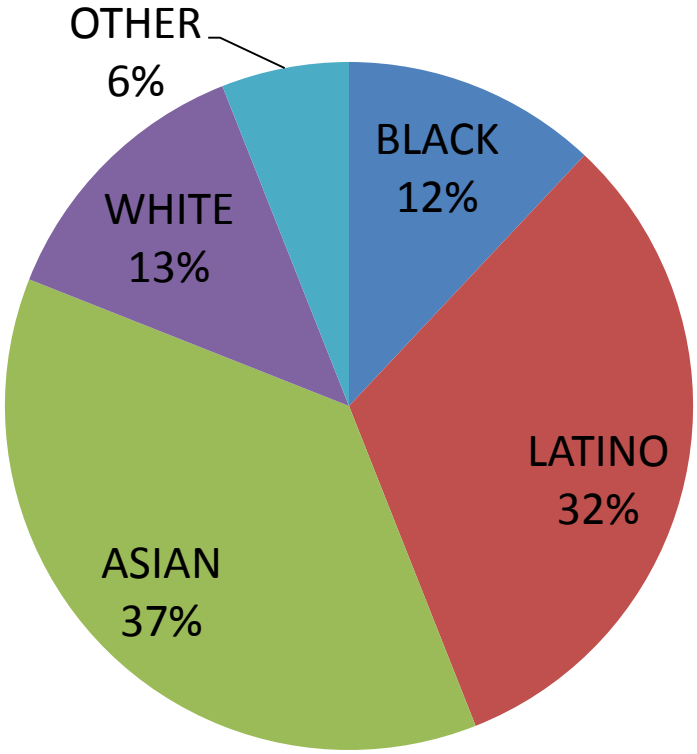
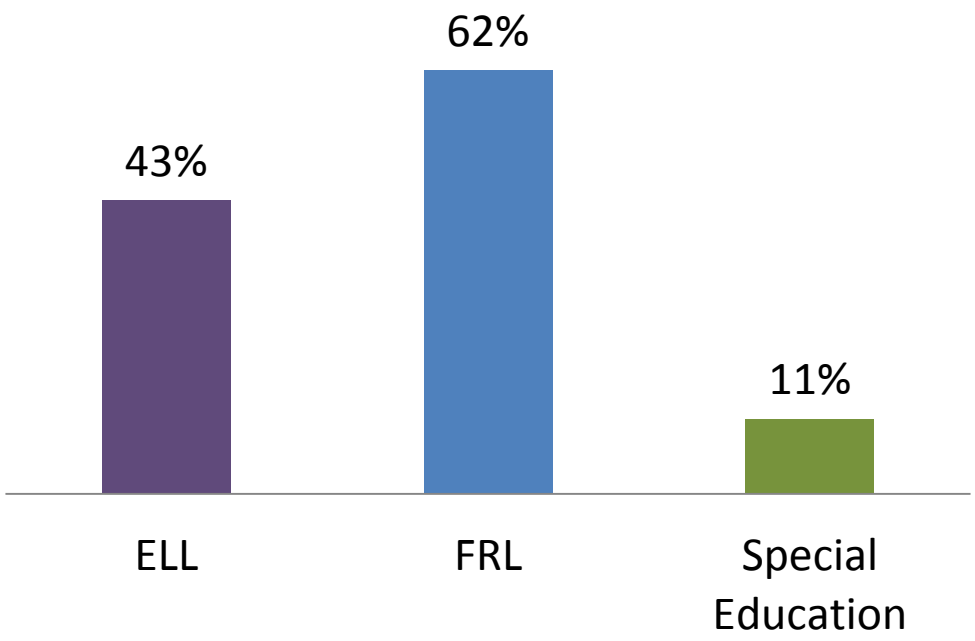
Welcome to Beacon Hill International School!

# A WORLD OF LEARNERS




STUDENT DEMOGRAPHICS – ETHNICITY

# A WORLD OF LEARNERS




STUDENT DEMOGRAPHICS – ELL, FRL, SpEd

# A WORLD OF LEARNERS

**A**cademic Excellence, **B**ilingualism & **B**iliteracy,
**&** **C**ultural (Global) **C**ompetence

# THE ABCs OF THE 21ST CENTURY

# The BHIS Program

- One of Seattle's 8 International Schools with a total of 12 planned within next 5 years
- 3 Language Learning Opportunities @ BHIS:
  - English All-Day
  - 50/50 Mandarin Immersion
  - 50/50 Spanish Immersion
  - (Chinese Classes After School)
- SPS Curriculum, State & CCSS-Based Instruction
- Integrating Global Perspectives Through Science, Social Studies, Library and the Arts

| Grade | WA Social Studies | SPS Science Content | Integrated Global Perspective | Geography |
|---|---|---|---|---|
| **5** | US History (pre-colonial period to Independence) | Land and Water, Microworlds, Models and Designs, Space | **Human Rights, Decolonization & Democracy** – What are basic human rights? How have people advocated for their rights (historically, globally, and in the present)? | Europe, Africa, Asia, Americas, (Current Events-Based) |

BHIS' Achievement Gap & Why We Applied to be a Levy School

# WHAT ABOUT ACADEMIC EXCELLENCE?

# Literacy Data from 2011

- **43%** of our students did not pass the Reading MSP
- **89.5%** of our ELL Latino students did not pass the Reading MSP
- **63.6%** of our ELL Latino students did not make typical growth on Reading MAP
- **90.9%** of our Latino students did not pass the Writing MSP

# Math Data from 2011

- **64.8%** of our students did not pass the Math MSP
- **83.3%** of our Latino students did not pass the Math MSP
- **90.5%** of our ELL Latino students did not pass the Math MSP
- **100%** of our Latino 4th graders did not pass the Math MSP.
- **43.9%** of our students did not make typical growth on Math MAP
- **55.8%** of our ELL Latino students did not make typical growth on Math MAP

# ADDRESSING GAPS BY BUILDING ON STRENGTHS

# A "Beacon" in the Community

- Elementary School for the 21st Century
- Culturally Inclusive School Environment
- Nationally Recognized Parent and Community Involvement
- Vibrant Morning Latino Group (40+ students and parents)
- Highly Engaged Latino families with Latino Parent Leaders
- Strong Family Support Worker
- Collaborative and Dedicated Staff
- Numerous Teaching Awards
- Strong Leadership
- 10+ National Board Certified Staff with Numerous Teaching Awards (Golden Apple, Golden Acorn, MIlken, Symmetra Heroes)
- High Rate of Advanced ELL Training Among Staff
- High Rate of Advanced Early Learning Training Among Staff
- Coordinated System for ELL/ Title 1 Support
- Existing Partnerships with CDSA, Powerful Schools, El Centro de la Raza
- Strong Writing and Science Achievement (Effective PD, Intentional Alignment and Focus, Instructional Coaching)
- Standards-Alignment Foundation
- Promising Results Coming from Language Immersion Programs (Spanish & Mandarin)

One of Seattle's First . . .

# ELEMENTARY INNOVATION SCHOOL VERSION 1.0

$1A = (2+x)B$

# OUR PROPOSED STRATEGY BASED ON A SIMPLE ALGEBRAIC FORMULA

# The Secret Formula (for us non-superheroes): 1A = (2+x)B

A = Superhero

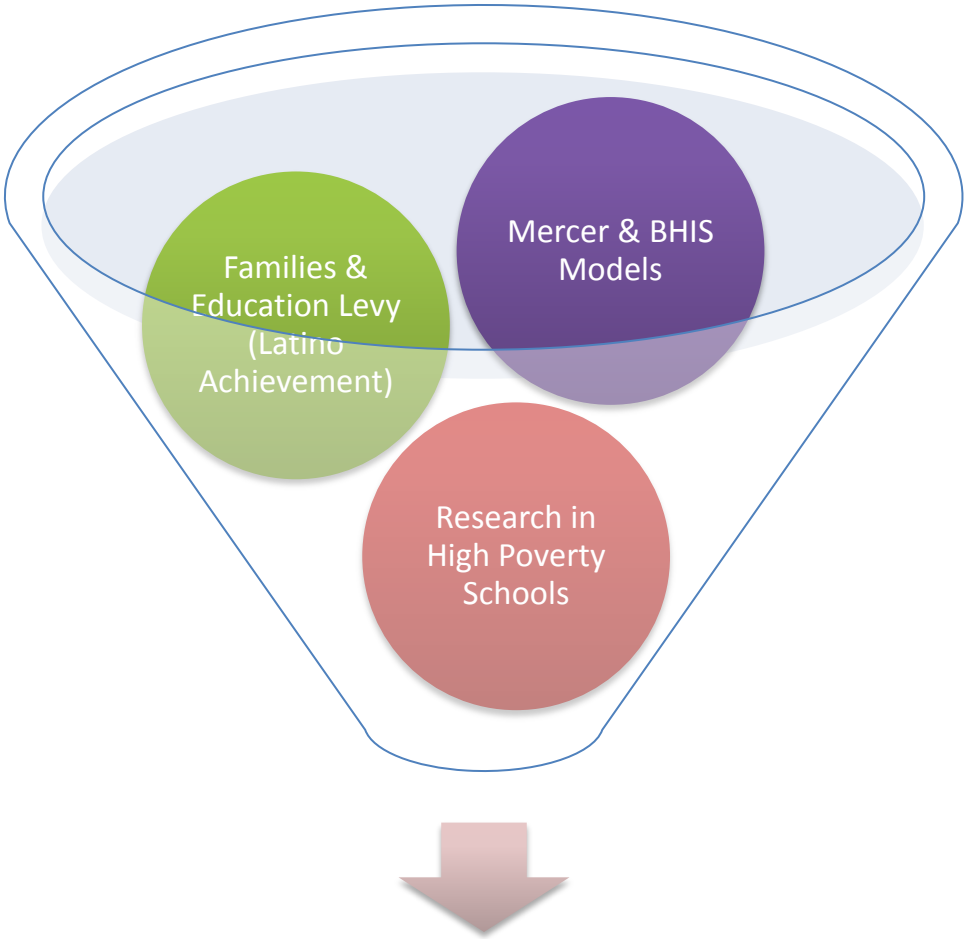
B = Dedicated, passionate, driven, lifelong-learning, team-playing, mom, dad, husband, wife, partner, son, daughter, sister, brother, grandparent, friend, etc.

# BHIS Innovation Strategies

- **Full-Time Family Support Worker** to help improve attendance, provide wrap-around support to students and families, eliminate outside barriers to learning
- **FEL Grant Coordinator** to manage partnerships, coordinate interventions, track and use data
- **Math/ School Transformation Coach** to implement school transformation strategy: common planning, assessments, interventions
- **Extended School Day** for targeted students taught by certificated teachers
- **CDSA Tuition Support** to improve attendance, eliminate outside barriers to learning
- **Powerful Schools* Tuition Support** to provide academic enrichment, enhanced enthusiasm for school, structure for extended school day afterschool
- **El Centro de la Raza Partnership** to provide on-site wrap-around support for targeted latino students, offer monthly parent education, connect families to community services
- **University Tutors** to provide a bump of support for bubble students
- **Odessa Brown Children's Clinic Partnership** to provide medical, dental, and mental health services to support the whole child, eliminate outside barriers to learning (funded through elementary health levy)
- **School-Wide Transformation** based on research, results, grant expectations

How we launched our first year as a City of Seattle Innovation School

# 2012 – 2013 SCHOOL-WIDE FOCUS




# 2012-2013 Instructional Focus

# Mercer & BHIS Models

- Specifically At BHIS
  - **Common** Behavior Expectations
  - Power Standards Work
  - Dual Immersion Model
  - Focus on Bilingual Learners
  - **Collaborative** Culture
  - Integrated Global Perspectives
  - School-wide Science & Writing Focus
  - Other

- Specifically at Mercer
  - Shrinking Achievement Gap
  - Levy School
  - **Common**, School-wide Behavior Expectations
  - **Common**, School-wide Learning Expectations
  - Weekly **Common** Planning, Assessment Writing, Analysis & Action Taking
  - Articulated, Data-Driven Interventions

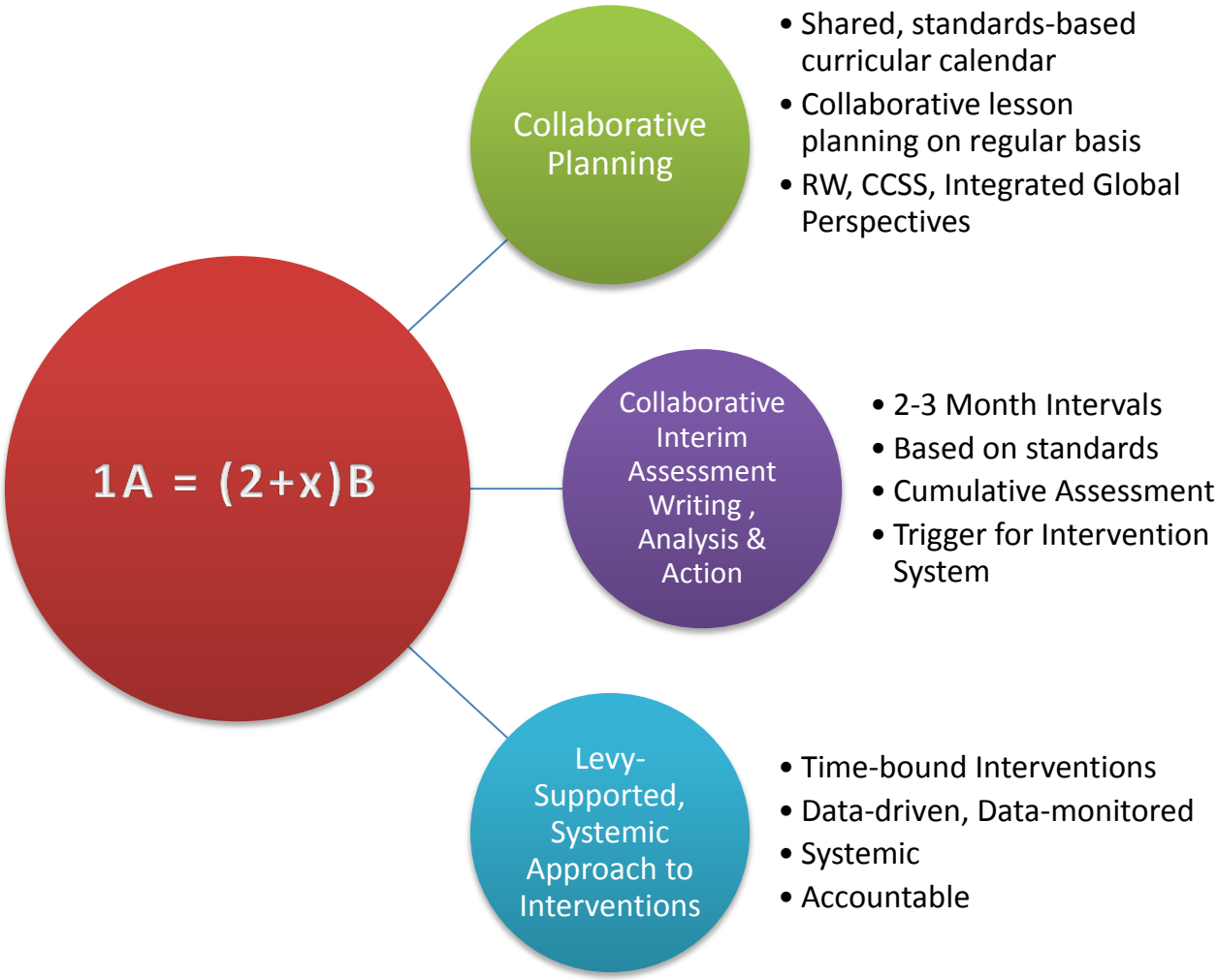
- We received the grant because of our strengths as a school, but with the resources comes a charge to improve:
  - Continue to raise scores by focusing on Latino Learners
  - Establish a **system** of ongoing assessment (physical v. autopsy)
  - Establish a **system** of relevant data analysis and adjustment
  - Establish a **system** of interventions

# Research in High Poverty Schools

- Commonalities among expectation-exceeding high poverty schools include:
  - Collaborative Culture (creating conditions for success)
  - Collaborative **Planning** (Setting curriculum, grounded in standards)
  - Collaborative **Interim Assessment** Writing (Asking what the bar is for learning)
  - Collaborative Assessment **Analysis & Action** (Asking what happened and why and then changing teaching to enhance learning)

(Driven By Data, Bambrick-Santoyo 2010)

# School-Wide Instructional Focus for 2012-2013



School-wide Transformation Update

# 6 MONTHS LATER . . .

# MATH PLCs Led by Math Coach

- **Collaborative**, standards-based planning in PLCs (Common core at K-2, GLEs at 3-5)
- **Collaborative** writing of standards-based interim assessments to be given at the same time
- **Collaborative** analysis of interim assessment data which leads to:
  - Collaborative Reflection on Practice
  - Data to inform levy-funded interventions

**From:** Fluegel, Susan
**Sent:** Wednesday, January 30, 2013 5:27 AM
**To:** Duncan, Ashley
**Cc:** Aramaki, Kelly
**Subject:** RE: NEW interim scores 4th grade

Ashley,
THANKS for taking the time to re-enter your data!

It's time to celebrate!!! Congrats, your scores went up!!! Just looking at raw scores, here's what your interim results look like when comparing only those questions which were included on both interim assessments. (Scores that went up in green, scores that went down red.)

| | |
|---|---|
| Language | English |
| question | (Multiple Items) |

| Sum of points | Column Labels | | |
|---|---|---|---|
| **Row Labels** | **Interim01** | **Interim02** | **Grand Total** |
| Total Possible | 15 | 15 | 30 |
| Student | 15 | 15 | 30 |
| Student | 14 | 14 | 28 |
| Student | 13 | 14 | 27 |
| Student | 12 | 14 | 26 |
| Student | 12 | 14 | 26 |
| Student | 12 | 14 | 26 |
| Student | 12 | 14 | 26 |
| Student | 11 | 14 | 25 |
| Student | 11 | 14 | 25 |
| Student | 11 | 14 | 25 |
| Student | 9 | 15 | 24 |
| Student | 11 | 12 | 23 |
| Student | 12 | 11 | 23 |
| Student | 11 | 11 | 22 |
| Student | 11 | 10 | 21 |
| Student | 8 | 13 | 21 |
| Student | 8 | 11 | 19 |
| Student | 7 | 9 | 16 |
| Student | 8 | 6 | 14 |
| Student | 7 | 7 | 14 |
| Student | 6 | 8 | 14 |
| Student | 6 | 7.5 | 13.5 |
| Student | 6 | 7 | 13 |
| Student | 3 | 6 | 9 |
| Student | 3 | 6 | 9 |
| **Grand Total** | **254** | **295.5** | **549.5** |

# Work Flow of Math PLCs

1. Teachers create standards-based **interim assessments** for every 2 units
2. Teachers administer assessment then **enter data** into spreadsheet
3. Teachers **analyze data** using pivot tables (growing capacity to do this)
4. Sue sends **high level overview** of comparative successes & areas of growth to teachers via e-mail and principal (see figure to the left)
5. Sue shares high level data with **principal** and collaboratively develops individual coaching plan for teachers
6. Teachers **analyze specific items** in PLCs (with Sue) to talk about 1) in-class interventions, 2) enhancing/ revising teaching strategies, 3) coordinating with levy-funded interventions
7. Sue coordinates **transfer of data** between teachers and intervention teachers (packets with interim assessments and goals)

# Celebrating Success

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| Student | 13 | 14 | 27 |
| Student | 12 | 14 | 26 |
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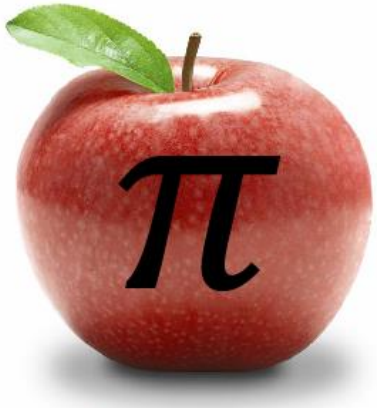
| Student | 11 | 14 | 25 |
| Student | 11 | 14 | 25 |
| Student | 11 | 14 | 25 |
| Student | 9 | 15 | 24 |
| Student | 11 | 12 | 23 |
| Student | 12 | 11 | 23 |
| Student | 11 | 11 | 22 |
| Student | 11 | 10 | 21 |
| Student | 8 | 13 | 21 |
| Student | 8 | 11 | 19 |
| Student | 7 | 9 | 16 |
| Student | 8 | 6 | 14 |
| Student | 7 | 7 | 14 |
| Student | 6 | 8 | 14 |
| Student | 6 | 7.5 | 13.5 |
| Student | 6 | 7 | 13 |
| Student | 3 | 6 | 9 |
| Student | 3 | 6 | 9 |
| **Grand Total** | **254** | **295.5** | **549.5** |

Beacon Hill International School

**Apple Pi Award**

Outstanding Math Teacher



Math scores are going UP!

You and your students are being recognized for all of your hard work. Congratulations!

**Ashley Duncan**

# Analyzing Interventions

| | |
|---|---|
| Teacher | (Multiple Items) |
| question | (Multiple Items) |
| Academia | Grade3aGuiomar |

| Sum of score | test | | |
|---|---|---|---|
| First Name | Interim01 | Interim02 | Grand Total |
| Student A | 12 | 12 | 24 |
| Student B | 10 | 6 | 16 |
| Student C | 10 | 12 | 22 |
| Student D | 7 | 9 | 16 |
| Student E | 3 | 8 | 11 |
| Grand Total | 42 | 47 | 89 |

| | |
|---|---|
| Teacher | (Multiple Items) |
| question | (Multiple Items) |
| Academia | Grade3aGuiomar |
| First Name | Student B |

| Sum of score | description test | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 3-digit addition and subtraction | | addition and subtraction facts | | expanded form | | name collection box | | order numbers | | solve subtraction word problems | | Grand Total |
| | Interim01 | Interim02 | Interim01 | Interim02 | Interim01 | Interim02 | Interim01 | Interim02 | Interim01 | Interim02 | Interim01 | Interim02 | |
| Total | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 0 | 16 |

# Other Levy Successes

- **Morning Latino Academy (Extended Day)**
  - K- 5 Literacy/ Math (100+ students)
  - Parent Involvement
  - Certificated Teachers Working with Students
- **After-School Tutoring (Extended Day) + Powerful Schools**
  - K-2 Levy-Targeted Literacy (70 students)
  - Leveraging 21st Century Grant
  - Certificated Teachers Working with Students
- **Community Day School Association (CDSA)**
  - Enhancing Pre-K Learning Through Step Ahead Pre-School
  - Before/After School Support for Our Most Fragile Students
- **El Centro de la Raza Partnership**
  - Comprehensive Family/ Community Connections On-Site
  - Family Connection Meetings
  - Integrated Community Support System
- **University Tutors**
  - Focused Intervention for Bubble Students
  - Weekly Professional Development for Tutors
- **Family Support Worker**
  - Increased school-wide attention to attendance
  - Increased access for our struggling students to interventions, enrichment programs
  - Increased attendance as a result of minimizing outside barriers (transportation, housing, etc.)
  - Increased enthusiasm for school
- **Odessa Brown Children's Clinic**
  - Creating Our Own Finland Education System in 98144

# Odessa Brown at BHIS

Seattle Children's
HOSPITAL • RESEARCH • FOUNDATION

# Services Provided

***All OBCC Staff at BHIS are Bilingual in Spanish***

## ARNP / Acute and Well-Child Medical Care

On site two mornings (8 – 9:30) and one afternoon per week (3 – 4:30)

Available for walk-in and pre-scheduled appointments

## PhD Mental Health Therapist

On site 1.5 days (12 hours) per week

## Care Coordinator

On site 4 days per week (16 hours at BHIS; 8 hours at OBCC)

Odessa Brown Children's Clinic | Seattle Children's Hospital • Research • Foundation

# Services Provided

**Medical** *(Sept 25 – Jan 31)*

40 unique students

86 visits

Common Services

- Flu vaccinations for 23 students
- 17 routine child health exams
- 8 appointments for students with asthma exacerbations
- 5 appointments for upper respiratory infections
- Upcoming flu vaccine clinic 2.14.13

Odessa Brown Children's Clinic

Seattle Children's
HOSPITAL • RESEARCH • FOUNDATION

# Services Provided

**<u>Mental Health</u>** *(Oct 25 – Jan 31)*

15 unique students

51 visits

Examples of diagnoses

- Adjustment Disorder
- ADHD
- Conduct Disorder

Odessa Brown Children's Clinic | Seattle Children's Hospital • Research • Foundation

# Services Provided

## Dental

- Pediatric dentist screened 294 students school wide
- 53 found in need of dental services
- OBCC Care Coordination provided for these 53 students

| Status | |
|---|---|
| Completed dental care | 12 |
| Have scheduled dental care | 12 |
| In process of scheduling | 18 |
| No response | 9 |
| Declined dental care | 2 |

Odessa Brown Children's Clinic | Seattle Children's Hospital • Research • Foundation

# Success Stories

Seattle Children's
HOSPITAL • RESEARCH • FOUNDATION

SEATTLE PUBLIC SCHOOLS

City of Seattle

Looking Ahead to Next Year

# ELEMENTARY INNOVATION SCHOOL

## VERSION 2.0