Grade (includes new students)
Asian	67.9% (36/53)	85.5% (141/165)	54.8% (23/42)	73.4% (105/143)
Black	64.1% (25/39)	70.1% (54/77)	48.0% (12/25)	67.6% (50/74)
Latino	33.3% (6/18)	60.5% (23/38)	25.0% (4/16)	48.7% (19/39)
White	100% (2/2)	100.0% (16/16)	N/A	100.0% (5/5)
All Together	61.6% (69/112)		47.0% (39/83)	

### Outcomes and Indicators:

While our data shows that our students are making growth that exceeds that of the district and state (See Attachment J), we seek to achieve the following:

- Advance ELL students in MSP level to 50% at standard in reading in 2013.
- 60% of Latino students to standard in reading in 2013.
- 75% of Black students to standard in reading in 2013.
- Maintain and/or advance (to Level 4) 90% of all Black and Latino students currently at standard in 2013. (197 students currently)
- 75% of all Latino, Black, and ELL students will meet or exceed typical growth on the MAP- Reading test annually

**Rationale:** Our data shows that our Black, Latino, and ELL students are the students most in need of intervention and additional support to ensure their present and future success. We believe they will benefit from the school-wide interventions already in place at Mercer (and currently funded by the Levy), strategic placement in a cohort guided by a School & Family Advocate (beginning in the 6<sup>th</sup> grade in August 2012-13) and targeted support in our OST program.

## Area of Focus: New Students Transitioning to Mercer

	Number of Students	Average of Math MSP Scale Score	Average of Rdg MSP Scale Score	Average of Fall '11 Math RIT Score	Average of W'12 Math RIT Score	Average of Fall '11 Reading RIT Score	Average of W'12 Reading RIT Score	Avg. Incidents per Student	Average of Cum GPA	Average of Attendance Rate
Returning 7th Graders	285	430.79	410.40	233.33	237.99	219.31	220.76	0.04	3.47	96.7%
New/Transitioning 7th Graders	33	390.16	395.45	224.71	229.53	214.29	216.78	0.06	3.01	94.0%
Gap/Discrepancy between New and Returning Students		40.64	14.95	8.62	8.46	5.03	3.98	-0.02	0.45	2.7%
Returning 8th Graders	254	418.68	403.61	236.63	239.58	219.82	221.05	0.08	3.33	94.2%
New/Transitioning 8th Graders	39	374.65	389.88	225.46	227.29	213.19	208.14	0.26	2.62	94.5%
Gap/Discrepancy between New and Returning Students		44.03	13.73	11.17	12.29	6.64	12.90	-0.18	0.71	-0.3%

Under the New Student Assignment Plan more students enter Mercer at the start of the year and mid-year than they have in the past because students can enter at any time if they move into the Mercer attendance zone. This data shows that the students in 7<sup>th</sup> and 8<sup>th</sup> grade who came to Mercer are, on average, significantly behind according to all measures with the exception of 1<sup>st</sup> semester attendance.

**Outcomes and indicators** most in need of attention for our transitioning students are:

- 75% or more students new to Mercer will meet or exceed typical MAP growth in reading & math
- 60% or more of students new to Mercer will move up one level in reading and/or math on the MSP
- Attendance of group will be fewer than 5 unexcused or excused absences/semester on average.
- 75% or more of the students new to Mercer will pass all core courses each semester
- Decreased disciplinary incidents to be proportionately representative (discipline will be within .04 proportionately)
- Increased Cumulative GPA of new/transitioning students to, on average, within .15 points of returning students by the end of 1<sup>st</sup> semester and .10 by the end of 2<sup>nd</sup> semester

**Rationale:** Our data shows that our transitioning/new students are generally a vulnerable group of students, in need of additional support to ensure their present and future success. Their successes and struggles impact the results for the school as a whole. We believe this cohort of students will benefit from the interventions already in place and the additional support of a dedicated full time Care Coordinator through Sound Mental Health. Because we currently have one SMH Care Coordinator (funded by the Nesholm Foundation) fully integrated into the school, the Care Coordinator should be relatively seamless. It is already common practice for a Care Coordinator to provide services, collaborate with the school team through the intervention system (see attached), and connect students to resources in the school and community.

## ATTACHMENT 3: ENGLISH LANGUAGE LEARNER SELF-ASSESSMENT

### Capacity of the School: Instructional Model & Intervention to Improve Outcomes for ELLs

Mercer uses a blended instructional model to support English Language Learners. Each student is intentionally scheduled into the proper core and intervention classes depending on individual needs. We use many data points to make these decisions, including but not limited to: WELPA/WLPT, MSP, MAP data history, attendance, grades, and internal interim data. The ELL program ranges from the most instructionally intensive (designed to accelerate growth) to least intensive, and may include the following:

		ACADEMIC AREAS		
		Reading	Math/Science	Writing/Language
<b>INSTRUCTIONAL CONTINUUM</b>	<b>Highest Level of Support/ Intervention Provided</b>    <b>Mainstream</b>	Wilson Reading System ↓ Inside (for ELLs) ↓ Read 180 ↓ Reading Workshop (sheltered) ↓ Reading Workshop (mainstream) •	Students (ELL, IEP, etc) have a 2 <sup>nd</sup> math class if they do not meet standard on the MSP or to accelerate learning for access to Algebra in 8 <sup>th</sup> grade. Our bilingual staff support our math intervention classes. • Grade-level math aligned to standard (sheltered) ↓ Grade-level math aligned to standard (mainstream) •	Grade-level writing workshop & vocabulary instruction aligned to standard (sheltered) ↓ Grade-level writing workshop & vocabulary instruction aligned to standard (mainstream) •
	<b>Current Professional Development for Staff by Subject Area</b>	<ul style="list-style-type: none"> <li>•Wilson Reading PD (as needed)</li> <li>•Initial &amp; Ongoing PD in Read 180</li> <li>•Initial PD for Inside &amp; coaching support</li> <li>•Reading Workshop PD &amp; Planning Support</li> <li>•Ongoing Standards-Based Unit &amp; Lesson Design Planning Support (Led by Asst. Principal)</li> <li>•Words their Way Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>•Ongoing Standards-Based Unit &amp; Lesson Design Planning Support (facilitated by the PD Coach)</li> <li>•Initial &amp; ongoing support for teaching intervention curriculum (Saxon &amp; I Can Learn)</li> </ul>	<ul style="list-style-type: none"> <li>•Ongoing Standards-Based Unit &amp; Lesson Design Planning Support (Led by Asst. Principal)</li> <li>•Initial &amp; ongoing support for vocabulary development through Words their Way</li> </ul>
	<b>Planned Future Professional Development</b>	<ul style="list-style-type: none"> <li>•Scale Up Series 1 X year</li> <li>•Ongoing training in interventions currently employed.</li> </ul>	<ul style="list-style-type: none"> <li>•Scale Up Series 1 X year</li> <li>•Ongoing training in interventions currently employed.</li> <li>•SIOP training for all science teachers</li> </ul>	<ul style="list-style-type: none"> <li>•Scale Up Series 1 X year</li> <li>•Ongoing training in interventions currently employed.</li> </ul>

There are many ways we increasingly scaffold learning for our ELL students through differentiated instruction and supplemental materials. We use our textual materials budget to ensure that we have a variety of reading materials across genres (non-fiction & fiction) for our struggling readers. Our reading, writing, math, and science teachers use a variety of methods to scaffold instruction not necessarily found in more traditional classrooms, namely intentionally designed mini-lessons, ample opportunities for accountable talk, anchor charts, and a great deal of time for independent practice. Our Bilingual IAs support math intervention classes at each grade level, providing additional support and time for students to work 1:1 and in small groups.

## **Professional Development, Principal Oversight**

---

Advancing the performance of ELLs in all subjects is a high priority of our school-wide professional development strategy. Our ELL staff has specific professional development that they participate in as well, which includes PD for the *Inside Curriculum*, *Scale Up*, and *SIOP*. Our content area staff (all science, math, and elective/PE teachers) will continue to focus on academic language development through the curriculum *Vocabulary Their Way* and *Scale Up*, both of which have a research base demonstrating improvements in content, comprehension, and oral fluency. Bilingual IAs participated in training around specific strategies to improve student learning, namely *I CAN LEARN*, *Saxon*, and *Vocabulary Their Way*. Our next steps include professional development for science teachers in *SIOP*, and for the entire staff in *Scale Up*. Mercer's school leaders have and will continue to attend all trainings staff attend and/or lead professional development for staff. The new AP in charge of Literacy has extensive background and expertise in English Language Acquisition; she will deliver additional professional development to staff within content areas.

### **We collaboratively monitor student progress in the following ways:**

- School-wide use of intervention system (see attached) to ensure that students are known well
- Individual monitoring of student progress using the MAP Student Progress Report (3 X year)
- Monitoring of groups of students by class/subgroup on the MAP assessment (3 X year)
- Our own Standards-Based Interim Assessments in Math, Reading, and Science (4 X year)
- The ELL Department PLC focuses on analyzing their classroom performance data (2 X month)
- Daily exit tickets and formative assessments in all core subjects; Promethean clicker technology in math & science

**Next Steps:** We anxiously await the release of a research study (CSU-Long Beach, finished in 2011) on the impact of *SIOP* in Science. We will use recommendations from this report to guide the implementation of *SIOP* with our science department to better meet the needs of our ELL students in Science. <http://www.eric.ed.gov/PDFS/EJ796420.pdf>

## **Extended Learning Opportunities & Family Partnership to Support Learning at Home**

---

Our OST program provides culturally relevant tutoring for students in Vietnamese, Somali, Chinese, Spanish, and Tagalog. We provide intervention to all ELL students in reading and math as needed. In addition, we target a specific group of ELL students for focused intervention through our 6-week summer learning program, which emphasizes math, language, and reading. We plan to use *Rosetta Stone* to support students in English language development and *Achieve 3000* for reading

Every June we hold a Family Summit to ask parents what would help them in their connection to school. This is held in our six major language groups and helps us set a course for our school's work and ELL supports. Outcomes from past summits led us to conduct August home visits with all 6<sup>th</sup> graders, making special arrangements (led by our Bilingual Department Head) to partner with families of our ELL students. Throughout the year, our bilingual IAs lead workshops in multiple languages to promote academic and school success.

## **Proven Outcomes**

---

Our school exited 37% of our ELL students versus 25% in Seattle Public Schools. 81% of our students made the expected gains (under AMAO 1) on the WLPT. Please refer to Attachment 7 for more detail.

## ATTACHMENT 4: WORK PLAN SUMMARY

Work Plan Summary		Area of Concentration #1  Math/Science  <i>Science is not emphasized to be funded through this RFI, except in the ELA area of concentration.</i>	Area of Concentration #2  Reading/Writing  <i>Writing is not emphasized to be funded through this RFI, except in the ELA area of concentration.</i>	Area of Concentration #3  Passing Classes	Area of Concentration #4  Attendance	Area of Concentration #5  English Language Acquisition
Focus Students	Who are our focus students?	<ol style="list-style-type: none"> <li>1. ELL students not at standard in math</li> <li>2. Latino students not at standard in math</li> <li>3. Black students not at standard in math</li> <li>4. All other students currently not at standard in math</li> <li>5. Black and Latino Students currently at standard in math</li> </ol>	<ol style="list-style-type: none"> <li>1. ELL students not at standard in reading.</li> <li>2. Latino students not at standard in reading.</li> <li>3. Black students not at standard in reading.</li> <li>4. All other students currently not at standard in reading.</li> <li>5. Black and Latino students currently at standard in reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. Black students with a C-, D or E in math or language arts.</li> <li>2. Latino students with a C-, D or E in math or language arts.</li> <li>3. All other students with a C-, D or E in math or language arts.</li> <li>4. Our new/transitioning students</li> </ol>	<ol style="list-style-type: none"> <li>1. Black students who have a lower than 95% attendance rate.</li> <li>2. Latino students who have a lower than 95% attendance rate.</li> <li>3. All other students who have a lower than 95% attendance rate.</li> </ol>	<ol style="list-style-type: none"> <li>1. All 'Advanced' ELL students who have not yet exited from Bilingual Services.</li> <li>2. All ELL students who scored on a L1 or L2 in Math on the MSP in 2012</li> <li>3. All ELL students who scored a L1 or L2 in Reading on the MSP in 2012</li> <li>4. All ELL students who scored a L1 or L2 in Writing on the MSP in 2010 (as 4<sup>th</sup> graders)</li> <li>5. All Somali ELL students who scored a L1 or L2 in math, reading, or writing</li> </ol>

	<p>Why did you choose these focus students?</p>	<p>We analyzed our data and found that we must focus on all students not at standard in math. Within this population we must focus on our African-American and Latino mathematicians. While our data shows that we are generally outperforming SPS and the State, we want to ensure equitable access to Algebra in 8<sup>th</sup> grade.</p> <ol style="list-style-type: none"> <li>1. There are currently 92 ELL Students not at standard in math</li> <li>2. There are currently 52 Latino Students not at standard in math</li> <li>3. There are currently 121 Black Students not at standard in math</li> <li>4. There are currently 97 other students (Asian or White) not at standard in math</li> <li>5. There are currently 175 Black and Latino Students at standard in math</li> </ol>	<p>We analyzed our data and found that we must focus on all students not at standard in reading. Within this population we must focus on our African-American and Latino readers. While our data shows that we are generally outperforming SPS and the State, we want to ensure that students are prepared for rigorous high school and college experience in reading and writing.</p> <ol style="list-style-type: none"> <li>1. There are currently 98 ELL Students not at standard in reading</li> <li>2. There are currently 55 Latino Students not at standard in reading</li> <li>3. There are currently 96 Black Students not at standard in reading</li> <li>4. There are currently 107 other students (Asian or White) not at standard in reading</li> <li>5. There are currently 197 Black and Latino Students at standard in reading</li> </ol>	<ul style="list-style-type: none"> <li>•We know just passing classes is not a high enough standard for our students. We consider students who have a C- or a D to be in danger of failing sometime in the future. We must focus on the students who fall into this category:</li> </ul> <ol style="list-style-type: none"> <li>1. There are currently 26 Black students with a C-, D, or E in Math and 12 with those grades in Language Arts.</li> <li>2. There are currently 7 Black students with a C-, D, or E in Math and 6 with those grades in Language Arts.</li> <li>3. There are currently 18 other students (Asian or White) with a C-, D, or E in Math and 6 with those grades in Language Arts.</li> </ol>	<ul style="list-style-type: none"> <li>•We reviewed our attendance data and analyzed which groups had the lowest rates of attendance. We looked at gaps/ discrepancies in data by ethnicity.</li> </ul> <ol style="list-style-type: none"> <li>1. There are currently 97 Black students with lower than 95% attendance rate.</li> <li>2. There are currently 44 Latino students with lower than 95% attendance rate.</li> <li>3. There are currently 103 other (89 Asian &amp; 14 White) students with lower than 95% attendance rate.</li> </ol> <ul style="list-style-type: none"> <li>•We also compared our new/ transitioning students to our returning students and while the gap is not significant, it is an factor we will pay attention to</li> </ul>	<ul style="list-style-type: none"> <li>•Our data showed that our 'Advanced students,' primarily those who have received ELL services for 3+ years will benefit from additional support to exit bilingual services.</li> <li>•Our MSP data (corroborated by MAP data) showed that reading is, of all tested areas, our weakest area. There are currently 92 ELL Students not at standard in reading</li> <li>•Our MSP data (corroborated by MAP data) showed that our ELL mathematicians will benefit from additional support. There are currently 98 ELL Students not at standard in math</li> <li>•Our ELL students (in each of our 5 main language groups) were all, on average below standard on the MSP-Writing the last time they were assessed.</li> <li>•Our data shows that our</li> </ul>
--	---	--	---	--	--	--

				<ul style="list-style-type: none"> <li>•There is a significant gap in performance according to GPA between our new/transitioning students and our returning students. We must focus on students who fall in this category as we need to accelerate their learning to ensure success in high school and beyond.</li> </ul>		Somali- ELL students are our most struggling ELL students. They are represented in the “Black” ethnicity of the data
How many will you serve?	<p><b><i>As we select students for these interventions we will prioritize our Black, Latino, and ELL students, and students with IEPs. We will use the risk factors (academic performance, grades, attendance, discipline history, test history) from the risk assessment reports to further select students for our cohorts, targeted intervention during OST, etc. We realize that these students will cross over several or all focus areas.</i></b></p>					
	<ol style="list-style-type: none"> <li>1. 6<sup>th</sup> grade Cohort led by the Student &amp; Family Advocate: 40 to 50 6<sup>th</sup> graders</li> <li>2. All students not at standard in math will have a second research based math class during the school day (number to be determined by 2012 MSP data)</li> <li>3. Up to 60 students will be placed in a second math class (pre-algebra) to accelerate their growth in math to ensure access to Algebra in 8<sup>th</sup> grade</li> <li>4. 25 students per session of targeted OST math intervention 3 X year</li> </ol>	<ol style="list-style-type: none"> <li>1. 6<sup>th</sup> grade Cohort led by the Student &amp; Family Advocate: 40 to 50 6<sup>th</sup> graders</li> <li>2. 25 students per session of targeted OST reading intervention 3 X year</li> <li>3. 60 to 90 students (depending on data) will be placed in a reading intervention course during the school day</li> </ol>	<ol style="list-style-type: none"> <li>1. 6<sup>th</sup> grade Cohort led by the Student &amp; Family Advocate: 40 to 50 6<sup>th</sup> graders</li> <li>2. The SMH coordinator will work with up to 40 new/transitioning students (using a system of tiered support from intensive to basic monitoring)</li> </ol>	<ol style="list-style-type: none"> <li>1. We will review data and identify the new/transitioning students most in need of support.</li> <li>2. The SMH coordinator will work with up to 40 new/transitioning students (using a system of tiered support from intensive to basic monitoring)</li> </ol>	<ol style="list-style-type: none"> <li>1. We will serve all 160 ELL students who are eligible according to our tiered instructional model</li> <li>2. Our OST program will serve 5 groups of 15-25 students/session (3 sessions/ year) in ELA intervention</li> <li>3. Our OST program will serve 6 language groups of up to 25 students each in Rosetta Stone.</li> </ol>	

Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
Outcomes & Indicators*	Baseline	<ol style="list-style-type: none"> <li>1. 37.4% of our ELL Students are at standard in math</li> <li>2. 55.6% of our Latino Students are at standard in math</li> <li>3. 47.6% of our Black Students are at standard in math</li> <li>4. 68.3% of all of our students combined are at standard in math</li> <li>5. 88% of our 16 returning Black 7<sup>th</sup> graders who met standard in 2010 met or exceeded standard in 2011. 100% of our 9 returning Latino 7<sup>th</sup> graders who met standard in 2010 met or exceeded standard in 2011.</li> </ol>	<ol style="list-style-type: none"> <li>1. 31.9% of our ELL Students are at standard in reading</li> <li>2. 53.0% of our Latino Students are at standard in reading</li> <li>3. 58.4% of our Black Students are at standard in reading</li> <li>4. 70.0% of all of our students combined are at standard in reading</li> <li>5. 86% of our 21 returning Black 7<sup>th</sup> graders who met standard in 2010 met or exceeded standard in 2011. 88% of our 17 returning Latino 7<sup>th</sup> graders who met standard in 2010 met or exceeded standard in 2011.</li> </ol>	<ol style="list-style-type: none"> <li>1. 10.4% of our Black Students have a C-, D, or E in math and 4.8% have those grades in reading.</li> <li>2. 5.6% of our Latino Students have a C-, D, or E in math and 4.8% have those grades in reading.</li> <li>3. 3.4% of our other Students have a C-, D, or E in math and 1.1% have those grades in reading.</li> <li>4. The discrepancy between returning and new/transitioning students is significant. There is an average .58 discrepancy, with an average GPA for new/transitioning students of 2.82 GPA v. 3.40 GPA of returning students</li> </ol>	<ol style="list-style-type: none"> <li>1. 39% of our Black students have lower than 95% attendance rate.</li> <li>2. 36% of our Latino students have lower than 95% attendance rate.</li> <li>3. 18% of Asian and 35% of White students have lower than 95% attendance rate</li> <li>4. The discrepancy in attendance between returning and new/transitioning students is not significant. The average attendance rate of new/transitioning students is 94.25%</li> </ol>	<ol style="list-style-type: none"> <li>1. 123 students are currently “advanced” according to WLPT proficiency levels.</li> <li>2. 34 students are currently “intermediate” according to WLPT proficiency levels.</li> <li>3. 3 students are currently “beginning” according to the WLPT proficiency levels.</li> <li>4. 107 students have been in the ELL program for four years or more; on average, Mercer students tend to be in the ELL program for 3.52 years.</li> <li>5. 83.3% of students made gains on the WLPT in 2011. (AMAO 2)</li> <li>6. 31.9% of our current ELL Students are at standard in reading</li> <li>7. 37.4% of our current ELL Students are at standard in math</li> </ol>

Work Plan		Math/Science	Reading/Writing	Passing Classes	Attendance	English Language Acquisition
	Proposed Target	<ol style="list-style-type: none"> <li>1. 55% of our ELL students will be at or above standard in math in 2013.</li> <li>2. 75% of our Latino students will be at or above standard in math in 2013.</li> <li>3. 75% of our Black students will be at or above standard in math in 2013.</li> <li>4. 75% of our students overall will be at or above standard in math in 2013.</li> <li>5. 90% of our Black and Latino students who are currently at standard will maintain or advance (from Level 3 to Level 4).</li> <li>6. 75% of all Latino, Black, and ELL students will meet or exceed typical growth on the MAP Math test annually.</li> <li>7. 70% of all student in the 6<sup>th</sup> grade cohort will meet/exceed typical growth on the MAP-Math</li> </ol>	<ol style="list-style-type: none"> <li>1. 50% of our ELL students will be at or above standard in reading in 2013.</li> <li>2. 60% of our Latino students will be at or above standard in reading in 2013.</li> <li>3. 75% of our Black students will be at or above standard in reading in 2013.</li> <li>4. 80% of our students overall will be at or above standard in reading in 2013.</li> <li>5. 90% of our Black and Latino students who are currently at standard will maintain or advance (from Level 3 to Level 4).</li> <li>6. 75% of all Latino, Black, and ELL students will meet or exceed typical growth on the MAP Reading test annually.</li> <li>7. 70% of all student in the 6<sup>th</sup> grade cohort will meet/exceed typical growth on the MAP-Reading</li> </ol>	<ol style="list-style-type: none"> <li>1. Fewer than 4% of our Black students will have a C-, D, or E in math or language arts.</li> <li>2. Fewer than 4% of our Latino students will have a C-, D, or E in math or language arts.</li> <li>3. Fewer than 4% of our other students will have a C-, D, or E in math or language arts.</li> <li>4. We will reduce the discrepancy in GPA between returning and new/ transitioning students to within .15 by the end of 1<sup>st</sup> semester and .10 by the end of the 2012-13 year.</li> <li>5. The 6<sup>th</sup> Grade Cohort selected with have an average GPA of 3.40 or higher.</li> </ol>	<ol style="list-style-type: none"> <li>1. The overall attendance rate for Mercer will be at least 96%, (up from 95.6%)</li> <li>2. The attendance rate for Black students will improve from 94.1% to at least 95%.</li> <li>3. The attendance rate for Latino students will improve from 94.5 to at least 95.5%.</li> <li>4. The attendance rate for Asian students will improve from 96.9 to 97.1% or more.</li> <li>5. The attendance rate for White students will improve from 93.5 to 95%.</li> <li>6. The average attendance rate for all new/ transitioning students will be fewer than 5 absences/ semester (94%)</li> <li>7. The average attendance of students in the 6<sup>th</sup> grade cohort will be at least 95.5%</li> </ol>	<ol style="list-style-type: none"> <li>1a. 30% of all ELL students will exit from Bilingual Services in 2013.</li> <li>1b. 80% or more ELL students will meet/exceed gains on the WELPA in 2013.</li> <li>2. 55% of all ELL students will be at standard on the MSP-in Math in 2013.</li> <li>3. 50% of all ELL students will be at standard on the MSP-Reading in 2013.</li> <li>4. 70% of all ELL students will meet standard in Writing in 2013.</li> <li>5. 70% of all Somali students will meet/exceed typical growth on the MAP-R and Map-M.</li> <li>6. 75% of all ELL students will meet/exceed typical growth on the MAP-M and MAP-R.</li> <li>7. 60% of all 8<sup>th</sup> grade ELL students will meet standard in Science on the MSP</li> </ol>

Work Plan		Math/Science	Reading/Writing	Passing Classes	Attendance	English Language Acquisition
Strategies	What services will be provided?	<p>1. Extra math period (using I Can Learn or Saxon) determined by MAP assessments for all students not at standard</p> <p>2. Extra math period for a cohort of students to accelerate toward Algebra in 8<sup>th</sup> grade (using I Can Learn pre-Algebra)</p> <p>3. 12-session extended math institute after school. Cohorts will be created based on Mercer’s Interim Math Assessment 3 X year</p> <p>4. OST tutoring in math using I CAN LEARN and other well-researched math interventions</p> <p>5. A full-time SMH care coordinator will support new students based on a tiered level of need from intensive therapeutic services to monitoring and check-ins on grades, attendance, and academic performance</p> <p>6. A Student and Family</p>	<p>1. A full-time SMH care coordinator will support new students based on a tiered level of need from intensive therapeutic services to monitoring and check-ins on grades, attendance, and academic performance</p> <p>2. A Student and Family Advocate will guide a cohort of 40-50 6<sup>th</sup> graders (primarily Black, Latino, &amp; ELL students)</p> <p>3. 12-session extended reading institute after school. Cohorts will be created based on Mercer’s Interim Reading Assessment 3 X year using Achieve 3000.</p> <p>4. OST tutoring in reading using Achieve 3000 and other well-researched interventions</p> <p>5. Wilson Reading System (for students in the 1<sup>st</sup>-10<sup>th</sup> percentile on MAP-R) &amp; READ 180 (for students at roughly the 11<sup>th</sup>-25<sup>th</sup>ile on MAP-R) during the school day.</p> <p>6. We’ll provide students with lessons and</p>	<p>1. A full-time SMH care coordinator will support new students based on a tiered level of need from intensive therapeutic services to monitoring and check-ins on grades, attendance, and academic performance</p> <p>2. A Student and Family Advocate will guide a cohort of 40-50 6<sup>th</sup> graders (primarily Black, Latino, &amp; ELL students) and provide support for grades and study skills</p> <p>3. We will utilize our intervention system within grade-level teams to monitor and intervene with students whose grades are falling/ low.</p> <p>4. We will set up family engagement activities and classes to share information on how to access the Source, provide study skills support, etc.</p> <p>5. We will conduct student-led conferences.</p> <p>6. We will provide lunch-time programming for students needing study</p>	<p>1. A full-time SMH care coordinator will support new students based on a tiered level of need from intensive therapeutic services to monitoring and check-ins on grades, attendance, and academic performance</p> <p>2. A Student and Family Advocate will guide a cohort of 40-50 6<sup>th</sup> graders (primarily Black, Latino, &amp; ELL students) and provide support for attendance</p> <p>3. We will utilize our Attendance Intervention Team to intervene with students whose attendance is below 95% and provide positive incentives for attendance initiatives.</p> <p>4. We will set up family engagement activities and classes to share information on attendance and to promote pro-social involvement in school.</p> <p>5. We will conduct home visits to students</p>	<p>1. We will provide a math intervention class to all ELL students not at standard in math</p> <p>2. 12-session extended reading institute after school. Cohorts will be created based on Mercer’s Interim Reading Assessment 3 X year using Achieve 3000</p> <p>3. 12-session math institute after school. Cohorts of students will be based on Mercer’s Interim Math Assessment 3 X year</p> <p>4. A Student and Family Advocate will guide a cohort of 40-50 6<sup>th</sup> graders (primarily Black, Latino, &amp; ELL students) and provide support for grades and study skills</p> <p>5. OST tutoring in math using I CAN LEARN and other well-researched math interventions</p> <p>6. We will set up family engagement activities and classes to share information on attendance and to promote pro-social involvement in school. Activities will be conducted</p>

		<p>Advocate will guide a cohort of 40-50 6<sup>th</sup> graders (primarily Black &amp; Latino students)</p> <p>7. We'll provide students with lessons and experiences to link learning in mathematics to career/college readiness (during school day &amp; in OST)</p> <p>8. We will provide students with college readiness curriculum 2 X month during the school day.</p>	<p>experiences to link learning in literacy to career/college readiness (during school day &amp; in OST)</p> <p>7. We will provide students with college readiness curriculum 2 X month during the school day.</p>	<p>skills support to improve grades</p> <p>7. We will provide OST tutoring and program support for students to improve grades and study skills and extend learning in literacy and math</p> <p>8. We will provide students with college readiness curriculum 2 X month during the school day.</p>	<p>whose attendance is a significant risk factor</p> <p>6. We will offer OST enrichment activities to increase students' pro-social involvement in school</p> <p>7. We will provide students with college readiness curriculum 2 X month during the school day.</p>	<p>in multiple languages.</p> <p>7. We will offer training support and information for families about the Rosetta Stone curriculum and the steps students can take to earn high school foreign language credit, and supports in place to support them.</p> <p>8. Our science teachers will be trained in Scale Up and/or the SIOP model (not funded through levy)</p> <p>9. We will provide students with college readiness curriculum 2 X month during the school day.</p>
--	--	--	--	---	---	---

Work Plan		Math/Science	Reading/Writing	Passing Classes	Attendance	English Language Acquisition
	Briefly summarize the frequency and duration of the support.	<ol style="list-style-type: none"> <li>1. Daily math class (55 minutes) for two semesters</li> <li>2. Daily math class (55 minutes) for two semesters</li> <li>3. Three 6-week sessions (2 days/week) per year (Fall/Win/Spr) for extended math instruction after school</li> <li>4. Annual, ongoing support from the SMH care coordinator for all students new to Mercer in 2013.</li> <li>5. Annual, ongoing support from the School &amp; Family Advocate</li> <li>6. Weekly team intervention meetings on each grade level teams</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual, ongoing support from the SMH care coordinator for all students new to Mercer in 2013.</li> <li>2. Annual, ongoing support from the School &amp; Family Advocate</li> <li>3. Three 6-week sessions (2 days/week) per year (Fall/ Winter/Spr) for extended reading instruction after school using Achieve 3000 and other well-researched interventions</li> <li>4. Weekly team intervention meetings on each grade level teams</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual, ongoing support from the SMH care coordinator for all students new to Mercer in 2013.</li> <li>2. Annual, ongoing support from the School &amp; Family Advocate</li> <li>3. Weekly team intervention meetings on each grade level teams</li> <li>4. Daily support for students at lunch to improve study skills and provide them with support for improvement in GPAs</li> <li>5. Quarterly OST program with tutoring and study skills sessions offered 2 X week for up to 8 weeks/ quarter</li> <li>6. 4 to 8 Family events and/or workshops/ quarter</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual, ongoing support from the SMH care coordinator for all students new to Mercer in 2013.</li> <li>2. Annual, ongoing support from the School &amp; Family Advocate</li> <li>3. Daily monitoring and intervention of attendance concerns</li> <li>4. Weekly Attendance Intervention Team Meetings</li> <li>5. Quarterly OST program with tutoring and study skills sessions offered 2 X week for up to 8 weeks/ quarter</li> <li>6. 4 to 8 Family events and/or workshops/quarter</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual, ongoing support from the School &amp; Family Advocate</li> <li>2. Three 6-week sessions (2 days/week) per year (Fall/Win/Spr) for extended math and language instruction after school</li> <li>3. Daily math intervention class for students below standard in math</li> <li>4. Three 6-week sessions (2 days/week) per year (Fall/Win/Spr) for extended learning in Rosetta Stone</li> <li>5. Quarterly OST program with tutoring and study skills sessions offered 2 X week for up to 8 weeks/ quarter</li> <li>6. 4 to 8 Family events and/or workshops/quarter</li> <li>7. Regular interim assessments to monitor and act on student proficiency toward state standards in science</li> </ol>

Work Plan		Math/Science	Reading/Writing	Passing Classes	Attendance	English Language Acquisition
	Which Key Component does this strategy fit under?	<ul style="list-style-type: none"> <li>•Extended in-school learning time</li> <li>•Social/Emotional/ Behavioral &amp; Health Support</li> <li>•Extended out-of school learning time</li> <li>•Family Involvement</li> <li>•College &amp; Career Readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Extended in-school learning time</li> <li>• Social/Emotional/ Behavioral &amp; Health Support</li> <li>• Extended out-of school learning time</li> <li>• Family Involvement</li> <li>• College &amp; Career Readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Extended in-school learning time</li> <li>• Social/Emotional/ Behavioral &amp; Health Support</li> <li>• Extended out-of school learning time</li> <li>• Family Involvement</li> <li>• College &amp; Career Readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Extended in-school learning time</li> <li>• Social/Emotional/ Behavioral &amp; Health Support</li> <li>• Extended out-of school learning time</li> <li>• Family Involvement</li> <li>• College &amp; Career Readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Extended in-school learning time</li> <li>• Social/Emotional/ Behavioral &amp; Health Support</li> <li>• Extended out-of school learning time</li> <li>• Family Involvement</li> <li>• College &amp; Career Readiness</li> </ul>
	Explain your rationale for selecting this strategy.	<ul style="list-style-type: none"> <li>•Our students (primarily our Black, Latino, and ELL students) need correctly-leveled, standards-based curriculum and instruction in a personalized environment and ongoing partnership with their families. Students whose learning must be accelerated benefit from intentional use of additional instructional time.</li> <li>•Students who are goal-oriented toward college and career will gain more from the learning experiences provided for them.</li> </ul>	<ul style="list-style-type: none"> <li>•Our students (primarily our Black, Latino, and ELL students) need correctly-leveled, standards-based curriculum and instruction in a personalized environment and ongoing partnership with their families. Students whose learning must be accelerated benefit from intentional use of additional instructional time.</li> <li>•Students who are goal-oriented toward college and career will gain more from the learning experiences provided for them.</li> </ul>	<ul style="list-style-type: none"> <li>•We chose these strategies because we have seen strong and positive outcomes when specific students and their achievement, attendance, and social/emotional growth is supported and monitored by well-qualified staff.</li> <li>•We know that that our intervention model works and that supports are best utilized when integrated into existing systems.</li> <li>•Students benefit from intentional use of additional learning time.</li> </ul>	<ul style="list-style-type: none"> <li>•We chose these strategies because we have seen strong and positive outcomes when specific students and their achievement, attendance, and social/emotional growth is supported and monitored by well-qualified staff.</li> <li>•We know that that our intervention model works and that supports are best utilized when integrated into existing systems. Students benefit from intentional use of additional learning time.</li> </ul>	<ul style="list-style-type: none"> <li>•Our ELL students need intentional instruction with teachers well-versed in providing best practice in both standards-based and academic language instruction.</li> <li>•Our ELL students will benefit from extended time during and outside of the school day, expanded enrichment activities, and from strong family-school partnerships.</li> <li>•Students who are goal-oriented toward college and career will gain more from the learning experiences provided for them.</li> </ul>

Work Plan		Math/Science	Reading/Writing	Passing Classes	Attendance	English Language Acquisition
Key People	Who are the key people who will deliver the proposed strategies and what related experience do they have?	<ol style="list-style-type: none"> <li>1. Mercer math teachers- extensive experience in standards-based instruction &amp; math intervention</li> <li>2. SMH Care Coordinator (experience in therapeutic &amp; case management services in a school setting)</li> <li>3. School &amp; Family Advocate (experience in monitoring student attendance, achievement, etc. data, providing workshops to students &amp; parents, and intervening with students in proactive ways in a school setting)</li> <li>4. OST Program Coordinator (experience providing rich learning experiences for students, monitoring &amp; analyzing data, recruiting great instructors, and communicating with school to meet</li> </ol>	<ol style="list-style-type: none"> <li>1. Mercer teachers- extensive teaching experience in Wilson &amp; Read 180 &amp; standards-based instruction</li> <li>2. SMH Care Coordinator (experience in therapeutic &amp; case management services in a school setting)</li> <li>3. School &amp; Family Advocate (experience in monitoring student attendance, achievement, etc. data, providing workshops to students &amp; parents, and intervening with students in proactive ways in a school setting)</li> <li>4. OST Program Coordinator (experience providing rich learning experiences for students, monitoring &amp; analyzing data, recruiting great instructors, and communicating with school to meet student learning goals)</li> <li>5. College Success Foundation coaches are experienced at providing activities for students and families around college</li> </ol>	<ol style="list-style-type: none"> <li>1. Mercer teachers and IAs- extensive teaching experience during OST</li> <li>2. SMH Care Coordinator (experience in therapeutic &amp; case management services in a school setting)</li> <li>3. School &amp; Family Advocate (experience in monitoring student attendance, achievement, etc. data, providing workshops to students &amp; parents, and intervening with students in proactive ways in a school setting)</li> <li>4. OST Program Coordinator (experience providing rich learning experiences for students, monitoring &amp; analyzing data, recruiting great instructors, and communicating with school to meet student learning goals)</li> <li>5. College Success Foundation coaches are experienced at providing activities for students and families around college readiness</li> </ol>	<ol style="list-style-type: none"> <li>1. Mercer teachers and IAs- extensive teaching experience during OST</li> <li>2. SMH Care Coordinator (experience in therapeutic &amp; case management services in a school setting)</li> <li>3. School &amp; Family Advocate (experience in monitoring student attendance, achievement, etc. data, providing workshops to students &amp; parents, and intervening with students in proactive ways in a school setting)</li> <li>4. OST Program Coordinator (experience providing rich learning experiences for students, monitoring &amp; analyzing data, recruiting great instructors, and communicating with school to meet student learning goals)</li> <li>5. College Success Foundation coaches are</li> </ol>	<ol style="list-style-type: none"> <li>1. Mercer teachers and IAs- extensive teaching experience during OST</li> <li>2. SMH Care Coordinator (experience in therapeutic &amp; case management services in a school setting)</li> <li>3. School &amp; Family Advocate (experience in monitoring student attendance, achievement, etc. data, providing workshops to students &amp; parents, and intervening with students in proactive ways in a school setting)</li> <li>4. OST Program Coordinator (experience providing rich learning experiences for students, monitoring &amp; analyzing data, recruiting great instructors, and communicating with school to meet student learning goals)</li> <li>5. College Success Foundation coaches are experienced at providing activities for students and families around college readiness</li> </ol>

		<p>student learning goals)</p> <p>5. College Success Foundation coaches will manage a small cohort of students at each grade level, provide support to teachers during the college &amp; career lessons during the school day, and teach the Aspirations to Action curriculum to every student in the OST program afterschool.</p>	<p>readiness</p>		<p>experienced at providing activities for students and families around college readiness</p>	
<p>Partnerships and Collaborative Efforts</p>	<p>If a community partner is providing services, identify the organization and its role.</p>	<p>-Our Seattle Parks &amp; Rec. CLC will partner with us to provide math based programs and enrichment classes in extended time.</p> <p>-SMH will provide support through the Care Coordinator Role</p> <p>-College Success Foundation will provide three coaches to support student achievement and college readiness at each grade level (managing a small group of focus students at each grade level)</p>	<p>-Our Seattle Parks &amp; Rec. CLC will partner with us to provide literacy based programs and enrichment classes in extended time.</p> <p>-SMH will provide support through the Care Coordinator Role</p> <p>-College Success Foundation will provide three coaches to support student achievement and college readiness at each grade level (managing a small group of focus students at each grade level)</p>	<p>-Our Seattle Parks &amp; Rec. CLC will provide OST homework and study center programs, by grade level and with staff support at least 2 X week.</p> <p>-The CLC will provide family engagement opportunities that will focus on academic success and pro-social connections between home/school, leveraging community resources and partnerships with culture-based organizations.</p> <p>-The CLC will manage hourly staff who will provide lunchtime programs to support</p>	<p>-Seattle Parks &amp; Rec CLC will provide enrichment &amp; recreation based OST programs and assist, track, and monitor attendance and retention during the OST program and school day.</p> <p>-The CLC will provide family engagement opportunities that will focus on attendance and pro-social connections between home/school, leveraging community resources and partnerships with culture-based</p>	<p>-Seattle Parks &amp; Rec will provide home language tutoring and academic support during the OST program and will also provide culturally relevant opportunities for students.</p> <p>-Seattle Parks &amp; Rec will provide family engagement opportunities that will focus on families of ELL students throughout the year.</p> <p>-College Success Foundation will provide three coaches to support student achievement and college readiness at each grade level (managing a small group of focus students at each grade level, to include ELL students)</p>

				students in study skills and work completion and pro-social engagement opportunities for students	organizations.	-The Rosetta Stone curriculum will be used to support our beginning and intermediate ELL students in the study of English. We will also offer students the option to study Vietnamese, Arabic, Spanish, Tagalog, & Chinese to work toward high school foreign language credit (through the STAMP or Linguafolio process.)
What is their specific expertise in helping you achieve your results?	<p>-The Seattle Parks &amp; Rec CLC organizes and coordinates OST programs, recruits students, and connects with families. It is well-versed in tracking attendance and student academic performance.</p> <p>-SMH provides therapeutic and case-management services to students, support for families, and matches referrals to community agencies. SMH is well-versed in the intervention model in place at Mercer and has a proven track record for successfully monitoring and acting on student performance data in all areas.</p> <p>-The Student &amp; Family</p>	<p>-The Seattle Parks &amp; Rec CLC organizes and coordinates OST programs, recruits students, and connects with families. It is well-versed in tracking attendance and student academic performance.</p> <p>-SMH provides therapeutic and case-management services to students, support for families, and matches referrals to community agencies. SMH is well-versed in the intervention model in place at Mercer and has a proven track record for successfully monitoring and acting on student performance data in all areas.</p> <p>-The Student &amp; Family Advocate will have experience and expertise</p>	<p>-The Seattle Parks &amp; Rec CLC organizes and coordinates OST programs, recruits students, and connects with families. It is well-versed in tracking attendance and student academic performance.</p> <p>-The Seattle Parks &amp; Rec CLC program organizes and partners with the school to provide family engagement opportunities.</p> <p>-The Student &amp; Family Advocate will have experience and expertise in college readiness curricula, attendance intervention, and delivering parent workshops, and accessing culturally relevant resources for families.</p>	<p>-The Seattle Parks &amp; Rec CLC organizes and coordinates OST programs, recruits students, and connects with families. It is well-versed in tracking attendance and student academic performance.</p> <p>-The Seattle Parks &amp; Rec CLC program organizes and partners with the school to provide family engagement opportunities.</p> <p>-The Student &amp; Family Advocate will have experience and expertise in college readiness curricula, attendance intervention, and delivering parent workshops, and accessing culturally</p>	<p>-The Seattle Parks &amp; Rec CLC organizes and coordinates OST programs, recruits students, and connects with families. It is well-versed in tracking attendance and student academic performance.</p> <p>-The Seattle Parks &amp; Rec CLC program organizes and partners with the school to provide family engagement opportunities and education.</p> <p>-The Student &amp; Family Advocate will have experience and expertise in college readiness curricula, attendance intervention, and delivering parent workshops, and accessing culturally relevant resources for families.</p> <p>-SMH provides therapeutic</p>	

		Advocate will have experience and expertise in college readiness curriculums, attendance intervention, and delivering parent workshops, and accessing culturally relevant resources for families.	in college readiness curriculums, attendance intervention, and delivering parent workshops, and accessing culturally relevant resources for families.	-SMH provides therapeutic and case-management services to students, support for families, and matches referrals to community agencies. SMH is well-versed in the intervention model in place at Mercer and has a proven track record for successfully monitoring and acting on student performance data in all areas.	relevant resources for families.  --SMH provides therapeutic and case-management services to students, support for families, and matches referrals to community agencies. SMH is well-versed in the intervention model in place at Mercer and has a proven track record for successfully monitoring and acting on student performance data in all areas.	and case-management services to students, support for families, and matches referrals to community agencies. SMH is well-versed in the intervention model in place at Mercer and has a proven track record for successfully monitoring and acting on student performance data in all areas.
--	--	---	---	---	--	---

	<p>Why did you select this partner and what is your history with them?</p>	<p>-We have a long history of partnership with the <b>CLC</b>. (Since 2001) We selected them because of their academic performance and attendance outcomes and their history of rich expanded learning opportunities provided to students and families.</p> <p>-We have worked with <b>SMH</b> and a care coordinator has supported Mercer for the last several years. We selected this partner because of their academic and social/emotional outcomes and the integrity of their model.</p> <p>The <b>College Success Foundation</b> strategy is a new one for Mercer. We chose CSF because they set ambitious goals and outcomes for college and career readiness and because we think it will support our performance goals as a school.</p>	<p>-We have a long history of partnership with the <b>CLC</b>. (Since 2001) We selected them because of their academic performance and attendance outcomes and their history of rich expanded learning opportunities provided to students and families.</p> <p>-We have worked with <b>SMH</b> and a care coordinator has supported Mercer for the last several years. We selected this partner because of their academic and social/emotional outcomes and the integrity of their model.</p> <p>The <b>College Success Foundation</b> strategy is a new one for Mercer. We chose CSF because they set ambitious goals and outcomes for college and career readiness and because we think it will support our performance goals as a school.</p>	<p>-We have a long history of partnership with the <b>CLC</b>. (Since 2001) We selected them because of their academic performance and attendance outcomes and their history of rich expanded learning opportunities provided to students and families.</p> <p>-We have worked with <b>SMH</b> and a care coordinator has supported Mercer for the last several years. We selected this partner because of their academic and social/emotional outcomes and the integrity of their model.</p> <p>The <b>College Success Foundation</b> strategy is a new one for Mercer. We chose CSF because they set ambitious goals and outcomes for college and career readiness and because we think it will support our performance goals as a school.</p>	<p>-We have a long history of partnership with the <b>CLC</b>. (Since 2001) We selected them because of their academic performance and attendance outcomes and their history of rich expanded learning opportunities provided to students and families.</p> <p>-We have worked with <b>SMH</b> and a care coordinator has supported Mercer for the last several years. We selected this partner because of their academic and social/emotional outcomes and the integrity of their model.</p> <p>The <b>College Success Foundation</b> strategy is a new one for Mercer. We chose CSF because they set ambitious goals and outcomes for college and career readiness and because it will support our performance goals.</p>	<p>-We have a long history of partnership with the <b>CLC</b>. (Since 2001) We selected them because of their academic performance and attendance outcomes and their history of rich expanded learning opportunities provided to students and families.</p> <p>-We have worked with <b>SMH</b> and a care coordinator has supported Mercer for the last several years. We selected this partner because of their academic and social/emotional outcomes and the integrity of their model.</p> <p>The <b>College Success Foundation</b> strategy is a new one for Mercer. We chose CSF because they set ambitious goals and outcomes for college and career readiness and because we think it will support our performance goals as a school.</p> <p>The <b>Rosetta Stone</b> is a new partnership for Mercer and one we are excited about because of the additional support in ELA it provides our ELL students. We are also excited about this partnership because it enables our students to begin the path to earn foreign language credit in high school in their heritage language, honoring the major cultural groups represented at Mercer.</p>
--	--	--	--	--	---	--

Work Plan		Math/Science	Reading/Writing	Passing Classes	Attendance	English Language Acquisition
Leveraged Funds	If you are leveraging other funds to support these strategies, please identify them here.	<ol style="list-style-type: none"> <li>Title I funds will be used to pay .2FTE of the science teachers who teach the additional math class for students</li> <li>Title I funds will be used to provide support for PD for math intervention teachers and intervention support for students in math.</li> <li>Title I funds are being used to supply netbooks for the math intervention curriculum I CAN LEARN.</li> <li>The 21<sup>st</sup> Century Grant will be leveraged to support the OST program.</li> </ol>	<ol style="list-style-type: none"> <li>Title I funds will be used to pay some extra time for teacher collaborative PD and intervention support for students in reading.</li> <li>The Nesholm Family Foundation contributes funds for one Assistant Principal in Charge of Literacy</li> <li>Title I funds are being used to supply netbooks for the reading intervention Achieve 3000.</li> <li>The 21<sup>st</sup> Century Grant will be leveraged to support the OST program.</li> </ol>	<ol style="list-style-type: none"> <li>The 21<sup>st</sup> Century Grant will be leveraged to support the OST program.</li> <li>The Nesholm Family Foundation currently funds an SMH Care Coordinator at Mercer, who will be a teammate and support for the new 0.5 FTE Care Coordinator</li> </ol>	<ol style="list-style-type: none"> <li>The 21<sup>st</sup> Century Grant will be leveraged to support the OST program.</li> <li>The Nesholm Family Foundation currently funds an SMH Care Coordinator at Mercer, who will be a teammate and support for the new 0.5 FTE Care Coordinator</li> </ol>	<ol style="list-style-type: none"> <li>The 21<sup>st</sup> Century Grant will be leveraged to support the OST program.</li> <li>The Nesholm Family Foundation contributes funds for one Assistant Principal in Charge of Literacy</li> <li>See use of Title I funds under Literacy and Math. ELL students will benefit from these resources as well.</li> <li>We will leverage district staff to provide SIOF and Scale Up training for the Mercer staff.</li> </ol>
	How will this supplemental funding be used to support your strategy?	<ol style="list-style-type: none"> <li>We will use these funds to supplement the materials needed for math intervention.</li> <li>We will use the OSPI grant to support funding for OST enrichment activities and coordination of OST</li> </ol>	<ol style="list-style-type: none"> <li>We will use these funds to supplement the materials needed for reading intervention.</li> <li>We will use this position to provide onsite PD for teachers and IAs in literacy</li> <li>We will use the OSPI grant to support funding for OST enrichment activities and coordination of OST</li> </ol>	<ol style="list-style-type: none"> <li>We will use these funds to provide extended OST for students in developing study skills, math and reading skills, and enrichment opportunities and coordination of OST</li> <li>We will use the OSPI grant to support funding for OST enrichment activities and coordination of OST</li> </ol>	<ol style="list-style-type: none"> <li>We will use these funds to provide extended OST for students in developing study skills, math and reading skills, and enrichment opportunities and coordination of OST</li> <li>We will use the OSPI grant to support funding for OST enrichment activities and coordination of OST</li> </ol>	<ol style="list-style-type: none"> <li>We will use these funds to supplement the materials needed for reading intervention.</li> <li>We will use this position to provide onsite PD for teachers and IAs in ELL best practices</li> <li>We will use the OSPI grant to support funding for OST enrichment activities and coordination and family engagement activities</li> </ol>

\* These must be aligned with those in the Outcomes and Indicators section of the RFI. You will be held accountable for the proposed targets in your contract with the City's Office for Education.

## ATTACHMENT 5: COLLEGE AND CAREER READINESS PLAN

**Goal/Outcome:** Ensure that all of our students will be academically ready for college and career.

**Indicators:**

- 90% of students will report increased awareness of steps to ensure access to college
- 95% of eligible students will complete the College Bound Scholarship Application
- 90% of 6<sup>th</sup> graders will attend a field trip to a local college; 20% of our 6<sup>th</sup> graders' families will attend a field trip to a local college
- 90% of students will complete a High School & Beyond Plan
- At least 70% of our families will participate in a home-visit, a student-led conference, or a student-led portfolio showcase during the 2012-13 school year
- At least 70% of students enrolled will make typical growth in the Rosetta Stone curriculum during OST to increase skills toward proficiency on the STAMP or LinguaFolio® to gain high school foreign language credit for graduation and access to college

**6<sup>th</sup> Grade Cohort Outcomes/Indicators:**

- The average GPA of the 6<sup>th</sup> grade cohort will be 3.40
- The average attendance rate of the 6<sup>th</sup> grade cohort will be 95.5%
- 70% of all students in the 6<sup>th</sup> grade cohort will meet or exceed typical growth on the MAP-Reading and MAP-Math

### Strategy #1- Comprehensive Model

---

We will administer a pre and post-college & career interest inventory at the start and end of every school year to all students. We will use the results of this information to further guide our “college knowledge” curricular plan and teaching.

We will use the Navigation 101 curriculum, which is supported by OSPI. Navigation 101 will cover topics and lessons such as dream-building and goal-setting, academic self-assessment, strong study skills, college admission requirements, financial planning, and college awareness. We will teach the Navigation 101 curriculum in home grade level groupings (6<sup>th</sup> grade: 6<sup>th</sup> period; 7<sup>th</sup> grade: 1<sup>st</sup> period; 8<sup>th</sup> grade: 3<sup>rd</sup> or 6<sup>th</sup> period). Teachers will deliver this curriculum to existing classes to ensure continuity of learning and to enable teachers to apply the lessons learned in other areas. The entire grade will be on the same calendar to provide a common language across subjects and teams. Calendar attached.

We will enroll *at least* 95% of all eligible 7<sup>th</sup> & 8<sup>th</sup> graders in the College Bound Scholarship program through student-led conferences, home visits, parent meetings, and a school-wide incentive-based campaign. In 2012-13, all of our 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> graders will create a meaningful High School & Beyond Plan.

### Strategy #2- Structured Opportunities

---

**Home Visits:** In August every year, we conduct home visits with our incoming 6<sup>th</sup> graders and students new to Mercer in the 7<sup>th</sup> & 8<sup>th</sup> grades. We make a concerted effort to reach out to our ELL families. Home visits provide families and students the opportunity to share their child's strengths, goals, and dreams for the future of their children. Research supports the home visit strategy in increased academic performance and college readiness. In the last two years, we have successfully met with approximately 70% of our incoming 6<sup>th</sup> grade families. Calendar Attached.

**Student-Led Conferences:** We are requesting permission from SPS to adopt the same November conference schedule as SPS elementary schools. This would enable Mercer staff to hold student-led conferences in three days leading up to the Thanksgiving holiday. With a school of 955 students, it is a challenge to schedule student-led conferences that enable thoughtful conversations with families,

roughly 60% of whom we estimate do not speak English fluently as a first language. If the scheduling request is not approved, we will instead host student-led conferences, beginning with 6<sup>th</sup> grade, in a two-part portfolio night in June 2013. We will provide professional development for staff to ensure this is meaningful for students, families, and staff.

**School-wide Student-Led Portfolio Night:** We will facilitate student-led conferences in the form of a student-led showcase of their portfolios in reading, writing, math, and science in early June. If we are able to obtain permission to release teachers for November conferences, we will make this event school-wide. If not, it will concentrate on our 6<sup>th</sup> graders each year to enable a strong staff-family ratio.

### **Strategy #3- Case Management**

---

We will identify a cohort of 40-50 sixth graders based on students who demonstrate a need for intensive support according to: MAP trend data in reading and math from elementary school, MSP data, and attendance and disciplinary history. We will select the cohort based on academic need and risk factors. Our data trends show the populations of students most in need of support are Latino, African-American students, Somali students, students with IEPs, and those students who have been in the ELL program for four years or more, so we will also prioritize these students. We will set group indicators and individual goals for high school readiness using MAP data, our internal interim assessment data in reading and math, grade point average and attendance benchmarks using Spring 2012 as a baseline. We will work closely with families to help us define these outcomes and indicators and share progress along the way.

A full-time *Student & Family Advocate* will be hired to follow this cohort through Mercer, expanding on this plan every year through performance pay. This person will be fully integrated into the school and deliver the following services for the student cohort:

- Participate in each 6<sup>th</sup> grade intervention team meeting (3 teams, 1 X wk each)
- Monitor the grades, attendance, and assessments of all students on the caseload
- Coordinate with any other services the student receives
- Provide evening workshops to families on topics such as The Source, school success, computer skills, and other needs as identified by our students and families (minimum 4/quarter)
- Provide this cohort of students with study skills and organizational support
- Provide three different evening or Saturday trips for families and students to local community and state colleges
- Manage three College & Career Coaches from the College Success Foundation (one/grade level)
- Coordinate (with teachers) a trip to the University of Washington and/or South Seattle Community College for the entire 6<sup>th</sup> grade
- Ensure the cohort's ongoing participation in OST tutoring and enrichment activities

This Student & Family Advocate will meet with small groups of students at least twice a month using the *Sparking the Future* curriculum as the cohort transitions to 7<sup>th</sup> grade. The Student & Family Advocate will meet with families at least once every academic quarter (more frequently if data shows students are struggling) and will host an additional student-led conference with each student in the cohort at least once in the course of the year.

### **Community Partnerships**

---

We will work with the College Success Foundation, hiring three college and career coaches to support the Student & Family Advocate, promote College Bound Scholarships, and work with students to create the *High School & Beyond Plan* in 8<sup>th</sup> grade and *Aspirations to Action* in our OST program. They will support the analysis of survey data. We chose the College Success Foundation because of their proven outcomes in their Middle School Program and their extensive expertise in college readiness engagement, and their ability to monitor grades and attendance.

## ATTACHMENT 6: SCHOOL-BASED HEALTH CENTER (SBHC) PLAN

*Mercer's SBHC is in its infancy, having just opened its doors to serve clients in November 2011. As we build our new relationship, we monitor and adjust our communication and planning to ensure the highest level of service for our school community.*

### **Collaborative Planning**

---

The school and the Mercer Neighborcare SBHC will communicate with each other about available SBHC services through the following:

- Quarterly meetings between the SBHC, school principal, school nurse, and Mercer MLT rep (see attached Levy calendar for projected quarterly meeting dates)
- Email updates and/or meetings regarding changes in policies or procedures
- Mercer event planning for health related initiatives or special projects that will take place at Mercer or that involve Mercer staff/students
- Weekly email updates from the principal to the Mercer staff (including SBHC staff) regarding professional development or staff educational opportunities
- Proactive meetings or debriefs as needed on a team or individual level with the principal and/or her designee regarding immediate student concerns, operational issues, etc.
- Communication with families through Mercer open houses, family events, PTSA meetings, and workshops

The SBHC staff is integrated into the school's overall intervention system (see attached), and works closely with the school nurse who refers students for services with the SBHC nurse practitioner and mental health therapist. Our intervention system enables teams of teachers, working in partnership with parents, to make referrals to the SBHC for students of concern. Parents and students can also self-refer for services. Pertinent data is shared, within the legal guidelines of FERPA and HIPAA.

The proximity of the school nurse to the SBHC makes communication seamless. The school nurse works closely with families and sees the SBHC as a primary resource for students. She tracks the follow-through on referrals made to the SBHC and serves as the liaison for the family in accessing these services new to Mercer. The SBHC can share pertinent data with the school nurse as a health care provider. The school nurse meets regularly with SBHC staff and communicates about triage and the referral process.

### **Targeted Referral and Follow-Up Process**

---

School staff identifies students for health-related services through the Mercer Intervention System (see attached). This occurs, primarily in weekly team meetings, where teachers who share students in common meet to discuss student progress and determine interventions to put into place. The grade-level administrator facilitates the team meetings and works closely with SBHC and other support staff to select the best options to present to families and/or students.

The SBHC also works within the existing Intervention System to provide information back to the teacher team that to support a student or group of students. This information and guidance is generalized and within HIPAA guidelines. The teacher team may initiate classroom-based interventions based on this information that they can track, monitor, discuss, and adjust as needed.

In addition, the SBHC will support academic success by working within the school day to pull students for appointments during non-core instructional time.

The SBHC funding is also dependent on the academic success of its students, with funding targets related to identify students at high academic risk, students that passed the state test that previously did not, and attendance targets specific to SBHC users. Students learn better when emotionally and physically healthy.

### **Data Sharing & Targets**

---

SBHC staff tracks data for the identified high risk students it serves and tracks proficiency on the MSP, and beginning in Fall 2012, attendance.

The SBHC will contribute to meeting the needs of our focus students under the Levy in the following ways:

- Working closely with the SMH Care Coordinator and the Student & Family Advocate
- Promotion of the SBHC services at all major school family events
- Working closely with the three grade-level administrators who oversee the intervention model at each grade level
- Working closely with the school nurse

Procedures are set up to protect the confidentiality of a student's academic and health information. When families enroll a student with the SBHC, they have the option to complete a FERPA form, allowing the SBHC to directly access the student's academic information. This form is sent to the central office at SPS and the SBHC is then provided a code to gain access to specific school data about the student (i.e. the Source).

The school nurse uses immunization records, attendance records, and risk factors made available to her through nursing services to identify students who will benefit from SBHC services. Our students of focus are a priority.

### **Logistics**

---

Our primary SBHC contact is Colin Walker for managerial and leadership concerns. Our primary Mercer contacts are the principal, Susan Toth and the school nurse, Jill Eckerdt.

The Levy Calendar Attachment includes quarterly meetings with SBHC staff. Additional meetings are scheduled as needed and Neighborcare employs a medical, mental health, and administrative supervisor in its school-based program that are available as well to address other concerns and opportunities.

## ATTACHMENT 7: MANAGEMENT AND OVERSIGHT PLAN

### **Tracking to Results: Intentional Instructional Collaboration & Monitoring of Achievement**

---

Mercer will build on its success by continuing to ensure quality instruction in every classroom. We use all school-district professional development days (in August, October, and March) to focus our work on long-range, standards-based planning and assessment design. However, we believe that this does not provide enough time to meet our instructional needs as a school and ensure that the staff fully understands and utilizes baseline data to plan. To allow this important work to occur, Mercer implemented a data-based planning process. We also use multiple methods to ensure consistency in instruction across the grade-level and across the content area, to provide teachers with time and tools to monitor their students' achievement, and to learn from one another.

#### **Reading & Writing Instruction:**

Every six weeks, our reading and writing teachers meet in grade-level groups. ELL teachers participate in these sessions. We embed professional development in these sessions as our data shows need. All of these meetings are facilitated and monitored by the Assistant Principal in charge of literacy, who has deep content expertise in literacy, intervention, and ELL. We release the teaching team for the day so that they can work together to:

- Review student work and assessment data (exit tickets, interim assessments)
- Set goals and learning targets for the next unit of study
- Collaboratively plan the next unit of study based on the grade-level standards
- Design intentional lessons that will scaffold skills for students who struggle
- Design small group lessons to support struggling learners
- Design anchor charts, vocabulary lessons, and formative assessments

Once a week, after school, reading & writing teachers meet as a department or in professional learning communities to follow up on the plans made during the unit planning sessions. They analyze formative assessment data to adjust instruction and share resources and methods that worked with their students.

#### **Math Instruction:**

Every six weeks, our math teachers meet in grade-level groups. ELL teachers participate in these sessions. We embed professional development in these sessions as our data shows need. The school-based professional development coach, who has deep content expertise in math, the standards, and strong instruction, facilitates all of these meetings. We release the teaching team for the day so that they can work together to:

- Review student work and assessment data (from interim assessments, daily exit tickets, and "clicker data")
- Set goals and learning targets for the next unit of study
- Collaboratively plan the next unit of study based on the grade-level standards
- Design intentional lessons that will scaffold skills for students who struggle
- Design practice problems that match the standards being taught
- Design exit tickets and interim assessments to gauge student learning

Once a week after school, math teachers meet as a department or in professional learning communities to follow up on the plans made during the unit planning sessions. They analyze formative assessment data to adjust instruction and share resources and methods that worked with their students.

### **Science Instruction:**

Science teachers meet after school at least twice a week in grade-level groups. The school-based professional development coach, who has deep content expertise in math and science, the standards, and strong instruction, facilitates at least one of these meetings each week. During this time, the teachers:

- Review student work and assessment data (from interim assessments, daily exit tickets, and “clicker data”)
- Set goals and learning targets for the next week of study
- Collaboratively plan the next week of study based on the grade-level standards
- Design intentional lessons that will scaffold skills for students who struggle
- Design lab experiences and independent/group work that match the standards being taught
- Discuss and implement plans for supplementing the school-district adopted science kits so that all standards are meaningfully covered
- Design exit tickets and interim assessments to gauge student learning

### **Instructional Intervention:**

We rely heavily on MAP scores and our own-interim assessment data to monitor the school-wide effectiveness of our interventions. The administrative team meets at the conclusion of every MAP assessment to review classroom and grade-level data. We share results and identify next steps with teachers, both individually and in teams. We continually adjust our instructional strategies in response to our student data. Two examples of this work that we continue to build are:

#### ***Example 1: Math Intervention using Extended Time during the School Day***

At the conclusion of the Winter-MAP, we met with the teachers of our second math intervention class. We reviewed data for each student and recommended necessary changes in intervention placement based on each student’s growth. Because our schedule is set up to allow for flexible student groupings, we were able to implement changes the very next day. A sample of the school-based data we used to do this work is attached. (See Attachment H)

#### ***Example 2: Math Intervention Using Out-of- School Time***

Mercer administers our own standards-based interim assessment three to four times a year. After our second interim assessment the 6<sup>th</sup> grade math team meets to identify students most in need of additional support to reach the grade-level standards. Twenty-five students were selected to participate in an intensive after school “math institute,” a six-week session that provides students with four hours a week of additional math instruction (provided by 6<sup>th</sup> grade teachers) based on the standards covered in the previous interim period. This program is heavily incentivized and student achievement is made plainly visible (see Attachment I) and celebrated with students. With levy funding, we plan to expand this pilot to reading and create three

different math institutes in the sixth grade next year, increasing the number of standards covered across the year.

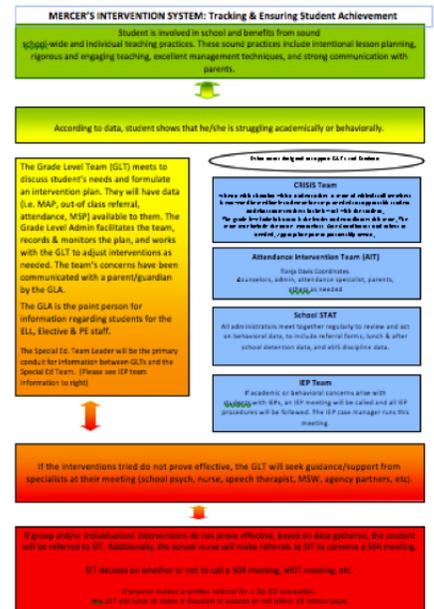
## Tracking to Results: Intervention Model

For the last three years, Mercer has utilized solid a intervention model designed to ensure that all students in our growing school are known well, and that teachers and staff have an effective means of tracking student performance data, attendance data, grades, and behavioral information. This system allows for teams of teachers (who share students and have common planning periods) to work together. Team meetings are always facilitated by an administrator and involve support staff. This intervention system allows us to:

- Use data, classroom observations, etc. to discuss students who are struggling
- To formulate an intervention plan that starts first in the classroom, involves families, and can be effectively monitored
- To apply intervention strategies to individual students or small groups of students
- To return to meetings with data around interventions tried; to plan and implement necessary next steps
- Coordinate seamlessly with community partners including SMH care coordinators, outside agencies providing counseling support to students, and SBHC staff

Staff is well versed in developing assessments and analyzing and acting on data gathered. The data used in these meetings may include, but is not limited to, the following:

- MAP data
- Formative assessment data (daily exit tickets- see Attachment G)
- MSP data
- Mercer’s own standards-based interim assessment data (science, math, reading & writing- see Attachments C & F)
- Attendance data
- Grades
- Discipline/referral data
- Classroom-based assessment data (*I Can Learn* assessments, *Fountas & Pinnell* and *SRI* reading levels, etc)
- Anecdotal classroom observations



See Attachment A- Full Version Attached to the Mercer Levy Application

## **Leadership, Planning, & Implementation**

---

The Mercer community has significant experience and demonstrated “buy-in” in implementing the continuation of the strategies outlined in our plan. In regards to new strategies outlined, the Mercer staff and community is invested in analyzing data and making plans to tackle our next steps. The school’s building leadership team has been involved in reviewing the plan along the way.

**SBHC:** The SBHC is new to Mercer school year, opening its doors to students and families in November 2011. We will continue to work together to ensure strong collaboration, as we see the SBHC as a tremendous asset to our students and families. SBHC staff have attended all of our evening family events to date. We are beginning to involve them more meaningfully in our intervention model as they become integrated into the school as a whole. We are excited about beginning the 2012-13 school year with the SBHC fully in place. Our primary contact person with the SBHC is Colin Walker. We also work closely with the clinic coordinator Caitlin Gerrity to ensure our families know how to access the resources that exist through SBHC.

**Community Partners:** We reviewed the applications of the qualifying agencies, and assessed them in light of school data and goals to determine the partnerships that would best fit the needs of our school in meeting our goals. We met with representatives from these agencies to discuss our ideas and determine how to proceed. When our plan is approved, we will meet with the key people in each partner agency to establish program-based outcomes and a specific work plan, and create a calendar for 2012-13 to monitor our outcomes.

### **Key People:**

**Seattle Parks & Recreation OST Program Coordinator (Desiree Tabares):** Our OST program coordinator has extensive expertise in providing both academic and enrichment programming for students after school and during the summer. She is well versed in selecting students of focus, tracking data, and monitoring student achievement using such assessments as MAP, classroom-based assessments, and our interim assessments. Desiree has implemented programs for families and been a tremendous resource in connecting to families and other community partners.

**School-Based Student and Family Advocate (TBD):** This person has yet to be hired. The description of this person’s needed skills, role and responsibilities are outlined in Attachment 5. This staff person will meet regularly with the 6<sup>th</sup> grade-level administrator and principal to monitor program outcomes. The person in this position will coordinate the work of College Success Foundation staff and its leader, Sue Byers. This person will also supervise the work of our Service Learning Coordinator.

**Mercer’s Administrative Team:** The administrative team plays an important role in facilitating the work of our entire intervention system and supports. We rely on three members of the administrative team (2 Assistant Principals and 1 House Administrator, allocated from the SPS baseline budget) to facilitate the three instructional teams at each grade level, track and monitor student learning data, and be the point person for families, support staff, and community partners working with students in that grade.

In addition, the Assistant Principal in charge of literacy not only facilitates all instructional work in literacy and ELL, she also oversees our SIT process.

Lastly, the principal facilitates the work of the entire team to ensure that all parts are working as a whole, that our work is productive and intentional, and that outcomes are monitored and ultimately met. She will coordinate with the key partners and leaders of the community based organizations with whom we will partner.

**Mercer's Building Leadership Team:** The Building Leadership team meets every other week to make and guide the decisions impacting the school, primarily around the budget, new initiatives, the professional development calendar, etc. The team will have a role in reviewing, monitoring, and communicating to the community the effectiveness of the levy plan.

**Sound Mental Health:** We will work closely with our current care coordinator (funded through the Nesholm Family Foundation) to facilitate the work of our new care coordinator, to be funded through the levy. We will work with Terry Richardson from SMH.

**SBHC:** As described in Attachment 6, we will meet with Colin Walker from Neighborcare to ensure that delineated outcomes are met. On a daily basis, we will work closely with our SBHC school-based staff to ensure that student-specific outcomes are on track for success.

**Systems to Monitor the Success of Components Outlined in our Levy:** We currently monitor student learning data daily (on the classroom level), weekly (on the classroom level and team), and roughly every six to eight weeks on the school-level. We will set up a regular meeting schedule with key partners to ensure that we respond in similar ways to the data that they are responsible for keeping.

**Anticipated Challenges:** We believe anything is possible with intentional decisions backing our work. Through this levy process, we have the opportunity to continue using effective strategies and meaningfully deepen our work through new initiatives. We are excited about the next steps.

Mercer has a school culture that embraces challenge as an opportunity for growth. We fully recognize that any new strategy requires diligent monitoring and adjustment during implementation. New initiatives may require more time and attention. We have strong systems in place to facilitate excellent communication with all stakeholders in student learning. Our opportunities for success are increased when we can meaningfully blend new initiatives into existing systems. (For example, the Student & Family Advocate working with the cohort of 6<sup>th</sup> graders will participate in existing 6<sup>th</sup> grade weekly team meetings, rather than adding meetings to already busy teacher schedules.) We have systems in place that currently enable us to review data and make thoughtful decisions about the effectiveness of our strategies and follow up accordingly.

**Support from Seattle Public Schools:** We continue to look to our school district leaders for support of our work at Mercer. We rely on support from a few key ELL staff (Gosia Stone) for on-going guidance in professional development and program implementation and (Miguel Castro) for specific data collection.

We work closely with the team at REA (led by Mark Teoh) to supply us with data and the tools to analyze it.

**Leveraging Other Funds:** We will continue to leverage funds from Title I (intervention and PD for literacy and math), the Nesholm Family Foundation (funding the Literacy AP), an OSPI grant (supporting the CLC's work in out-of-school time), and the building-based budget.

### **Previous Success**

---

We are pleased with our accomplishments to date. While we know that Mercer has a great deal to be proud of, we have a great deal more to accomplish! We strive to maintain what's working and grow our success. (See Attachment J)

**Past Work:** Much of the work we've done in the past has been outlined within the preceding pages of this document. Some of our key initiatives or work to date that has led to strong results has been:

- Setting high goals for student achievement, establishing a culture of belief in what's possible for our students
- Intentional Collaboration & Instruction based on state standards
- Intentional, ongoing analysis and use of data (daily, weekly, on an interim-basis, benchmarks, and annually)
- Swift and solid intervention for students who struggle
- In-school social-emotional supports for students; strong communication with teachers between community and school-based partners providing support
- Excellent partnerships with community based organizations
- Focused use of out-of-school learning time after school and during the summer that provide academic and enrichment opportunities for students
- Effective parent involvement/partnerships (home visits, family nights, parent classes)
- Effective use of staff, time, and financial resources

**Leveraging Resources:** We use our funding intentionally to ensure that we provide interventions that meet the needs of our students. We leverage funds and staffing allocations from our building-based budget, Title I funds, the Nesholm Family Foundation Grant and our existing levy dollars to meet our programmatic needs including, but not limited to:

- Intervention staff
- Professional development training
- Textual materials
- Intervention materials
- Extra-time for staff collaborative planning and family outreach
- Workshop substitutes to cover release days for planning and PD for teachers
- Translation support for families, and supplies for family engagement
- Student enrichment experiences
- Incentives for students
- Out-of-school time staffing

**ATTACHMENT 8: ANNOTATED BUDGET**

*Please see insert on next pages in the print version.*

*Please see attached budget (in Excel) in the electronic version.*

## ATTACHMENT 9: CONTRACTUAL REQUIREMENTS

In addition to the provisions of the Master Agency Agreement that is in place between the City of Seattle's Office for Education and Seattle Public Schools (SPS), herein referred to as the Agency, the schools selected for FEL investments will need to adhere to the following additional contractual conditions that will be detailed in a Project Agreement with SPS. The Project Agreement will include the following sections.

### ***I. OUTCOMES AND SCOPE OF WORK***

#### **Section 100. Outcomes and Scope of Work**

Throughout the term of the Project Agreement, the Agency shall further the City's Families and Education Levy Goals included in Exhibit A (*description of overall project outcome and indicator targets*) to the Master Agency Agreement and achieve the outcome and indicator targets described in Exhibit A by providing the Scope of Work that is consistent with the program descriptions set forth in Exhibit B (*detailed project description*).

#### **Section 105. Term**

The Project Agreement shall begin on **September 1, 2012** and expire on **August 31, 2013**.

### ***II. PAYMENT, RECORDS, AND AUDIT***

In addition to all provisions of Section II of the Master Agency Agreement:

#### **Section 205. Compensation**

The City shall pay the Agency up to \$XX ("Contract Price"). The total Contract Price includes two types of compensation: \$XX (75%) in Base Pay and \$XX (25%) in Performance Pay. As used in this Agreement, "Base Pay" means reimbursement for the Agency's actual and approved costs that are identified in Exhibit D (*total project budget*). "Performance Pay" means payment that is earned only upon Agency's demonstration that the Work timely achieves the Outcome and Indicator Targets identified in Exhibit A. Performance Pay is payable according to the outcome and indicator compensation table in Exhibit D. In no event shall the total Contract Price exceed \$XX.

#### **Section 260. Reports and Information**

In addition to all requirements in the Master Agency Agreement and the Tracking to Results Requirements described in Exhibit C (*tracking to results requirements*), the Agency shall timely furnish such other reports and information as may be requested by the Director related to this Agreement or the Work, including statements and data demonstrating the achievement of the minimum Outcome and Indicator Targets set forth in Exhibit A (*description of overall project outcome and indicator targets*). The City shall have the right to withhold payment, to the extent that missing or inadequate documentation does not demonstrate entitlement to payment.

### **III. ADDITIONAL TERMS OF PERFORMANCE**

#### **200. Approved Subcontractors**

As required by Section 540 of the Master Agency Agreement, the City approves the following subcontractors for the scope of work described below:

- *(list here once known)*

#### **210. Required Subcontract Terms**

The Agency shall include the terms and conditions in this Section 210 in all Agency subcontracts for work funded through this Project Agreement.

- a. As required by Ordinance 123567, Subcontractor shall comply with all applicable federal, state and City laws and regulations requiring non-discrimination in employment, and Subcontractor shall strive to employ a workforce reflective of the City's diversity.
- b. Without limiting the generality of the foregoing, Subcontractor shall not discriminate against any employee or applicant for employment because of race, color, age, sex, marital status, sexual orientation, gender identity, political ideology, creed, religion, ancestry, national origin, or the presence of any sensory, mental or physical handicap, unless based upon a bona fide occupational qualification. Subcontractor shall make affirmative efforts to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, age, sex, marital status, sexual orientation, gender identify, political ideology, creed, religion, ancestry, national origin, or the presence of any sensory mental or physical handicap. Such efforts shall include, but not be limited to the following: employment, upgrading, demotion, or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay, or other forms of compensation and selection for training.

## ATTACHMENT 10: ORGANIZATION'S APPEALS PROCESS

An organization is any legal entity that has responded to a formal process (Request For Investments, Request For Qualifications, bid requests, notice of funding availability or similar process) conducted by the Office for Education in soliciting applications for the provision of defined services.

1. The Office for Education (OFE) will notify all respondents in writing of the acceptance or rejection of the response or proposal, and, if appropriate, the level of funding to be allocated. Written notification will be via email to the email address submitted on the cover sheet.
  
2. Within two (2) working days from the date of the written notification of OFE's decision, the respondent may submit a written appeal to the Director of OFE. An appeal must clearly state a rationale based on one or more of the following criteria:
  - Violation of policies or guidelines established in this RFQ.
  
  - Failure to adhere to published criteria and/or procedures in carrying out the RFQ process.
  
3. The OFE Director (or her designee) will review the written appeal and may request additional oral or written information from the appellant organization. A written decision from the OFE Director (or her designee) will be sent within two (2) working days of the receipt of the appeal. This decision is final.

Appeals of decisions may be made in writing to Holly Miller, Director, Office for Education, 700 5th Avenue, Ste. 1700, P.O. Box 94649, Seattle, WA 98124-4649, [holly.miller@seattle.gov](mailto:holly.miller@seattle.gov).

## MERCER'S INTERVENTION SYSTEM: Tracking & Ensuring Student Achievement

Student is involved in school and benefits from sound school-wide and individual teaching practices. These sound practices include intentional lesson planning, rigorous and engaging teaching, excellent management techniques, and strong communication with parents & community partners.



According to data, student shows that he/she is struggling academically or behaviorally, or not making the expected growth given school-wide interventions in place for the student.

The Grade Level Team (GLT) meets to discuss student's needs and formulate an intervention plan. They will have data (i.e. MAP, out-of class referral, attendance, MSP) available to them. The Grade Level Admin facilitates the team, records & monitors the plan, and works with the GLT to adjust interventions as needed. The team's concerns have been communicated with a parent/guardian by the GLA.

The GLA is the point person for information regarding students for the ELL, Elective & PE staff.

The Special Ed. Team Leader will be the primary conduit for information between GLTs and the Special Ed Team. (Please see IEP team information to right)

Other teams designed to support GLTs and Students

### CRISIS Team

When a crisis situation with a student arises, a team of critical staff members is convened immediately to determine steps needed to support this student and classroom teachers in their work with the student.

The grade level administrator is the leader and coordinates this team. The team may include the nurse, counselors, Care Coordinator, SBHC staff, and others as appropriate. Appropriate parent partnership occurs.

### Attendance Intervention Team (AIT)

Tonja Davis Coordinates.  
Counselors, admin, attendance specialist, parents, & other partners as needed

### School STAT

All administrators meet together regularly to review and act on behavioral data, to include referral forms, lunch & after school detention data, and eSIS discipline data.

### IEP Team

If academic or behavioral concerns arise with students with IEPs, an IEP meeting will be called and all IEP procedures will be followed. The IEP case manager runs this meeting.



If the interventions tried do not prove effective, or with students who are being closely monitored, the GLT will seek guidance/support from specialists at their meeting (school psych, nurse, speech therapist, MSW, SBHC staff, agency partners, etc).



If group and/or individualized interventions do not prove effective, based on data gathered, the student will be referred to SIT. Additionally, the school nurse will make referrals to SIT to convene a 504 meeting. SIT decides on whether or not to call a 504 meeting, MDT meeting, etc.

*If anyone makes a written referral for a Sp Ed evaluation, the SIT will have to make a decision to assess or not within 25 school days.*

**Attachment B- ADDITIONAL MERCER DATA (MATH)**

MATH- Ethnicity v. Grade Level Averages								
Grade	Eth	Student Count	MSP Score Avg	MSP +/- School Avg	W12 MAP Average	W12 MAP +/- School Avg	MAP Growth	MAP GROWTH +/- School Avg
6	A	161	417.37	15.39	232.58	6.51	5.53	0.75
	B	84	378.58	-23.4	216.39	-9.68	4.06	-0.72
	H	39	385.45	-16.54	218.41	-7.66	3.56	-1.22
	W	17	408.38	6.39	231.41	5.34	4.65	-0.13
6 Total		305	401.98	0	226.07	0	4.78	0
7	A	168	444.15	15.62	243.1	5.98	3.33	-0.11
	B	77	400.11	-28.42	228.05	-9.07	3.58	0.15
	H	41	409.68	-18.84	228.46	-8.65	2.8	-0.63
	W	16	447.71	19.19	245.44	8.32	4.63	1.19
	7 Total		305	428.53	0	237.12	0	3.43

This data shows how far above or below our most populated subgroups are compared to the average performance of the grade-level. The yellow, orange, and pink designate areas of needed focus.

ELL v. Non-ELL MAP GROWTH					
Grade	BILG	Average of MSP-Math Scale Scores	Average of Base RIT Score-Math	Average of W12 RIT Score-Math	Average Growth Baseline to Winter
6	Not Bilingual	408.35	224.30	228.90	4.60
	Bilingual	376.53	209.94	215.16	5.22
7	Not Bilingual	434.27	235.75	238.57	2.82
	Bilingual	389.84	222.03	227.38	5.35
8	Not Bilingual	420.54	238.52	241.00	2.48
	Bilingual	326.31	221.57	226.42	4.85

This data shows the performance of our ELL students in math compared to non-ELL students.

**Attachment C- ADDITIONAL MERCER DATA (Reading)**

This data shows the number and percentage of students with IEPs and ELL students who met standard who were not at standard in the previous grade. It also shows the total number and percentage of students who met standard in each of these subgroups.

READING- Advancement to Standard (ELL & IEP Subgroups)				
	% At Standard in 7th Grade that were not in 6th Grade (only incl. returning st.)	Total at Standard in 7th grade (includes new students)	% At Standard in 8th Grade that were not in 7th Grade (only incl. returning st.)	Total at Standard in 8th Grade (includes new students)
IEP	<b>41.2% (7/17)</b>	67.6% (23/34)	<b>60.0% (12/20)</b>	68.6% (24/35)
ELL	<b>38.5% (10/26)</b>	34.2% (13/38)	<b>28.0% (7/25)</b>	34.0% (16/47)

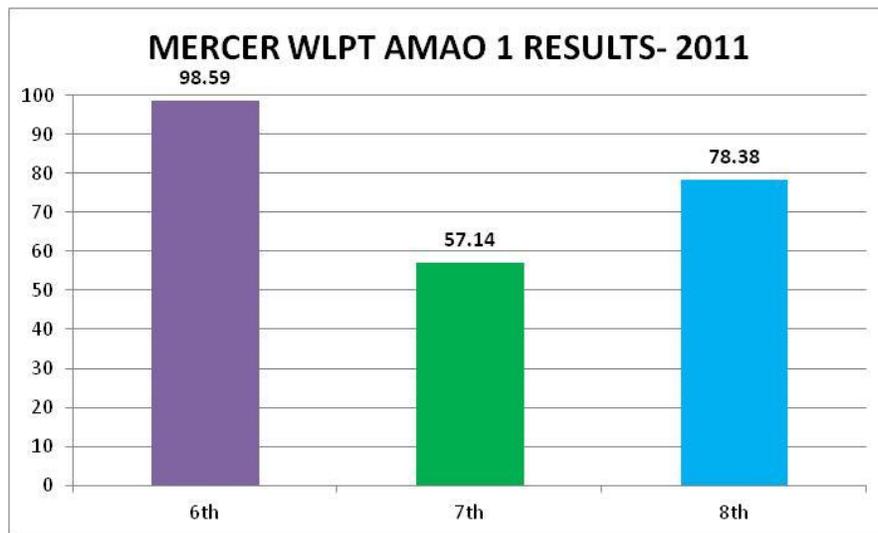
This is an example of a piece of data we gather from our Interim Reading Assessments to show where students have met standard in reading. (The names below have been changed to initials to protect student privacy.) Teacher use this data to collaboratively plan units of study and whole-class and small-group lessons.

Class		CJ	RC	JD	PD	JE	JG	JH	CJA	TL	CL
Question	Objective	45%	65%	80%	65%	50%	35%	70%	65%	50%	70%
1-B	Vocab (context clues)	0	1	1	0	1	1	1	0	0	1
2	Summary	1	1	1	1	1	1	1	1	1	1
3-D	Main Idea	0	1	1	0	0	1	1	0	0	1
4-B	Nonfiction text features	0	1	0	1	1	1	1	1	1	1
5-A	Fact and Opinion	1	0	1	1	0	0	1	0	1	0
6-B	Cause and Effect	0	0	1	1	1	0	0	0	1	0
7-A	Problem (and Solution)	1	0	1	1	0	1	1	0	1	1
8-B	Summary	1	1	1	1	0	1	0	0	0	1
9-A	Compare/Contrast	1	1	0	1	1	0	0	0	0	0
10-D	Author's Purpose	1	1	1	1	0	0	1	1	1	1
11-B	Inference	0	1	1	1	0	1	1	1	0	1
12	Characterization / Tone	1	1	1	1	0	1	1	1	0	1
13-C	Theme/Main Idea	0	0	1	1	1	0	1	1	1	0
14-C	Inference	0	0	1	0	1	1	1	1	0	0
15-A	Nonfiction/genre/text features	0	1	1	1	0	0	1	0	0	1
16-B	Author's Purpose/text features	0	1	0	0	1	0	1	1	0	1
17-D	Main Idea	0	1	0	0	1	1	0	1	1	0
18-A	Main Idea	1	0	1	1	1	1	0	1	1	1

**Attachment D- ADDITIONAL MERCER DATA (ELL)**

---

Data for Current Mercer Students who have been served by ELL in SPS 3+ years	MATH MSP- Average Scale Score	READING MSP- Average Scale Score
6th	369.65	378.82
7th	392.29	387.74



**Attachment E- ADDITIONAL MERCER DATA (Attendance & GPA)**

GRADES & GPA (1st Semester 2011-12)			
Grade/ Ethnicity	Number of Students	Average of Cum. GPA	Average of Attendance Rate
<b>6th</b>	<b>322</b>	<b>3.48</b>	<b>0.96</b>
A	165	3.63	0.98
B	85	3.26	0.94
H	42	3.30	0.95
W	15	3.59	0.94
<b>7th</b>	<b>318</b>	<b>3.42</b>	<b>0.96</b>
A	171	3.63	0.98
B	82	3.07	0.95
H	41	3.35	0.94
W	17	3.25	0.96
<b>8th</b>	<b>293</b>	<b>3.24</b>	<b>0.94</b>
A	153	3.48	0.95
B	82	2.91	0.93
H	41	3.13	0.94
W	8	2.78	0.85
<b>Grand Total</b>	<b>933</b>	<b>3.38</b>	<b>0.96</b>

This data shows cumulative grade point average and average attendance rate by major ethnic groups and grade level.

GRADES & GPA (1st Semester 2011-12)			
Grade/ELL v. Non ELL	Number of Students	Average of Cum GPA	Average of Attendance Rate
<b>6th</b>	<b>322</b>	<b>3.48</b>	<b>0.96</b>
Not ELL	256	3.49	0.96
ELL	66	3.43	0.95
<b>7th</b>	<b>318</b>	<b>3.42</b>	<b>0.96</b>
Not ELL	278	3.44	0.96
ELL	40	3.27	0.96
<b>8</b>	<b>293</b>	<b>3.24</b>	<b>0.94</b>
Not ELL	234	3.28	0.94
ELL	59	3.05	0.94
<b>Grand Total</b>	<b>933</b>	<b>3.38</b>	<b>0.96</b>

This data shows the cumulative grade point average and average attendance rate of ELL v. non-ELL students.

**Attachment F- ADDITIONAL MERCER DATA**  
**(Examples of data from our own standards-based Interim Assessments)**

Interim Assessment #3 Math 8 Students			
Standard	Question	Percent	Standard Performance Expectation
MATH: 8.3.A	Q1	0.83	Summarize and compare data sets in terms of variability and measures of center.
MATH: 8.3.A	Pct	83.65	
MATH: 8.3.B	Q2	0.66	
MATH: 8.3.B	Q3	0.72	Select, construct, and analyze data displays, including box-and-whisker plots, to compare two sets of data.
MATH: 8.3.B	Pct	69.23	
MATH: 8.1.A	Q4	0.58	Solve one-variable linear equations.
MATH: 8.1.A	Q5	0.52	
MATH: 8.1.A	Pct	55.77	
MATH: 8.1.C	Q6	0.64	Represent a linear function with a verbal description, table, graph, or symbolic expression, and make connections among these representations
MATH: 8.1.C	Q7	0.75	
MATH: 8.1.C	Q8	0.50	
MATH: 8.1.C	Pct	63.46	
MATH: 8.1.D	Q9	0.60	Determine the slope and y-intercept of a linear function described by a symbolic expression, table, or graph.
MATH: 8.1.D	Q10	0.71	
MATH: 8.1.D	Q11	0.59	
MATH: 8.1.D	Q12	0.50	
MATH: 8.1.D	Q13	0.49	
MATH: 8.1.D	Q14	0.80	
MATH: 8.1.D	Q15	0.57	
MATH: 8.1.D	Q16	0.83	
MATH: 8.1.D	Q17	0.87	
MATH: 8.1.D	Q18	0.94	
MATH: 8.1.D	Pct	69.42	
MATH: 8.1.E	Q19	0.90	Interpret the slope and y-intercept of the graph of a linear function representing a contextual situation.
MATH: 8.1.E	Q20	0.82	
MATH: 8.1.E	Q21	0.76	
MATH: 8.1.E	Q26	0.64	
MATH: 8.1.E	Pct	78.13	
MATH: 8.1.F	Q22	0.70	Solve single- and multi-step word problems involving linear functions and verify the solutions.
MATH: 8.1.F	Q23	0.70	
MATH: 8.1.F	Q24	0.91	
MATH: 8.1.F	Q25	0.75	
MATH: 8.1.F	Pct	76.68	
MATH: 8.4.C	Q27	0.87	Evaluate numerical expressions involving nonnegative integer exponents using the laws of exponents and the order of operations.
MATH: 8.4.C	Q28	0.82	
MATH: 8.4.C	Q29	0.88	
MATH: 8.4.C	Q30	0.57	
MATH: 8.4.C	Q31	0.52	
MATH: 8.4.C	Q32	0.81	
MATH: 8.4.C	Q33	0.86	
MATH: 8.4.C	Pct	76.51	
MATH: 8.4.A	Q34	0.83	Represent numbers in scientific notation, and translate numbers written in scientific notation into standard form.
MATH: 8.4.A	Q35	0.66	
MATH: 8.4.A	Q36	0.77	
MATH: 8.4.A	Q37	0.72	
MATH: 8.4.A	Q38	0.87	
MATH: 8.4.A	Q39	0.76	
MATH: 8.4.A	Q40	0.70	
MATH: 8.4.A	Q41	0.68	
MATH: 8.4.A	Q42	0.72	
MATH: 8.4.A	Q43	0.71	
MATH: 8.4.A	Pct	74.33	
MATH: 8.4.B	Q44	0.50	Solve problems involving operations with numbers in scientific notation and verify solutions.
MATH: 8.4.B	Q45	0.42	
MATH: 8.4.B	Q46	0.54	
MATH: 8.4.B	Pct	49.36	
MATH: 8.2.A	Q47	0.77	Identify pairs of angles as complementary, supplementary, adjacent, or vertical, and use these relationships to determine missing angle measures.
MATH: 8.2.A	Q48	0.66	
MATH: 8.2.A	Q49	0.84	
MATH: 8.2.A	Q50	0.77	
MATH: 8.2.A	Q51	0.45	
MATH: 8.2.A	Q52	0.70	
MATH: 8.2.A	Pct	70.03	
<b>Overall</b>		<b>70.86</b>	

We generate our own standards-based interim assessments.

This is an example of data generated after our 3<sup>rd</sup> Interim Assessment in 8<sup>th</sup> grade Mathematics.

This data shows the standards covered in the assessment, and the performance of all students assessed against the standard.

Data from interim assessments is reviewed by individual teachers and teams of teachers to ensure progress against the grade-level standards. Students are selected for intervention during the school day (teacher & students' lunch time) and after school in the OST program. This data is also used for planning purposes- teachers can determine where to adjust instruction, cycle back to reteach a standards or skills, or where build on skills and content already mastered.

We administer interim or performance assessments in reading, writing, math, and science at all grades.

**Attachment G- ADDITIONAL MERCER DATA**

(Examples of data from our own exit tickets using “clickers” and ActivProgress software from our Promethean pilot)

Student ID	SCI: 6-8 SYSD	SCI: 6-8 PS2F	SCI: 6-8 PS2F	SCI: 6-8 PS2F	SCI: 6-8 LS1C	SCI: 6-8 LS1C	SCI: 6-8 LS1C	SCI: 6-8 SYSD	SCI: 6-8 LS2B	SCI: 6-8 LS2D	SCI: 6-8 LS2B			
Student Name	ET 0321 Conserv Mass Q1	ET 0321 Conserv Mass Q2	ET 0321 Conserv Mass Q3	ET 0321 Conserv Mass Q4	ET 0321 Conserv Mass Q5	ET 0321 Conserv Mass Q6	ET 0321 Conserv Mass Q7	ET 0321 Conserv Mass Q8	ET 0321 Conserv Mass Q9	ET 0321 Conserv Mass Q10	ET 0321 Conserv Mass Q11			
Weight	100	1	1	1	1	1	1	2	1	1	1	100	100	
Score	Overall	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Pct	Overall
	46.67	B,D	A	C	E	A	C	B	A,B,C	A	A	C	46.67	46.67
	73.33	D	C	A	A	A	C	B	A,B,C	A	A	B	73.33	73.33
	98.33	D	C	D	A	B	C	A	A,B,C	A	A	B	98.33	98.33
	90	A,D	D	D	A	B	C	A	B,C	A	A	B	90	90
	75	D	C	D	A	A	C	B	B,C	A	C	B	75	75
	75	D	C	D	A	B	A	B	B,C	A	A	C	75	75
	56.67	A,D	C	C	B	A	B	B	B,C	A	A	B	56.67	56.67
	100	D	C	D	A	B	C	A	B,C	A	A	B	100	100
	48.33	B,D	D	C	C	A	C	B	B,C	A	A	A	48.33	48.33
	90	C,D	C	D	A	B	C	A	B,C	A	B	B	90	90
	100	D	C	D	A	B	C	A	B,C	A	A	B	100	100
	71.67	B,D	C	D	D	B	C	A	A,C	A	A	A	71.67	71.67
	50	D	B	A	B	A	C	B	B,C	A	C	B	50	50
	30	B,D	D	C	E	A	B	B	A,B,C	A	B	A	30	30
	75	D	D	D	A	C	C	B	B,C	A	A	B	75	75
	83.33	D	C	D	A	B	C	B	B,C	A	A	C	83.33	83.33
	75	D	C	D	B	A	C	B	B,C	A	A	B	75	75
	91.67	D	C	D	A	B	C	A	C	A	A	B	91.67	91.67
	100	D	C	D	A	B	C	A	B,C	A	A	B	100	100
	50	A,B,C	D	D	A	A	C	B	A,D	A	A	B	50	50
	50	D	C	A	B	C	A	B	B,C	A	B	B	50	50
	91.67	D	B	D	A	B	C	A	B,C	A	A	B	91.67	91.67
	73.71	89.09	63.64	68.18	63.64	50	81.82	40.91	88.64	100	77.27	72.73	73.71	73.71
<b>Overall</b>		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Pct	Overall
	<b>73.71</b>	<b>89.09</b>	<b>63.64</b>	<b>68.18</b>	<b>63.64</b>	<b>50</b>	<b>81.82</b>	<b>40.91</b>	<b>88.64</b>	<b>100</b>	<b>77.27</b>	<b>72.73</b>	<b>73.71</b>	<b>73.71</b>

This data (with student names removed) shows student performance on exit tickets over time against the science standards. Each row represents an individual student. Each column represents a question asked correlating to a particular standard. The student's data is cumulated as an overall percentage over time.

This data (gathered almost daily as “exit tickets,” short ways to monitor student learning of daily lesson objectives) is aligned to standards. We currently use “clickers” in math (6-8) and science (8). We plan to expand our use of clickers and software to science in grades 6 and 7.

Though they are not using this technology, reading and writing teachers have additional forms of monitoring daily and weekly process to standard.

This data is reviewed by individual teachers and teams of teachers to ensure progress against the learning targets. Students are selected for intervention during the school day (teacher & students' lunch time) and after school in the OST program. This data is also used for planning purposes- teachers can determine where to adjust instruction, cycle back to reteach a standards or skills, or where build on skills and content already mastered.

**Attachment H- ADDITIONAL MERCER DATA (Data Used to Adjust Math Intervention Placement)**

This is an example of the data we reviewed after the second MAP-Math. Teacher teams discussed each student (student names were removed from this snapshot) and made adjustments to their placement in math enrichment, thinking flexibly about the needs and strengths of our students. This is a copy of the notes one team made to reflect changes to students' math enrichment placements.

Teacher	Current Class	Fall total	Fall N&O	W Total	W N&O	Avg total	Ch Total	Avg N&O	Ch N&O
Culclasure 6	Saxon 4	186	183	192	200	189	6	191.5	17
Culclasure 6	Saxon 4	197	200	183	185	190	-14	192.5	-15
Culclasure 6	Saxon 4	195	195	193	197	194	-2	196	2
Culclasure 6	Saxon 4	194	203	191	193	192.5	-3	198	-10
Culclasure 6	Saxon 4	203	197	206	207	204.5	3	202	10
Culclasure 6	Saxon 4	194	199	201	207	197.5	7	203	8
Culclasure 6	Saxon 4	195	203	200	204	197.5	5	203.5	1
Culclasure 6	Saxon 4	197	200	204	209	200.5	7	204.5	9
Culclasure 6	Saxon 4	207	209	197	203	202	-10	206	-6
Culclasure 6	Saxon 4	193	195	197	224	195	4	209.5	29
Culclasure 6	Saxon 4	199	200	214	223	206.5	15	211.5	23
Culclasure 6	Saxon 4	212	206	213	218	212.5	1	212	12 → SS
Culclasure 6	Saxon 4	206	217	217	214	211.5	11	215.5	-3 → SS
Culclasure 6	Saxon 4	216	212	219	224	217.5	3	218	12 → SS
Culclasure 6	Saxon 4	216	212	218	226	217	2	219	14 → ICL
Culclasure 6	Saxon 4	220	215	235	236	227.5	15	225.5	21 → ICL
Culclasure 6	Saxon 4	220	225	223	228	221.5	3	226.5	3 → ICL
Culclasure 6	Saxon 4	193	199	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Hoang 6	Saxon 4	183	181	184	188	183.5	1	184.5	7
Hoang 6	Saxon 4	190	184	193	195	191.5	3	189.5	11
Hoang 6	Saxon 4	185	177	191	205	188	6	191	28
Hoang 6	Saxon 4	188	188	189	195	188.5	1	191.5	7
Hoang 6	Saxon 4	197	202	191	193	194	-6	197.5	-9
Hoang 6	Saxon 4	205	197	205	205	205	0	201	8
Hoang 6	Saxon 4	206	198	206	212	206	0	205	14
Hoang 6	Saxon 4	208	207	211	205	209.5	3	206	-2
Hoang 6	Saxon 4	202	202	211	218	206.5	9	210	16
Hoang 6	Saxon 4	204	213	210	210	207	6	211.5	-3
Hoang 6	Saxon 4	212	219	205	204	208.5	-7	211.5	-15 → SS
Hoang 6	Saxon 4	209	208	212	215	210.5	3	211.5	7
Hoang 6	Saxon 4	202	208	210	217	206	8	212.5	9
Hoang 6	Saxon 4	213	219	214	211	213.5	1	215	-8 → SS
Hoang 6	Saxon 4	209	215	217	216	213	8	215.5	1 → ICL

**Attachment I- ADDITIONAL MERCER DATA (Extended Time Math Class- Pilot, Spring 2012)**

This data from our after school math intervention class (taught by certificated staff) shows student proficiency on specific learning targets. These sixth graders were selected based on the data from Mercer’s most recent Interim Assessment.

This data is a visible way to monitor student proficiency on a skill and visually celebrate our learners.



**Attachment J- ADDITIONAL MERCER DATA (Overall Mercer Performance Data)**

We are proud of our accomplishments to date and plan to continue and build on the interventions, structures, and supports in place that brought us the following results on the MSP in 2011:

