NOTE: The following school responses are from a previous RFI round. The exact wording of RFI questions may have changed in subsequent RFI releases. Please consult the most recent RFI version to ensure your submission adequately answers all required elements.

Office for Education
Families and Education Levy

Exemplars from Round 1 Elementary, Middle, and High School Request for Investment (RFI) Submissions

November 2012

Important Notes:

- This document contains excerpts from the first round of Elementary, Middle, and High School Innovation Requests for Investments (RFIs) submissions completed in spring 2012.
- These exemplars are not intended to reflect the entire spectrum of strong response, but rather are intended provide useful examples to schools applying for funds during the current round of investments.
- OFE strongly encourages schools who have previously applied to consult their notes from debriefing meetings with OFE staff as well as written feedback from evaluators when preparing your current submission.
- The current RFIs (released November 6, 2012) differ from the first round of RFIs in both content and format. Some responses included in this document may not align exactly with the current RFI. Please consult the current RFI to determine required elements of a complete submission.
- The names of schools and key staff members have been changed.
- Please review Exhibit B (Middle and High Schools) or Exhibit E (Elementary Schools): Characteristics of Strong RFI Applications AND Part II: Rating RFI Applications for additional guidance when preparing your RFI submission.

EXAMPLE OF RESPONSES FOR ATTACHMENT 3: DATA ANALYSIS SUMMARY

EXAMPLE #1: ALPHA ELEMENTARY

Part 1 (ES ONLY): Kindergarten Readiness Assessment Data

In Fall 2011, 48 K students were assessed via WaKIDS. WaKIDS is scored on a 1-9 numerical system. We also report the % of students who scored low (in the 1-3 range).

DIMENSION	Fall 2011 % below end-of-year expectation	Fall 2011 Low Range % scoring 1-3 out of 9
Social-Emotional	96%	42%
Gross Motor	81%	15%
Fine Motor	73%	9%
Language	88%	25%
Cognitive	96%	43%
Literacy	85%	68%

2) Of 25 ELL kindergarten students assessed on WaKIDS, 23 demonstrated gains in WaKIDS Language and Literacy dimensions. No ELL students have reached end-of-year goal at this time.

3) Gross and fine motor data shows entering Kindergarten students are developing normally physically. Our rationale for academic intervention is the gap between physical development, and social/emotional/cognitive readiness. In Fall 2011, over 42% were unable to follow common directions, attend to group instruction, or maintain attention to tasks. 68% could not discriminate between sounds (phonological awareness, critical for readiness in Reading).
K students who begin the year in the low 1-3 score range of WaKIDS Literacy assessment need 1:1 tutoring in Phonemic Awareness, in order to address their lack of school readiness on this critical building block to Reading (Area of Concentration #1). The *Code* program will be implemented by ELO KIDS and school-funded tutors, during the school day.

Comment [I1]: Demonstrates strong understanding of school readiness of incoming kindergarten students.

Part I (MS & HS) or Part II (ES): English Language Acquisition Data

1) Level 1 beginning = 11 **2)** Level 2 intermediate = 3 **3)** Level 3 advanced = 18
4) 17 languages **5)** 66 immigrants, 0 refugees
6) from year 2008-2009 = 11 no gains (25%), 32 gains of 1 or 2 levels (74.4%)
from year 2009-2010 = 5 no gains (12%), 31 gains of 1 or 2 levels (86.1%)
7) 3 years **8)** 3 students
9) K-5 School Data Report of 3rd-5th grade students who pass the MSP Reading:
ELL passing = 13% Non-ELL passing = 62.5%

Pivot table analysis showed the highest number of students responding to Vocab/Structure MAP questions are in 2nd grade. (On MAP, all students do not take the "same test," because different answers will direct student to easier or more challenging items.) On this Vocab/Structure strand, 59% of non-ELL students scored "low," while 85% of ELL students scored "low."
Part of our plan's rationale is that ELL students' academic gap is significant by second grade, and needs to be addressed with early interventions. WaKIDS data shows the gap for ELL students begins in K,

where they begin without Phonemic Awareness. **Kindergarten ELL students (as part of the group selected for the Kindergarten intervention as detailed above) need 1:1 tutoring during the school day in Phonemic Awareness (Area of Concentration #1). The *Code* program will be implemented by ELO KIDS and school tutors.**

Last year, 31% of ELL first graders did not meet Typical Growth on Reading MAP. We have 24 first grade ELL students enrolled for next year (42% of 1st graders). As part of the early intervention rationale, **first grade ELL students who did not meet expectations on K WaKIDS need individual and small group tutoring, during the school day, focused on Vocabulary & Academic Language (Area of Concentration #4). The *Code* and *LL Intervention* programs will be implemented by ELO KIDS and school tutors.**

The increasing gap in Vocabulary/Academic Language is highlighted by 2nd grade MAP which contributes to a fundamental deficiency noted in the high number of 3rd-5th grade ELL students not passing MSP Reading (86.7%). Our rationale includes the need to extend interventions into the upper grades because 4th grade students (including ELL) who did not pass MSP have low MAP reading scores in all strand areas (see Local School Level data). **4th grade ELL students who did not pass MSP Reading (as part the 4th grade target students selected for this intervention) will participate in an extended-school-day program with ELO KIDS tutors (Area of Concentration #1). The *LL Intervention* program will be implemented to address multiple Reading strands via a focused intervention curriculum.**

Part II (MS & HS) or Part III (ES): Data Analysis

QUESTION #1: Outcomes & Indicators most in need of improvement

In **MATH**, 56.7% of 3rd-5th graders did not pass the Math MSP (outcome). Within ELL students, 81.3% did not pass. Pivot Table data on MAP Number Sense strand shows 19 4th-5th graders scored "low" on Number Sense (indicator).

In **SCIENCE**, 63% of 5th graders did not pass the Science MSP (outcome). "Exit slip" tasks in Science journals indicate students struggle to convey quantities, relationships, and other mathematical concepts with science writing (indicator).

In **READING,** 68% of K students, including ELL students, have a low 1-3 score range of WaKIDS Literacy assessment (outcome). On Reading MSP, 49.2% of 3rd-5th grade students did not pass (outcome). This included 86.7% of ELL students. Pivot table analysis of Reading MAP showed 3rd-5th graders who scored "low" were evenly distributed across all strands (indicator).

In **WRITING**, 46.4% of 4th graders did not pass Writing MSP (outcome). This included 87.5% of ELL students. On site-based scored Writing assessments, students perform better when not writing to prompts (indicator). From this, we determined that more test-prep practice is needed.

In **ATTENDANCE**, 29.7% of students had 5 or more absences last year (outcome). ELL students were 23.5%. Absenteeism is correlated with lack of homework completion (indicator).

In **ENGLISH LANGUAGE ACQUISITION,** 43.7% of ELL students scored Levels 1 or 2 on WLPT (outcome). 31% of ELL 1st graders did not meet Typical Growth on Reading MAP (outcome). Site-based sight-word assessments, Teachers College Reading assessment, and on-going MAP scores show deficiencies in Vocabulary and Academic Language (indicators).

QUESTION #2: Outcomes, Indicators and Population of Students to focus on

Comment [I2]: Demonstrates strong understanding of current academic performance and needs of school's ELL population.

Comment [I3]: Demonstrates triangulation of data to identify specific underlying academic skills/knowledge affecting student's performance.

Comment [I4]: Uses classroom assessments to identify underlying academic skills/knowledge affecting student performance.

Focus Students: K students, including ELL students, who begin the year in the low 1-3 score range of WaKIDS Literacy assessment. **Outcomes:** 75% of K students will make gains in the Language and Literacy domains of WaKIDS. **Indicators:** The Rosner Modified Phonemic Awareness assessment will be given periodically. Site-based classroom progress monitoring assessments will be given monthly to monitor letter identification, letter/sound, and sight word acquisition progress. Reassessment on WaKIDS will provide added indicator data.

Comment [I5]: Clearly links focus students with appropriate outcome and indicators. Identifies both district level and classroom based assessments to track progress on student performance.

Focus Students: 4th grade students who did not pass MSP Reading. **Outcome:** 60% of 4th grade selected students will gain one or more levels. **Indicators:** Reading MAP Winter 2012 and Spring 2013, Winter and Spring Teachers College Reading Assessment, and monthly progress monitoring "exit slips" with teacher-made rubric.

Focus Students: 4th/5th grade students who did not pass MSP Math. **Math Outcome:** 60% of 4th and 5th graders will move from Level 1 to Level 2 or higher, or from Level 2 to Level 3 or higher, on 2013 Math MSP. **Math Indicators**: Winter 2012 and Spring 2013 Math MAP, and Dreambox frequent progress monitoring data (within the program). **Science Outcome**: 50% of our 5th graders will pass the Science MSP in Spring of 2013. **Science Indicators**: Progress monitoring "exit slips" for 4th/5th graders in Science program.

Focus Students: Students who are at risk to miss 5 or more days of school in first semester, and/or failure to meet grade level standards on MSP or MAP. **Outcome:** Students will miss 3 or less school days. Students will improve by one level on MSP, or gain more than 1.0 Typical Growth on MAP. **Indicators:** Weekly attendance reports, Winter and Spring MAP, and monthly progress monitoring "exit slips" in either Reading or Math, and homework completion rates.

Focus Students: First grade ELL students who did not meet WaKIDS expectations in K. **Outcome:** 60% of 1st ELL grade students will make Annual Typical Progress on Spring 2013 Reading MAP. **Indicators:** Winter Reading MAP, Winter and Spring Teachers College Reading Assessment, and monthly progress monitoring "exit slips" with teacher-rubric.

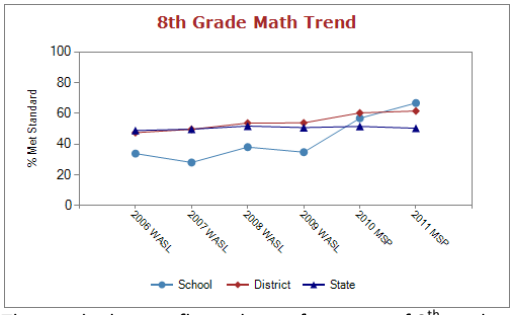
EXAMPLE #2: BETA MIDDLE SCHOOL

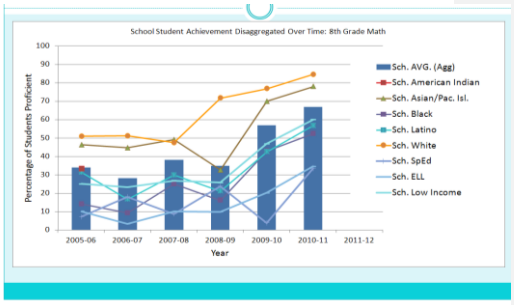
Part II (MS & HS) or Part III (ES): Data Analysis

Overview: Our goal is to eliminate the achievement gap through extensive examination of data and levels of interventions for our students. Through extensive review of our data, we know that our largest numbers of students falling within the achievement gap are our African American/African and Latino students. We are committed to supporting their success as they progress to high school, college and beyond. For each Area of Concentration the following Outcomes and Indicators are in need of particular focus:

Math*:* We have made considerable progress toward closing the gap while still increasing the levels of each subgroup, however we want to pay particular focus to our current 6th grade Latino students (girls and boys); 7th grade African American/African and Latino boys; and the 8th grade African American/African students (girls and boys) in achieving standards on the Math MSP.

Comment [KA6]: Leverages disaggregated and trend data to identify specific subpopulations most in need of improvement for each Area of Concentration.

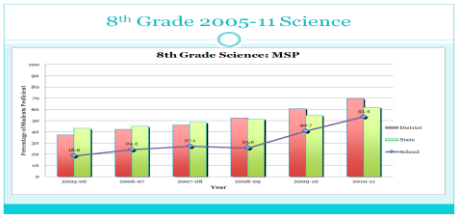


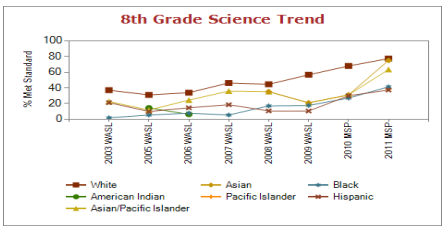


The graph above reflects the performance of 8th grade students in math disaggregated by race and special programs. The upward trend coincides with Beta Middle School seeing the most MSP growth in scale score from 5th to 8th grade within the city for math.

Science*:* Over the last six years, Beta Middle School has seen a steady increase in science scores: 18.6% in 2006 to 25.6% in 2009 to 53.4% in 2011 passing the MSP in the 8th grade. A particular spike in test scores coincided with the appointment of a new science department head. She has taken responsibility to build greater cohesion and accountability amongst the grade-levels for the curriculum and supplemental materials taught, as well as proactively sought out ELL training to reach all students within their inclusion classrooms.

Comment [KA7]: Response discusses all Areas of Concentration including those in which a positive trend is occurring. Trend data provided as well as an explanation for WHY improvement thought to be observed.



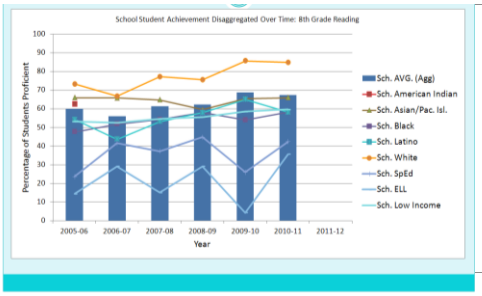


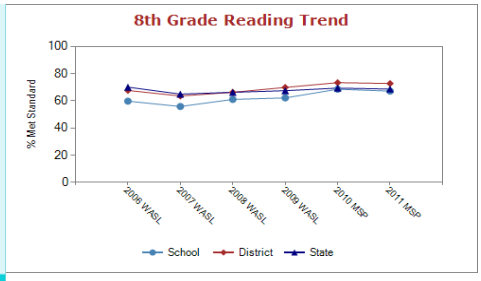
Once again, despite our overall science MSP gains, when disaggregated in 2011 our African American and Latino students continued to underscore the rest of the student population.

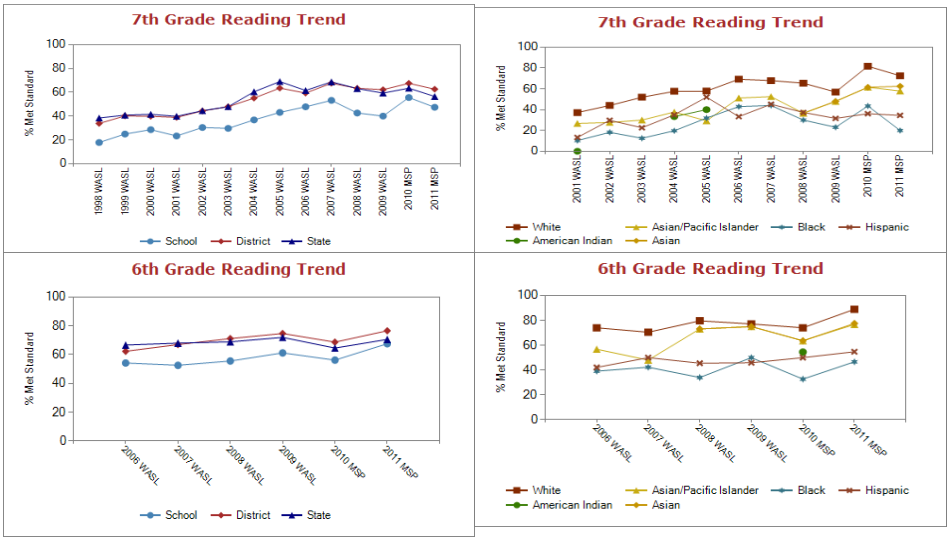
Comment [KA8]: Provides data (trend graphs) to substantiate observations.

Reading*:* In 2011, when compared to all middle schools in the district, Beta Middle School ranked 5th out of 19 schools in terms of top gains in MSP Reading scores from 5th to 8th grade. Therefore, by the end of 8th grade Beta's data trend parallels the district and state. However, when examined more closely, our students with IEPs and ELLs fall way below target—and our African American and Latino students again underscore their White and Asian/Pacific Islanders counterparts.

Comment [KA9]: Conducts deeper dive into positively trending data to identify specific sub-groups requiring intervention.

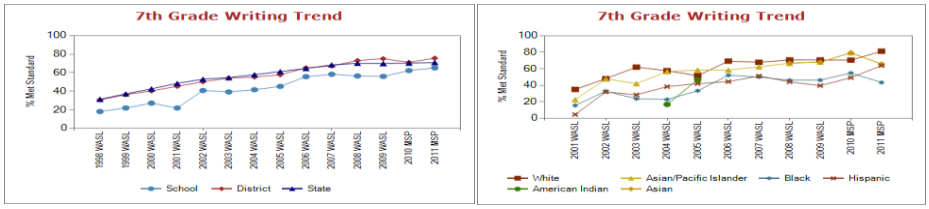






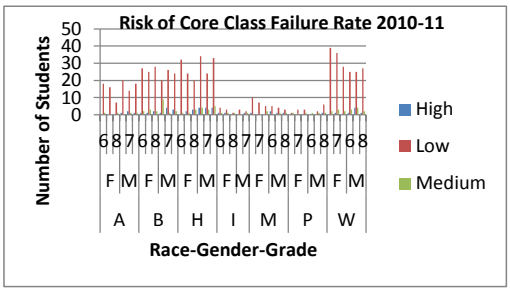
Note: The 7th grade reading scores consistently have been lower than district and state averages and the African American and Latino students again underscored their peers. Despite this dip in 7th grade, the 8th grade classes have done an excellent job of exceeding growth projections.

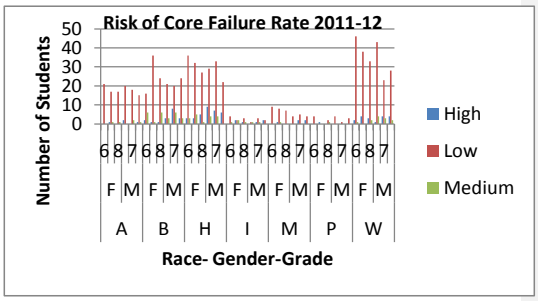
Writing Data



Writing: In examining the data on 7th grade writing scores, again we see a trend of the overall scores gaining momentum while the dissaggregated data indicates that African American students in particular are struggling more. However, when examing and forecasting future disaggregated data, though more Latino students are earning proficiency, Latino boys have the highest number of students scoring at a Level 1 or lower—a big cause for concern.

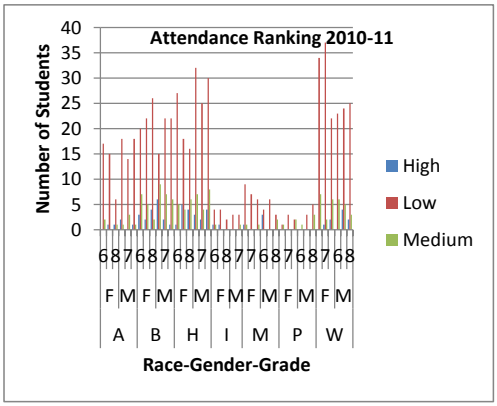
Passage of Core Courses*:* Between last year and this year, there has been relatively little change in the percentage of students that are at Low Risk of failing any of their core classes. In 2011 84.7% of the students passed all their classes and as of Feb 2012, 82.2% of the students are passing all their classes. However, there are higher numbers of students, in particular African American and Latino boys, that are at High Risk of not passing all their core classes. Over the last year, there has been a jump of 6.3% to 9.9% of the student body that are at High Risk of failing two or more classes over the last two semseters.

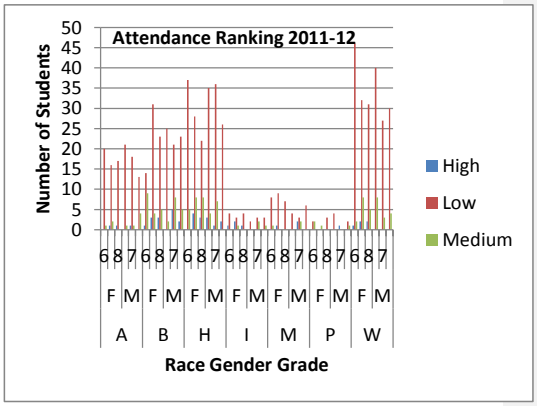




Attendance*:* Between last year and this year, due to a number of school-wide and targeted interventions, School A has seen some significant gains in the number of students that are at Low Risk of attending school less than 90% of the time, particularly with our Latino students. The number of Low Risk students has increased from 77% to 81.5%. The number of students that are at High Risk of attending less than 80% of the time has decreased from 7.4% to 5%.

Comment [KA10]: Cites data to substantiate observation.





As a result of this data analysis, we will be focusing on our ELLs and our African American and Latino scholars. Areas of concentration for them will be reading, math, passing core classes, attendance, and English language acquisition. In recent years, we have been proud of progress made by large numbers of our scholars. However, this data reveals the urgent need to dramatically accelerate this progress in a focused and sustainable way. We know that with the help of the city of Seattle, we can meet these goals—our scholars deserve nothing but the best—a clear path to college graduation.

EXAMPLE OF RESPONSES FOR ATTACHMENT 5 (MIDDLE AND HIGH) OR ATTACHMENT 6 (ELEMENTARY): ENGLISH LANGUAGE LEARNER PROGRAM

EXAMPLE #1: GAMMA MIDDLE SCHOOL

A. Description or ELL Program

What is the capacity of your program to serve English language learners? Gamma Middle School is designed to meet the needs of our English language learners by offering a range of services to match individual student learning needs. Our ELL service delivery model includes: dual language; proficiency-based sheltered literacy blocks; collaborative teaching blocks, and push-in mainstreamed support.

Data comparing MSP "Limited English" results from 2011

	6 Read	6 Math	7 Read	7 Math	8 Read	8 Math
DIMS	32.7%	20.4%	14.8%	28.6%	35.5%	34.4%
State	20.2%	18.7%	7.6%	12.6%	15.7%	13.0%
Diff.+/-	**+12.5%**	**+1.7%**	**+7.2%**	**+16%**	**+19.8%**	**+21.4%**

In analysis of MSP and MAP student outcomes, at Gamma Middle School, our ELLs are outperforming their state-wide peers in all grade levels in both reading and math. In addition, our school made AYP in both reading and math for "Limited English." We are headed in the right direction and have much more to do.

How is your instructional model designed to support ELLs acquisition of academic English and ensure students acquire academic content?
The first step in ensuring that every English language learner is acquiring academic English and mastering content is to analyze individual student data and then build a class schedule/program to support the needs of each of our scholars. Depending on their current data, ELLs are served in the following ways.

In our proficiency-based sheltered program, students have a two-period literacy block with an ELL literacy teacher. Reading curriculum that is used is the Inside program, which provides learning opportunities related to academic English acquisition in a leveled proficiency-based system. Students are scheduled into the appropriate class based on an Inside placement test, MAP, MSP, and WELPA data. These classes are multi-age in design, not based on grade-level, so that students can be scheduled into the exact right level. Data is reviewed every quarter to consider changing the level. For writing, all students participate in the Columbia Teachers College Writers Workshop.

In our Dual Language program, students participate in Readers/Writers Workshop and learn social studies content in a Spanish immersion setting. In addition, these same students take an English language Readers/Writers Workshop block at a different time in the day. Our goal is to develop fluency and literacy in both English and their native language, Spanish, thereby developing bilingual and bi-literate scholars. Student progress is monitored through classroom-based assessments and the STAMP test, as well as the other data sources mentioned previously.

Our collaborative teaching model couples an ELL teacher with a general ed teacher to team-teach literacy blocks. They collaboratively plan and teach lessons.

In our push-in support model for general education classes, students are mainstreamed in math, science, and other courses. Our highly-trained Bilingual Assistants provide differentiated

Comment [KA11]: School is using best practice instructional models and provides comparative quantitative results to prove models' impact on ELL students. Data compares school to State's performance. Schools may also describe instructional practices they WILL implement if awarded Levy funds.

Comment [KA12]: Leverages student-specific data to create customized student education plans.

Comment [KA13]: Clearly explains approach, how students are identified, frequency of service delivery, and protocol for quarterly re-evaluating student progress to make adjustments.

Comment [KA14]: Succinctly describes instructional model, discuss progress monitoring systems, and identifies roles and responsibilities of key staff members.

language-based support in tandem with the general education teacher.

In the last three years, what professional development in best instructional practices and strategies to support ELL students has the principal participated in?
P.D.: Washington Association of Bilingual Education Conference; OSPI Understanding STAMP Results; Dual language site visits; SPS Language Proficiency Planning; Supporting and Evaluating ELL Readers/Writers Workshop, Columbia Teachers College; Observation protocols for best practices for ELL, SPS. Leadership: Launched new dual language program at Gamma Middle School, switched to a proficiency-based sheltered model, developing alignment of dual language Kindergarten through 12th Grade in SPS.

How does your school principal provide oversight of instruction for English Language Learners?
Leadership of data analysis, creation of multi-tiered supports, continual analysis of model and needed change, hiring and evaluation of outstanding (and bilingual) teachers and staff, hand-scheduling of students based on need, alignment of curriculum and services 6th through 12th grade in partnership with feeder High School Zeta.

How many of your instructional staff have received P.D. to work with ELL students? What kind of P.D. have they received?
All of our staff have had some training in ELL best practices, including our teachers presenting data-proven strategies to their colleagues. Additionally, there are many commonalities between best practice for ELLs and best practices focused upon in our High Leverage Moves, including: promoting rich student discourse and the use of public records as vocabulary support.

Several teachers have been trained in the Scale Up series and/or GLAD strategies. In our self-reflection, we have concluded that additional school-wide professional development in specific instructional strategies that will be used in every classroom would be beneficial. We have identified June 25 as a full day professional development day that we will continue our focus on ELL best practices with our entire staff. Techniques showcased that day will include elements of Scale Up and GLAD.

Describe the ways in which your instructional staff scaffold lessons so that, regardless of language proficiency, students have access to content?
We have developed a checklist for all teachers to use when lesson planning that includes: scaffolding, chunking, visuals and manipulatives, pre-teaching vocabulary, previewing text, highlighting, jigsawing, guided reading notes, variety of checking for understanding techniques, collaborative grouping, and sentence starters. Additionally, our levy-funded math coach is an ELL endorsed teacher and former ELL herself—she provides daily coaching on effective strategies to help ELLs achieve excellence in math.

In addition to core curriculum materials, what additional supplemental materials do you use to support ELL students?
In addition to core curriculum, we use the INSIDE curriculum for reading; Project Excel math materials; manipulatives; "Tumble" books and listening stations; classroom libraries, including bilingual dictionaries and books to read to a parent; and technology including IPODS and SMART Boards.

Comment [KA15]: Provides clear list of relevant ELL professional development.

Comment [KA16]: Demonstrates ability to be self-reflective, identify need, and determine appropriate, concrete next step to address.

Comment [KA17]: Discusses integration of ELL strategies into ALL classrooms. Common training and approach throughout school.

EXAMPLE #2: PSI HIGH SCHOOL

B. OTHER SUPPORTS FOR ELL

For ELLs not academically on track, PSI High School has established systemic structures for intervention that include: multilingual tutoring before and after school, lunchtime tutoring, STAR break tutoring, Saturday tutoring, home visits, ELL student goal setting conferences, parent/student conference action planning, home contacts, advising to parents on American child rearing practices, and referrals to counselor and community agencies as needed. To increase and continue to provide this level of support, levy dollars will be used to supplement extra time for staff. ELL staff also provides case management support, when time permits, to students; however, we are in need of hiring a designated ELL case manager to track and monitor student progress and implement targeted interventions through our SHIELD program. Levy dollars will be used to cover the salary of this new hire. This academic school year, we partnered with XXX tutoring services comprised of University of YYY tutors that come to PSI High School on Tuesdays and Thursdays to provide math tutoring and mentorship to mainstream ELD students with a C grade or below. They provide direct instruction on foundational math concepts as well as support students with homework completion. As a result of these intervention supports, 61% of ELL students passed core courses first semester of the 2011-2012 school year.

The ELL department at PSI High School provides tremendous support to and has established meaningful relationships with ELL parents. Due to the various challenges that do not allow our ELL families to attend after school meetings, the ELL department has an open door policy for families allowing them to drop-in at any time of the day; an IA or teacher will receive coverage in their class to meet the needs of drop-in families. These staff members commit much of themselves and have deep ties to the community. These connections serve as a constant feedback loop. We host an annual Bilingual Family Night to provide ELL parents with home-based activities they can do with their student to help her or him achieve academic learning goals. During this event the following topics are covered with families: school/graduation requirements, introduce ELL staff, hand out and review a *How to Help Your Child in School* flyer, provide Source training, show examples of products to purchase to help advance learning at home, college entrance requirements, and students are taken to the library to obtain a library card. Furthermore, ELL staff are in constant communication with student's parent/guardian whenever any academic concerns arise; by establishing strong relationships with families, we build overall connectedness to school thus resulting in increased academic success.

Comment [KA18]: School employs supports in addition to direct classroom support to improve educational outcomes for students.

Comment [KA19]: Response provides quantifies impact of current structures aligned with Levy outcomes (e.g. 61% of ELL students passed core courses) as evidence that strategies are effective.

Comment [KA20]: School demonstrates efforts to provide information and support to parents.

EXAMPLE OF RESPONSES FOR MIDDLE AND HIGH SCHOOL ONLY ATTACHMENT 6: COLLEGE AND CAREER READINESS PLAN

EXAMPLE #1: SIGMA HIGH SCHOOL

Strategy #1:

Sigma High School will provide the following college and career readiness curricula facilitated and supported by the Community In Schools Seattle ("CISS") site coordinator: Washington College Access Network's "Aspirations to Action Basic Twelve and MORE" ("A to A"), a college readiness curriculum to 9th grade students structured around 3 college access concepts: awareness, preparation and financial literacy. It has a comprehensive 12-part series of college readiness workshops and resources designed to bridge the gap between college aspirations and college access for students.

Viking Visionaries ("V2") workshops to students in grades 10 - 12 focused on college and career awareness and preparation which have been developed in collaboration with community partners: NELA, Upward Bound, University of Washington Office of Minority Affairs, and the YMCA Black Achievers Program.

Workforce Training and Education Coordinating Board's "Where Are You Going?" career readiness curriculum to all grades, a step-by-step guide for making career choices. It is designed to assess students' interests, talents, and abilities, and match their profiles to various occupations.

We will provide the above curricula to students in all grades during fourteen 45-minute advisory periods taking place on the 2nd and 4th Tuesday of every month. Advisory periods will have no more than 15 students per class, with one SPS certificated staff delivering the content and acting as an advisory mentor. Instructional assistants will also be placed in classrooms for additional support. Students will be grouped in advisory classes by grade level according to their graduation year. The 2012/2013 Advisory Calendar is attached to this application. We will administer the following assessments: A to A pre- and post-survey assessment tools presented to 9th grade students, V2 pre- and post-surveys presented to 10th-12th grade students, the ACT's preparatory exam for 9th grade students, EXPLORE, and the ACT's preparatory exam for 10th grade students, PLAN. We will use A to A and V2 pre- and post-surveys because they are outcome-specific and assist the school in determining the extent to which students have gained college and career going "know-how". Students will take the EXPLORE and PLAN tests to prepare for the ACT, the national college admissions examination. The EXPLORE and PLAN pre-ACT tests work together to better prepare students for the actual ACT exam used by college admission offices. We will help students to understand and learn from their pre-ACT test results through score review session in which students will learn their respective scores and national percentile ranks, understand what their score translates to on the ACT, and identify the specific test areas in which they need to improve to reach their college goals.

Comment [KA21]: Specifies curricula used in college and career readiness plan. Describes plan for monthly meetings with students

Comment [KA22]: Identifies assessments administered to different grade levels and explains process for helping students to understand their scores.

Families will learn about the A to A curriculum and assessments through mailings and during a 9th grade family night in the fall. The family night will include trainings for The Source, graduation requirements, and strategies to assist families in supporting their students' academic success. Pre-ACT test scores will be shared with families through mailings and during a college-related family event in the spring. The spring college family night will include a summary of the college and career content delivered to students, college entrance requirements, information on the financial aid process, and strategies to

assist families in supporting the college and career goals set by students. The CISS site coordinator will be the key organizer of these meetings.

Comment [KA23]: Describes process for providing family members with college and career information. Discusses meeting with families, at a minimum, annually.

We will also offer opportunities for students and families to directly connect with colleges, universities, technical schools, and local businesses and organizations by hosting a college and career fair at the school. Our community partner XXX will organize trips to city-wide college fairs and visits to local university/college campuses.

Strategy #2

Sigma High School will provide structured opportunities for students in all grades to share academic progress, aspirations and challenges with families and school staff through student-led conferences. To ensure the process is meaningful, students will take a leadership role in evaluating their academic progress and setting goals for the academic year. During advisory time advisory mentors will guide students through a process of sorting through their classroom work and choosing examples that will be included in their portfolios. Students will be asked to complete a self-reflection to help them demonstrate their understanding of the learning process and to assess themselves as learners. Students will reflect on their strengths, areas to work on, and set future goals. The portfolio and self-reflection will be the focal points of the conversation between students, families and advisory mentors.

Comment [KA24]: Describes process for discussing students' college/career interests.

We will use several methods to invite families and schedule a time for their conference to ensure family attendance. Students will create a letter inviting their families to sign-up for a conference time. We will supplement the invitations by (i) mailing postcards inviting families to sign-up; (ii) instructing the Family Support Worker to make phone calls to families; and (iii) creating and sending out a robo-call.

Comment [KA25]: Discusses process for involving students' families in college and career readiness planning.

In the event that a student's family does not sign up for a conference time, the advisory mentor will reserve a time with the student to conduct the conference. In the event that a family member does not show up for the scheduled conference time, the advisory mentor or an administrator will take the place of the family member.

The student-led conferences will take place on early release and late arrival days on October 31 and November 1 and on March 6 and 7. A calendar of the schedule followed is attached.

Community Partnerships:

We will work with CISS to co-design and manage the curriculum, organize and maintain advisory groups, and provide case management support to students at risk of dropping out. CISS has experience partnering with schools through the placement of a site coordinator. The site coordinator provides intensive case management and collaboration activities for the 10% of students most likely to drop out and 8 school-wide activities. We chose to partner with CISS because as a lead agency since 2008 they have successfully managed community partnerships within the building, provided a high level of support to students and families through case management, and brought needed community resources to the school.

Comment [KA26]: Describes the role of community partner in implementing college and career readiness plan.

Comment [KA27]: Provides a rationale for why school selected the community partner. OFE encourages schools to quantify results achieved by community partners whenever possible. (Additional explanation for selecting provided included in following paragraph).

We will also work with community partner XXX to develop and deliver college and career readiness curriculum. Out community partner will co-design and manage the curriculum, provide academic success planning to grade 9 students, and participate in the planning of family outreach. The organziation has experience in the planning, execution, and coordination of staff for the following services: (i) "Family Engagement" events; (ii) grade 9 Advisory lessons; and (iii) grade 9 Academic Advising. We will partner with DKJ based on their effective approaches to providing services to our

students and families which has strengthened our college-readiness offerings and students' awareness for three straight years.

EXAMPLE OF RESPONSES FOR ELEMENTARY SCHOOL ONLY ATTACHMENT 7: SOCIAL, EMOTIONAL, BEHAVIORAL AND FAMILY SUPPORT PLAN

EXAMPLE #1: ALPHA ELEMENTARY SCHOOL

Case Management Support:

A. Alpha has several systems in place for identifying high needs students to receive intensive case management: a) Weekly Student Intervention Team meetings (SIT): This team is comprised of the Principal, Head Teacher, Parent/Guardian, Special Ed and bilingual teacher, nurse, school psychologist, PE teacher, City Year Lead Teacher, and the classroom teacher(s) of the identified child. Staff members or parent/guardians refer students experiencing significant academic, attendance, behavioral, or emotional concerns. The House Administrator will lead SIT meetings and coordinate all communication. b) Staff and parents/guardians make referrals to the Head Teacher and/or Principal for students to access counseling support, currently provided by Sound Mental Health and Navos for students who qualify for medical coupons. This year also offered a grief support group, co-led by our school nurse in partnership with Safe Crossings. d) City Year identifies focus students based on attendance, MSP and MAP data in collaboration with the Principal and teachers.

B. & C. Next year, in addition to the above systems, we will add the following: partner with CIS, potentially Neighborcare, City Year, SPS Parent Leaders, and the nurse, will provide services or referrals for services to students and their families.

Communities in Schools. The CIS Site Coordinator will provide case management for ~ 35 Tier 3 students. The selection process will be consistent with other systems in place and focus on the 10% of students who are in most need of intensive case management based on attendance, academic achievement and family circumstances. In August, all relevant data will be analyzed, along with the existing knowledge of families' circumstances and students will be identified. The role of the CIS Site Coordinator will include: academic tutoring, attendance monitoring, case management for wrap-around services, make referrals for mental health services, participate in SIT meetings, coordination of 8 family engagement events a year: transition to middle school, college and career readiness, academic content-based, extended learning opportunities. CIS will seek out an AmeriCorps volunteer for additional tutoring and and/or UW MSW interns for therapy and family support. A CIS volunteer coordinator will support school events such as Family Fitness night and Lending Libraries, school supply distribution).

Comment [IMC28]: Clearly articulates work of Site Coordinator. Reflects a thoughtful plan for case management support.

City Year: One City Year Site Coordinator and 6 City Year Corps members will support 30+ focus students, grades 3 – 5. City Year's role includes: academic tutoring, social, behavioral and attendance support, before and after school extended learning opportunities K - 5, assistance at Saturday Academy, support at all family engagement events, participation in SIT meetings.

Neighborcare: This partnership depends on receiving Elementary Health Levy funding, but the groundwork has been established. The Levy application will become available May 4, 2012. The Senior Leadership at Neighborcare has met and identified Alpha as a "terrific partner" for the delivery of school-based healthcare services. This partnership will further strengthen the seamless alignment between Alpha and Beta and the Rockwell neighborhood. Role: Provide healthcare (physical, emotional, behavioral, dental) services to families in need on our campus. Our school nurse has been instrumental in establishing this partnership and will lead its collaboration.

SPS Parent Leaders: This is an established partnership. The role of Parent Leaders (varies from year to year depending on need and expertise of the Parent Leaders): a) Welcome, answer questions, and provide support to families as they enter into the Alpha community after the school year begins. We know that a major risk factor to students is transition to a new school during the school year. b) Additionally, the Parent leaders provide culturally responsive activities and outreach to engage all families.

D. & E. & G. Academic outcomes for focus students will be identified through analysis of attendance and academic data, including WaKIDS, MAP, and MSP. The outcomes and goals established will be aligned with the Levy results expected. The tracking of progress of the case-managed focused students will happen through quarterly meetings with the case providers and CBO's. As needed, additional meetings will occur. All school, district and state data will be made accessible to the partners. Quarterly meetings with all partners, funded by the Levy and other leveraged partners, will be held to coordinate academic and non-academic intervention efforts. The House Administrator, with oversight by the Principal, will lead these meetings. The CIS and City Year Site Coordinators will coordinate the communication of student progress and success with the classroom teachers and House Administrator during weekly meetings.

Comment [IMC29]: Indicates how information will be shared between providers and school leadership.

F. At the beginning of the year, intentional outreach via phone calls and face-to-face meetings to families identified as needing intensive case management will be held. Interpretation and translation services will be provided as needed. Bulletin boards and other signage will inform parents/families of the services available. Office staff, who are incredibly welcoming, will direct families to the appropriate person as needed. City Year and CIS Site Coordinators will be available at all family events to provide information.

H. & I. School and Family Connection: CIS Site Coordinator will coordinate communication with the parent and teacher regarding the student's academic progress through a variety of ways, including: phone calls, setting up meetings, home visits and communication journals, and "Success charts." Depending on a student's needs, check-ins could occur daily or weekly. CIS Site Coordinator will also personally invite focus students and their families to all-school events.

Alpha ensures home-based activities are made available in a variety of ways: links on the school website, homework distributed in English and Spanish, distribution of lists of home-based activities (English, Spanish, Vietnamese and Somali) distributed at Welcome Back To School BBQ, ELL family nights and other family events, school phone messenger in primary languages informing parents/families of upcoming events, interpreters for all primary languages attend family events and PTA meetings, bilingual staff available to make phone calls and share information between family and teacher.

Transition Support:

J. & K. Pre-K to K: The Alpha principal attends all Head Start (HS) family events to begin building the relationship between the K – 5 program and the Pre-K program. In May the HS program hosts a Family event focused on the transition into Kindergarten. The Principal shares information about Alpha's Kindergarten program and the school. She will distribute materials that provide parents activities they can do with their incoming Kindergartners over the summer that support Kindergarten readiness. These materials are in English and Spanish. The principal hosts school tours for HS families that include observing the K classrooms, meeting teachers and sharing ways to be engaged in the school. Alpha offers a "Jump Start" Kindergarten program. Special invitations for participation are extended to Head Start families. At the beginning of the year, Alpha hosts a Welcome Back to School BBQ, which includes

an opportunity to meet the staff and teachers, receive a free backpack with school supplies, learn more about how to be involved in the school community, and meet other family members. The Head Start students and staff attend this event. The principal will visit all local preschool providers to identify potential families who may need intensive case management. The same Kindergarten readiness materials distributed to Head Start families will be given out. Kindergarten teachers and other support staff meet with HS staff to learn about individual student's needs and discuss intervention strategies needed for student achievement.

L. & M. Middle School Transition: Each year the 5th grade teachers host a meeting for parents/guardians and students to discuss the transition to middle school. Topics include: how to be academically successful, resources and programs available at Beta, and how middle school education is crucial for high school graduation and beyond. The 5th grade special education resource teacher brings her students for a full-day at Beta in the spring to meet teachers, attend classes, and learn more about the Beta school culture. She also holds a separate evening meeting with the parents/guardians to discuss how special education services are delivered at Beta and answer any questions about the differences in program offerings. As part of its ELL Family Night Series, Alpha hosts an evening parent/family event that is focused on the transition to middle school and college and career readiness. The 5th grade teaching team and Principal also go to Denny in the spring to talk with school counselors and the House Administrator, identifying focus students that may need immediate interventions and supports to be successful. This year, we will be meeting with the Beta House Administrator to examine ways we can involve our 5th graders in the Beta Summer Program, with the intent of better preparing them for middle school. CIS Site Coordinator will participate in transition for case-managed students.

Comment [IMC30]: Clear examples of strategies to support successful transition.

N. & O. Mental and Physical Healthcare Referrals and Services: Many of our families have health and mental health needs stemming from issues of poverty, homelessness, immigration, and lack of access to services and nutrition. The most significant health need we see that research supports as being the leading contributor to poor academic performance and attendance is dental related issues. A considerable number of students have chronic health conditions such as asthma, skin disorders, ear infections, some with resulting hearing loss, obesity, ADD and ADHD. The mental health needs of students include: loss and grief, trauma-related issues, secondary and primary victims of domestic violence and child abuse/neglect, abandonment-related issues, attachment disorders, anger management, social skills, and self-esteem concerns.

Our school nurse is amazing and devotes much time beyond her two days to support our students and families in gaining access to health and mental health services as well as providing health screenings at school for all students. She works in collaboration with health care providers and families to serve as that necessary link between family, school and provider. She also co-led a grief support group in partnership with Safe Crossings, to respond to the high number of our students who recently lost a parent.

Currently we have partnerships with both Sound Mental Health and Navos. We hope to expand those services through Neighborcare, if fortunate to receive Elementary Health Levy funding. These mental health agencies provide individual and family mental health services to approximately 20 students. The Principal, Head Teacher, and staff make referrals to these providers. In the coming year, CIS Site Coordinator will assist in referring students for mental health services.

EXAMPLE #2: LAMBDA ELEMENTARY SCHOOL

A) To support students' social, emotional, behavioral and family needs, we currently have a half-time counselor as well as a full-time family support worker. For incoming kindergarten students who need intensive case management from the beginning, many are identified through the kindergarten readiness referral by the FSW who works specifically with pre-schools in Seattle. If a kindergartener in need is not identified through this process (ex. they did not attend pre-school), then the kindergarten teachers identify students through academic and anecdotal social/ emotional data taken during the first month. With the new Teaching Strategies Gold Assessment and the family connection visits (WaKIDS), we can even better identify students who have significant social/emotional/behavioral issues if they aren't pre-identified in pre-school. For new students to Lambda who aren't coming in as kindergarteners, the office assistant receives the students' records from the sending school and does a comprehensive read through the documents and reports. If the office assistant notices red flags such as high absence rates, discipline incidents, frequent moving from school to school, she refers the student file to the family support worker and counselor who then work together to identify who will case manage. Our FSW, counselor and office assistant also identify new students with migrant, immigrant or homeless status. Those students are flagged and case managed as well by the counselor, FSW, head teacher or bilingual/ Title 1 teachers. For students who are currently attending Lambda, we do an all school data meeting with each grade band. Teachers and specialists identify students with significant academic needs from previous year data or from the most recent MSP/MAP or anecdotal social/ emotional/ behavioral data. Students with the most significant concerns are either referred to the counselor or FSW or they are assigned a certificated case manager. Our bilingual and Title 1 teachers serve as case managers for each grade level. They track student progress with the teacher collaboratively and ensure the students receive intervention and support. We then hold weekly Student Intervention Team (SIT) meetings where we follow up with each student identified in the fall.

Comment [IMC31]: Example of systematic approach to identifying new and current students needing intensive support.

B) For the levy grant, we will be asking for funds for our family support worker who will provide support for students and their families. We will be continuing to fund our school counselor half-time through our baseline funds. We have an existing partnerships with Catholic Community Services (CCS) who provides on and off campus support for students with intensive emotional/behavior needs. And, we refer students to Asian Counseling and Referral Services (ACRS) when needed who support students on a sliding scale. We will not be requesting funds to enhance our partnership with CCS or ACRS, but will maintain our current relationship with them.

Comment [IMC32]: Identifies community partnerships that will provide some of the intensive services needed by students and families.

C) Our FSW will officially keep 30-35 students on her caseload which is about 8% of our student body. She will also work indirectly with the office assistant to target and support the students identified as having more than 5 absences per semester (excused or unexcused) which is about 87 students.

In setting academic outcomes and indicators, we are planning to use the same outcomes and indicators as mentioned throughout the grant, including: K-2 Math MAP growth, 3-5 Reading MSP (moving up from level 2 to 3 or 4 and maintaining level 3 for students between 400 and 405), and 3-5 Math MAP growth. We will set goals based on their grade level and assessed need in math and/or reading.

E) For case managed students, we will use a number of progress monitoring tools to track progress, including: teacher surveys on student behavior, student social/emotional health, homework completion, parent involvement; attendance records; student self-assessments; academic outcomes and indicators.

F) Our family support worker is highly skilled in the first step of assisting families which is building the relationships and helping families to feel safe in sharing their challenges and needs. The FSW and counselor will then partner to connect families with identified needs with community resources (ex. financial support, childcare support, family or individual counseling support, tutoring, etc.)

G) As part of our levy application, we will be requesting a .5FTE Levy Case Manager – someone who will help us to coordinate academic and non-academic interventions, lead the work in monitoring data and making adjustments to programs, and be a liaison with community partners.

School and Family Connection

H) Formal teacher-parent connections happen through WaKIDS home visits for incoming kindergarteners. They also happen through our fall conferences with families. Those fall conferences which are attended by nearly 100% of our families are translated by our bilingual instructional assistants as needed. We plan to translate as many kindergarten home visits as possible as well. Teachers will then communicate student progress at the end of each reporting period as well as after periodic assessments (2-3 within the reporting period) for targeted students. Bilingual instructional assistants assist with this communication on a regular basis. They also maintain ongoing communication with families outside of more formal teacher conversations with families to update families on student progress.

I) We have strong systems for keeping parents informed about home-based activities to improve their child's student achievement. At the very beginning of the year, our kindergarten teachers meet with all families and talk about what families can do at home to support the learning in the classroom. And then, within the first couple of months of school, we hold comprehensive grade-band curriculum nights where teachers not only share their curriculum, but model the key standards and skills of the particular grade level for families. The principal then meets with all families to talk about more general ways of supporting students through advocacy, being diligent about tracking and demanding student data, and maintaining communication with teachers. For our Latino students who are struggling most significantly in our school, we hold monthly trainings in Spanish for parents on ways to support their children with academics. These meetings include how to support in math, literacy, homework, etc. We also have a morning literacy club for Latino students where parents come to support their children alongside the teachers; by doing this, teachers can model how to support students in reading. For all families, we hold ongoing "Title 1 Teas" in the mornings before school and in the evenings on different academically-focused topics such as how to help your child prepare for the MSP, how to access math practice on the computer, etc. We will be continuing these supports in addition to adding more math and literacy nights for our targeted groups.

Comment [IMC33]: Example of a positive approach to engaging families

Transition Support

J) As mentioned above, we hold a meeting at the very beginning of the year to help parents understand what to expect in kindergarten and how to help their children in kindergarten. We sponsor a district-wide pre-K meeting at BHIS where we talk to families about how to enroll, how to prepare for kindergarten, and what we expect of families in supporting their child's learning. In the separate RFI for summer learning coming out in the fall of 2012, we will propose to hold a jump-start program at the beginning of the summer for students who didn't have the opportunity to go to pre-school with a focus on school readiness skills. The principal and kindergarten teachers will also be holding family meetings in

May/June for incoming BHIS kindergarteners on the top 10 things to do in the summer to be school ready.

K) See attachment 5: question #2

L) In the spring, we work with a guidance counselor from Tau Middle School who brings some of our alumni back to Lambda to talk with students about how to transition well to middle school. They cover behavior expectations as well as academic expectations. They answer the most pressing questions that our students have about middle school including: 1) how do you use a locker, 2) how many classes do we take, 3) is it hard? Families are supported through Tau Middle School's family welcome events.

M) See answer to L.

Mental and Physical Health Referrals and Services

N) Currently, our students are struggling with significant stress factors in the home due to the down economy. Students are coming to school hungry and lacking basic needs such as ample clothing. Drug and alcohol addiction among the parents and family members is greatly impacting children's mental and emotional health.

O) Our family support work and counselor both have numerous references and connections with community health and mental health organizations. When students are in significant need that can't be addressed by the school, they are referred to those services.

EXAMPLE OF RESPONSES FOR MIDDLE AND HIGH SCHOOL ONLY ATTACHMENT 7: SCHOOL-BASED HEALTH CENTER (SBHC) PLAN

EXAMPLE #1: OMEGA HIGH SCHOOL

A. Collaborative Planning

SBHC services complement the work of our school nurse, whose broad responsibility is to facilitate, intervene, and promote a healthy life for the entire school population. Our school nurse is an integral link among the school staff, students, families, community, and on-site medical and behavioral health care, including chemical dependency and mental health services.

The successful action-oriented care coordination team in the School-Based Health Center consists of the school nurse, NeighborCare Health staff, Asian Counseling and Referral Service (ACRS) and Bastyr Naturopaths. Regularly scheduled meetings use a shared case management model to track students, coordinate care, and record follow-up. Two notable projects where SBHC plays a critical role include **Youth Engagement Project (YEP)** where students receive Chemical Dependency treatment services and **Care Coordinated Pilot Project (CCP)**, an integrated care model that addresses primary and behavioral health care. Both projects enhance collaborative planning with SBHC to address the levy's indicators and achieve its outcomes.

Comment [KA34]: Reflects effective plan for data sharing between school and SBHC.

The SBHC staff, school counselors, academic intervention specialists and school nurse work together to create a holistic health partnership. We have clear emergency response protocols, daily triage systems, weekly case management of at risk students via our school S.I.T (Student Intervention Team), classroom presentations, celebration of student milestones, and parent outreach with school staff and administration to achieve the ultimate goal of academic success.

Comment [KA35]: Additional evidence of strong collaboration and routine data sharing practices.

B. Targeted Referral and Follow-up Process

School staff refers students to SBHC through our Student Intervention Team (S.I.T.). This process helps to decrease the potential for duplication of services. Students are able to self enroll and self refer to SBHC or ACRS staff onsite. The school nurse is the liaison with SBHC and follows up to make sure the appropriate contact is made and services are initiated. If referred to ACRS, students and their families have seamless access to ACRS programs to address employment; job training; English classes; legal, naturalization and immigration issues; nutrition and emergency food; problem gambling; domestic violence; adult mental health and substance abuse; and care for aging families. ACRS provides an array of social services through 13 programs by a largely bilingual, bicultural staff of over 200 that collectively speak nearly 40 languages and dialects and are supported by over 800 volunteers.

Comment [KA36]: Clearly describes staff and student referral process. School identifies point person (school nurse) for tracking referrals and ensuring appropriate services/supports received. Quantifies scale of programming and support staff.

SBHC and community partners- ACRS, Southwest Youth and Family Services (SWYFS) and NeighborCare Counselors -collaborate via the **Care Coordinated Pilot Project (CCP).** Through CCP, the intent is to have a centralized hub for school staff with an efficient referral process.

The S.I.T. chairperson is responsible for tracking follow-up. Counselors, administrators, school nurses, and other support staff coordinates with the SBHC to monitor students' academic challenges via case management, classroom support, and family meetings.

Comment [KA37]: Reflects an effective plan for targeted referral and monitoring.

The expansion of behavioral health services in SBHC under the ***Affordable Care Act*** presents the opportunity to improve identification and access to substance use and behavioral health treatment for

students, thereby increasing early intervention and the availability of effective treatment for these health problems that impede academic success. In addition to making and receiving referrals, the SBHC works closely with ACRS' **Youth Engagement Project (YEP) and CCP** to track these indicators: 1) improved attendance, 2) fewer short and long term suspensions, and 3) completion of mental health and substance abuse/chemical dependency treatment.

C. Data Sharing

Administration, school nurse, school counselors, staff, and SBHC respect the sensitivity and confidentiality of student health information. Taking HIPPA and FERFA into consideration, the SBHC is able to team with health care providers on school performance, attendance, and academic progress. Using the Mental Health Integrated Tracking system (MHITS) interagency computerized data through the **CCP** (implemented in September, 2012) will expand our capacity to improve outcomes, reduce barriers to services, facilitate faster identification of at- risk students, integrate behavioral health resources, and coordinate the referral of students to services not provided in the SBHC.

Comment [KA38]: Reflects effective plan for data collection and sharing between school and SBHC.

The SBHC, as part of the **CCP**, will enhance our levy targets through ACRS and SWYFS by providing school-based services to monitor daily/weekly academic and attendance data. At present, ACRS also has the capacity to generate reports to analyze indicators like school enrollment status (part-time, full-time, suspension) and students' academic goals as part of an individualized service plan. All students receiving counseling and case management services have an academic/school-related goal on their individual treatment plan; these clients are monitored to ensure that they are on track to advance to the next grade or graduation.

D. Logistics

Mr. Colin Walker is the contact for the SBHC; he currently serves as School-Based Program Manager at NeighborCare Health, a community based health center. Colin has a Masters in Health Administration from the School of Public Health at the University of Washington.

Comment [KA39]: Names key SBHC contact.

Ms. Sandy Polzin is the contact for the SBHC. She holds a Bachelor of Science in Nursing, is a Registered Nurse, has completed graduate courses in child development, is experienced in public health issues, and holds an Educational Staff Associate Certification. She has been the nurse at West Seattle High School for 19 years.

EXAMPLE OF RESPONSES FOR ATTACHMENT 9: MANAGEMENT AND OVERSIGHT PLAN

EXAMPLE #1: ALPHA ELEMENTARY SCHOOL

A. Leadership, Planning and Implementation

What decision-making process have you gone through in your school to get buy-in from your staff to allow for implementation of your proposed strategies? One of the strengths of the Alpha staff is their willingness to explore strategies and programs that will result high academic achievement. All stakeholders have been involved at various levels and in a variety of ways since the inception of this process in June. Staff members attended city-sponsored Levy workshops. Presentations at BLT and staff meetings regarding the proposed Levy results and partnerships were shared, with an opportunity and invitation to provide input. There is 100% support from the BLT and staff for this proposal. A meeting with the bilingual department provided all members to be directly involved in the planning and writing of that section. A meeting was held regarding the proposed partnership with Neighborcare. The academic and attendance outcomes and indicators are aligned with our CSIP. Once the draft proposal has been completed, all staff can offer final input. Parents and family members have likewise been informed and given the opportunity for input during PTA meetings. Families have likewise expressed great enthusiasm for this Levy proposal.

Comment [I40]: Provides details on how staff and other stakeholders where included/informed of the school's Levy proposal. Also indicates the level of buy-in of staff.

How did you include community partners in the RFI planning process? What plan do you have in place to allow community partners to continue to have input in program implementation? The principal and bilingual staff primarily involved in the Levy process met with potential community partners. The principal attended the RFQ-Approved Providers and Principals Networking Meeting. Those selected offered input and reviewed the proposal. In order for partnerships to be effective we know that the strength and success of that partnership is ongoing collaboration and communication. When we are approved for the Levy, we will meet at the end of June with all CBO's and key staff and establish regular meeting times throughout the summer and year to track progress toward the Levy results.

What challenges do you anticipate and what steps will you take to increase the chances of achieving your results? There are several challenges we have faced this year that we will need to address: student absenteeism, moving to the common core, a new grading system, the identification of a Math intervention program that best meets the needs of our struggling learners, creating a stronger pathway Kindergarten through College Graduation Pathway in Southwest Seattle. Additionally, because this would be the first time we would expand our partnerships in such an extensive way, another challenge is fostering the relationships with new partners and between partners so that efforts are streamlined and we work collaboratively, compassionately, and effectively. **Absenteeism:** This year we launched an attendance campaign, complete with individual and class incentives, recognitions at Monday Morning Assemblies, posters, City Year involvement, and efforts to better involve the FSW. Throughout this year we have met with some success and recognize we have a long way to go. We are better at identifying the barriers and some strategies that appear to be the most effective. At the end of the year we will do a complete evaluation of all efforts and develop a plan of action for the upcoming year. The extent of this plan will be dependent on whether we receive Levy funds. We are eager to more systematically address our biggest attendance concern: kindergarten and 1st graders. In addition to the potential partnership with Neighborcare, if we are successful at receiving the Health Levy, we also plan on conducting more home visits and parent conferences. **Common Core Standards:** We have already begun our professional development on deepening our knowledge and understanding of the Common

Comment [IMC41]: Clearly articulates challenges and below listed how challenges have been or will be addressed.

Core and how that aligns with Readers and Writers Workshop and EveryDay math. This will be a focus for our professional development next year. Through leveraged funds, we hope to send representatives of the Math team to training over the summer. The principal plans on attending a week-long seminar at the University of Washington around this topic. **A New Grading System:** This year a new Elementary Progress Report was adopted. Teachers have all attended professional development about the new system and increased efforts to understand how the new tool aligns with the Common Core Standards, curricula, and WaKIDS will be important for the upcoming year. **Math Intervention Program:** This year we piloted DreamBox, an online Math Intervention program offered to us by the District. Through data analysis, we have determined that the tool does not provide the level of results we need and expect. We have also evaluated how it was implemented to determine whether that was a factor for the poor results we have seen. The principal has met with Dan Gallagher, Program Manager for Math and Science Instruction at the District level, the Rockwell Executive Director and other elementary and K-8 principals to discuss the various intervention programs currently being used and their effectiveness. A decision regarding which program to use for next year has not yet been made. The principal and members of the Math team have begun the examination of other programs and will continue to do so between now and the end of July. It will be important to consistently evaluate the strength of the program, along with the intervention efforts being utilized throughout next year. **Creating a Seamless Pathway Kindergarten through College Graduation Pathway in Southwest Seattle:** Alpha and Rockwell Elementary, along with Beta International Middle School and Trussoni International High School have been meeting throughout this year to identify the steps and discuss strategies to fostering a stronger, more seamless pathway so that our Kindergarten scholars are best prepared to be successful high school graduates and college and career ready. We have focused our attention on curriculum alignment, specifically in the area of Math. (Except for Trussoni, we are all Readers and Writers Workshop schools, so that alignment is further along.) Our new Math intervention teacher and House Administrator will have major roles in this effort. Alpha has identified CBO's that are also in place at Beta International, with one intent being an alignment with support systems and case management alignment. These organizations include: SBHS, City Year, UHSS and CIS. Over the years, we have systems in place to support the transition between 5th grade and middle school, but want to increase the efforts. Some of the programs/efforts currently in place include: Trussoni high school students teaching Science workshops in Grades 2 – 5 and Social studies units taught by high school students in the Global Leadership class, two to three times a year; Beta and Trussoni students serve as tutors for Team Read students grades 2 – 3 at Alpha; yearly meetings with the special education and classroom teachers and Beta staff to discuss how students can best be supported as they transition to Beta. One way we will be furthering these efforts is through extended year alignment by our students attending part of the Beta summer school program. **Expansion of partnerships:** Although we have an established history of collaboration with City Year, this expansion will require intentional work in making the partnerships cohesive and effective. Clear establishment of roles and expectations, norms and protocols for ongoing communication, and addressing issues early on will contribute to this cohesion. We will use the model of City Year's Partnership Planning Worksheet as a template for proceeding through this process. Although we do not have an extensive partnership with CIS at this time, this year we were fortunate to collaborate on several events at Alpha, providing the Principal, Shira Rosen and Beth Graves to begin to establish a professional, respectful and compassionate relationship. The Principal has also met with Principal of Trussoni on several occasions. Based on the shared discussions and the input from Principal of Beta, there is no hesitation that our partnership with UTSS will likewise be powerful and positive. The House Administrator will lead the partnership collaboration and would be the person to whom any of the partners would turn if there is a problem. Participation in the BLT, staff meetings and various committees will serve to involve the partners into the school culture.

Describe the system in place to identify the components of a strategy that are or are not working. The House Administrator will maintain the data wall which will be a tool used to track the progress of our focus students. We will also be meeting to share ideas of how the partnership can be the most effective; addressing any issues that could arise that would negatively impact the work of the partners and the school. The use of consistent tracking of formative data on a frequent basis and the collaboration of those involved in the strategy are at the core to early identification of the effectiveness of the components of a strategy. Examples include: On a daily and weekly basis, teachers and support staff assess the effectiveness of an intervention lesson during the RTI block and make adjustments, if needed. Adjustments might include: students being moved to a different group (higher or lower), re-teaching; additional scaffolds, and different supplemental materials may be used. During Saturday Academy, we have also made revisions along the way based on weekly assessments, including regrouping of students and further differentiation of instruction.

Comment [I42]: Identifies how routinely interventions are evaluated. Also provides an example of what kinds of course corrections may occur if an intervention is not found to be effective.

B. Tracking to Results

Throughout the year we provide PD on the interpretation of data, providing protocols and guiding questions for this analysis and how data and examining student work needs to inform lesson planning and interventions used for individual students. In August, we analyze MSP results, three times per year we analyze MAP results, monthly we analyze Teachers College Running Records, weekly we analyze data from the RTI/Intervention block, math, reading and writing journals, mid-point assessments, and daily we analyze exit slips, conferring notes, homework assignments, and in-class work. Data is reviewed both at the class level, noting areas that need to be re-taught to the whole class, as well as on the individual level, informing flexible groupings of students who need additional intervention strategies or more challenging instruction.

Comment [I43]: Demonstrates capacity to effectively monitor progress in achieving specified targets by providing details of data used and frequency of data analysis.

We know that in order to achieve the highest academic achievement for every student, we must use data, common assessments, and the staff must have the ability to daily examine student work to inform instruction. The research compiled in the document, Nine Characteristics of High-Performing Schools 2007, names "frequent monitoring of learning and teaching" as an essential characteristic of high-performing schools. We also know that high levels of collaboration and communication are also hallmarks of the highest performing schools. This year, for one of the staff book clubs, we are reading Teaching with Poverty in Mind. This book highlights high poverty schools that have had the greatest success in academic achievement. There is not only a mandate for collaboration, but a genuine school culture that embraces it. Alpha's staff is dedicated to working collectively, focused on student achievement, and uses data to inform their thinking and instruction.

Our grade level "Powerful" Learning Community meetings include the grade level teachers and special ed, bilingual, and intervention teachers. Bilingual and Special Ed IAs attend the PLC meetings. Six hours a month are devoted to these meetings, with at least one meeting a week. The overall focus is student achievement. The tasks are:

Comment [I44]: Provides information on who is responsible for monitoring data and their responsibilities.

- Assess what students must learn, based on district, state and common core standards.
- Determine how to design instruction to meet those standards, including curriculum maps.
- Determine and design (when appropriate) how to assess students' mastery of the skills and concepts being taught.
- Gather the materials and supplemental resources needed for the unit and lessons.
- Discuss methods and strategies for chunking, differentiating instruction, and providing scaffolds for the individual student learner needs.
- Identify individual focus students for the unit, based on pre-assessments and other data (MSP, MAP, Running Records).

- Determine next steps and further intervention strategies for the identified individual students not meeting the learning targets.
- Design and monitor RTI/Intervention work.
- Share ideas of best instructional practice, especially revolving around the reflections from Peer Observations that occur four times a year.

Once a month, the PLC Lead Team meets to discuss the above. This team is comprised of the Principal, who leads the meeting, Head Teacher, intervention teachers, bilingual and special education representative, technology teacher, and a grade level teacher lead. Also discussed:

- Requests for additional professional development.
- Vertical alignment of Reading, Writing and Math curriculum.

We continue to refine our process and procedures, and as mentioned earlier, provide professional development on data analysis, so that we can maximize the effectiveness of our efforts.

At the class and grade level, teachers identify focus students for units and lessons who will need additional scaffold and intervention. Teachers maintain tracking charts to monitor the progress of their students' mastery of each standard. As skills are taught, evidence regarding mastery is collected (either in the form of student work, conferring, running records, end of unit assessments, etc.), and the progress monitoring form is updated.

Comment [I45]: Includes details of how student outcomes are tracked at the classroom level.

Alpha believes strongly that we are not only about teaching core content standards, but must also teach, develop, and foster, those skills and attributes that students will need to be successful in middle school, high school, college and in their careers. 3rd – 5th grade students set academic goals, using MAP RIT scores. Students also identify: a) how they will reach their goals, b) how their teachers and parents can help them achieve their goals, and c) why their goals are important to them. In addition to their self-rating of the scholarly attributes, they identify one of the traits that they most want to improve and answer the same questions regarding that attribute goal as they did for the academic goal. At the end of the year, students complete a reflection sheet on their progress. They answer questions regarding what contributed to their success on accomplishing their goals, how they might improve next year, and re-rate themselves on the scholarly attributes. The scholarly attribute data is maintained and is one tool we use to measure success of intervention efforts and student growth.

Comment [I46]: Demonstrate how goal setting is done even by students.

The intervention that we currently monitor in most depth is Saturday Academy. We are correlating academic achievement and scholarly attribute data for all Saturday Academy scholars. We will assess the success of that intervention in academic achievement, scholarly attributes and attendance and compare the results to their peers who did not participate. We know that promoting an attitude and drive for academic and scholarly excellence is an essential component for student and career success.

Throughout the year, how will you know which students are on course to achieve Levy results? The House Administrator will coordinate the tracking of data and progress toward Levy results, with oversight and in collaboration with the Principal. We will be adding new systems, in addition to the systems described above which are currently in place. **Academic Goals and MAP growth:** The Math intervention teacher will work collaboratively with the Principal, House Administrator, teachers and support staff, and CBOs to track results and make adjustments for individual students. All staff will know the desired Levy results, and the monitoring of that achievement will be done, in part, at the PLC meetings. The House Administrator will lead weekly meetings with key staff to assess progress. Decisions regarding adjustments to interventions and timelines for these interventions will be made. The House Administrator will establish monthly meetings with Rockwell Elementary, Beta International

Comment [I47]: Demonstrates that school and CBO staff will work collaboratively to track data.

Middle and Trussoni International High School to begin the vertical alignment in Math and strengthen the PreK/K – 12 pathway. Alpha hopes to deepen our practice and gain from the experience of Beta International Middle School in formulating systems to ensure the effective progress monitoring toward achieving levy results. **Attendance:** The House Administrator will lead the Attendance Initiative. Individual plans for identified focus students will involve the classroom teacher, bilingual and special ed teachers (when applicable), CIS Site Coordinator, City Year and the school nurse. There will be a weekly review of the Attendance Concern Focus List by members of the Attendance Team, which include the House Administrator, CIS and City Year Site Coordinators, the school nurse and the attendance secretary. Below is the tracking system utilized this year, containing information that assisted us in identifying our attendance focus students. We will revise intervention efforts for any focus students who continue to be absent.

Comment [I48]: Demonstrates that school and CBO staff will work collaboratively on strategies to support focus students.

Briefly describe how your school and partners will use data to track and monitor your proposed results and adjust strategies as needed. This year we work closely with City Year to monitor the academic progress and attendance of their focus students. The City Year Corps Member Lead is also integrally involved in the "Attacking Attendance" team and assists in the design and implementation of attendance intervention efforts K – 5. Additionally, there are City Year members on our BLT, Literacy and Math Teams. City Year Corps members attend all PLC meetings. This participation provides them with the necessary information regarding progress monitoring of focus students and input into intervention efforts. Weekly meetings are held with the Head Teacher and City Year staff to monitor student progress, discuss how well the partnership is working and if any adjustments or problems need addressing.

In addition to maintaining communication on a weekly basis with all CBOs, Alpha shares all pertinent data with City Year and other partners to whom the district has given access. There is a process in place for them to share the data they collect with us. Next year, our CBO partnerships will increase and additional/modified systems will need to be in place to ensure that all partners have a clear understanding of the Levy results needed, data that monitors the progress toward those results, identification and monitoring of intervention efforts, and adjustments to interventions that are not working for individualized focus students. The House Administrator will create and modify systems to monitor and share data with our CBO's and in-school staff. To better develop the vertical alignment and create a stronger pathway K – 12, we will also be working with Rockwell Elem., Beta International Middle and Trussoni International High school. Our identified CBO partners are also at these schools, which we believe will further strengthen the goals for a stronger pathway and alignment. Utilizing similar systems to track and monitor results and strategies with our CBO partners may prove to be beneficial and efficient.

C. Previous Success

What work have you done that has resulted in achieving results with your proposed outcomes and indicators? Describe how you leveraged resources to achieve results?

At Alpha we are determined to close the achievement gap and provide students with the highest quality instruction and extended learning opportunities that will accelerate their learning and better prepare them for middle school and beyond. The principal seeks out grant opportunities and partnerships that will support these efforts. One program we would like to highlight is our Saturday Academy. Last year we were the first elementary school in SPS to launch this extended learning opportunity. It is fully funded through grant dollars. This year Saturday Academy provides the opportunity for 48 Alpha scholars, grades 3 – 5, to further develop their math and reading skills by attending 12 three hour

Saturday sessions. In addition to strengthening their academic knowledge and skills, Saturday Academy fosters essential 21st century skills that will prove to strengthen their lifelong pursuit as scholars. Parent involvement and activities serve to extend the learning to home and enhance the scholars' achievement. Additionally, college and career readiness are promoted through various activities and culminates in a day-long tour of the University of Washington. Data regarding the success of Saturday Academy in achieving results is included in **Attachment 3, Table 2.** Based on last year's data, we were determined to offer this opportunity again to our scholars and doubled its capacity. Meeting standard on the MSP was our primary measurement of academic success:

- Of the 20 students who successfully completed the entire 2011 Saturday Academy program, 50% passed the 2011 Reading MSP and 30% passed the 2011 Math MSP.
- By way of comparison, among the students who were identified as eligible, but who did not participate, 15% passed the 2011 Reading MSP and 4% passed the 2011 Math MSP.

Comment [I49]: Provides results on a specific intervention implemented by the school.

This year, we had 44 scholars successfully graduate from Saturday Academy. We have been tracking progress of these scholars and see progress that is stronger than their peers. We plan on once again offering this extended learning opportunity for the 2012-2013 school year.

EXAMPLE #2: GAMMA MIDDLE SCHOOL

Tracking to Results

We have provided professional development for our staff so that they really understand how to interpret data in ways that influence lesson planning and interventions used for individual students. Every August our staff analyzes MSP results, three times per year we analyze MAP results, monthly we analyze on-demand writing samples and end of unit assessments, weekly we analyze problems of the week and literacy journals, daily we analyze exit tickets. On all of these levels data is reviewed at the individual student level. Our staff knows our scholars and their current level of performance as individuals, and as members of groups needing particular interventions or additional challenge. A core system of tracking our results at School A is our "Collaboration Plan."

Comment [KA50]: Demonstrates strong capacity to identify student needs and monitor progress towards achieving goals. Applicant uses both summative and formative assessments with varying levels of frequency.

Weekly Collaborative Meetings—A Key to Our Students' Success

Schools where children are achieving academic excellence at very high levels have certain common characteristics. Backwards planning based on formative data is a key component. Collaboration that is focused on data, student work samples and the corresponding lesson planning has been proven to be a successful strategy achieving success.

The study of the common characteristics of 228 schools across the nation who serve students who are 90% living in poverty, 90% children of color, and 90% meeting or exceeding state standards (90/90/90 schools) emphasizes the importance of collaboration.

"First, the schools devoted time for teacher collaboration. This is not merely an exercise in idle discussion or an attempt to get along in a friendly and collegial fashion. Rather, collaboration meetings were focused on an examination of student work and a collective determination of what the word 'proficiency' really means."

At Gamma our collaborative meeting sessions are designed for teachers of common grade-level and subject matter to collaborate on a weekly basis. This time is created without using the prep period or adding yet another after school obligation. The premise is simple: by collectively analyzing the following questions we will be able to learn from each other, support each other, and better prepare every child for success.

- ***What do our students need to know?***
- ***How are we teaching that to them?***
- ***What do we use to measure their learning in a formative way?***
- ***What can we learn from each other by analyzing the formative assessment results in a way that can guide instructional planning?***
- ***How can we work together to create the materials and assessments that we need?***
- ***What do we do to support the students who have not met the intended learning outcome yet?***

Analyzing formative assessments results in a timely manner will help guide our work in a way that we can support each other. Furthermore, vertical alignment will maximize the opportunity for the achievement of educational experience by our students as they transition from grade to grade. Academic excellence—for every student—in our global village can be achieved through structured, frequent, and data focused collaboration.

As a result of our collaborative data analysis, in September, we develop a list of "Focus Students" for each core subject and each grade level. The purpose of these lists is to identify the target students and systematically track their progress throughout the school year, making frequent data-supported adjustments for each student.

We have benefitted enormously from current levy investments in the area of math. As a result, we have chosen math as a sample of how we track results and make adjustments for individual students. The diagram below illustrates the cycle that is used throughout Gamma Middle School.

Comment [KA51]: Demonstrates use of common, systematic data analysis protocols.

Comment [KA52]: Coordinates formative assessments across grades to ensure alignment.

Comment [KA53]: Demonstrates process for identifying at-risk students at the beginning of the year.

Comment [KA54]: Demonstrates experience through discussion of math POW of how school uses data to identify a student need, implement a strategy, monitor progress, and make course corrections to ensure students master standards

Each week we focus on one common **Problem of the Week (POW)** across each grade-level. These problems are directly linked to standards and serve as a way to measure how each student is progressing towards mastery of that standard. (For related samples, please see Attachment C.)

During our weekly grade-level Collaboration Meetings, math teachers report their Problem of the Week data to the math coach. The coach and teachers then discuss intervention strategies, needed for the class, for groups, and for individual scholars. These strategies include:

Comment [KA55]: Provides evidence that key school staff frequently convene to evaluate data and take action. Additionally, school has routine steps to meet learners' needs.

Step 1	***All***	students self-correcting their tests using **Test Correction Form**
Step 2	***less than 50% meeting goal*** ***more than 50% meeting goal with 4 or more learning targets***	whole group intervention usually taught by math coach Small group intervention (broken into small groups) to be taught by math coach and teacher in separate locations

	more than 50% meeting goal with 3 or less learning targets	Peer-coaching intervention pair up a students who met and did Not meet standard to work together.
Step 3	***Level 2 score (2 out of 4)*** ***Level 1 score (0/1 out of 4)***	Teacher Choice Time (during school) 8th period Math (after school)

After implementing the intervention plan, students are ***always*** re-assessed with a different assessment (but with the same complexity level) to monitor whether the intervention lesson worked or not. Adjustments and interventions continue until all students have mastered the standard.

Comment [KA56]: Describes system to routinely evaluate the effectiveness of implementation and to make course corrections as needed.

Classroom-based Summative Assessments

Weekly POWs are not the only data we collect. We also collect our summative assessment data (Post-Assessment) and implement the same intervention procedures addressed above.

Data Collection/Tracking Tool Used By Teachers

	A	B	C	D	E	F
	Last Name	First Name	7.2.E Making Connections.	7.1.E Solve 2 step equations	7.2.F Determine the slope	7.1.F Write an equation.
	Student 1					
	Student 2					
	Student 3					
	Student 4					
	Student 5					
	Student 6					
	Student 7					
	Student 8					
	Student 9					

Each teacher keeps track of each student's level of mastery with each standard. As skills are re-taught and re-tested this tracking form is continually updated.

This is very important for individualized progress monitoring and also for grading. We are shifting to a standards-based grading model—entirely based on mastery of skills and standards—not on earning "points."

Comment [KA57]: Demonstrates strong capacity to effectively monitor progress by discussing specific tools used by staff.

Data Collection/Tracking Tool Used By Students

Name	
7.2.E **graph, table, equation**	
7.1.E **two step equations**	
7.2.F **Determine the slope**	
7.1.F **Write an equation**	

As a part of our shift to a completely standards-based system, we are helping students to be in control of their own learning. Each student monitors her/his own level of mastery of each skill. These student standards mastery tracking tools will be used as a part of the student-led college-bound conferences as a way for students to update their families in regards to their learning.

Comment [KA58]: Further demonstrates strong data monitoring capacity by discussing student-centered efforts.

Our action theory is that with systems such as these in place in all core classes, school leadership, teachers, students, and parents/guardians will all be closely monitoring progress of each student and routinely making adjustments. These interventions—which are planned and implemented collaboratively—are key components to the academic growth we are achieving.

Throughout the year, how will you know which students are on course to achieve Levy results? In addition to the systems described above, we review students in regards to levy outcomes in the following ways:

Attendance: Weekly review of the Attendance Student Watch List (see sample below). Intervention plans are created at the teaching team level under the facilitation of the MTSS Coordinator. If problems persist, our SAST team, including all of our major CBO partners adds elements to the intervention plan and continues to monitor progress.

Comment [KA59]: Describes the approach, frequency, and tool used to monitor progress toward achieving specified targets.

Basic Student Info			Attendance Rate			Unexcused Absences		Total Lates				
Student Name	Student ID	Grade	Last 7 Days	Last 28 Days	YTD	Last 28 Days	YTD	Last 28 Days	YTD	Attendance Risk Category	Attendance Risk Trend	Suspend or Sickness?
		6th grader	100%	89%	91%	2	7	6	38	Very Severe		No
		6th grader	80%	79%	79%	1	5	10	45	Very Severe		Yes
		7th grader	80%	79%	79%	1	3	8	42	Very		

Course Performance and MAP Growth: We monitor students at risk of failing a core class every week through the SOURCE. In addition we use the Secondary Risk Report (sample below) to sort students by MAP growth, attendance, discipline, and course performance. All students who are at-risk in one or more categories has an intervention plan that is created, monitored, and adjusted by the teaching teams, MTSS Coordinator, and SAST Team.

Comment [KA60]: Discusses weekly use of data to monitor student progress.

Comment [KA61]: Describes action taken as a results of data review.

ID#	Race/ Ethn	TOTAL POINTS	Repeat In 10-11	Course Failure	Course Failure	Failure	Math WASL	Reading WASL	Writing WASL	Attendance	Unexcused Absences	Discipline	Course Code and Title	Interim Mark	Final Mark
	W	20	Yes	High	Medium	High	Medium	High	Medium	High	High	High	MMA2007 - MATHEMATICS 7	E	E

Briefly describe how your school and partners will use data to track and monitor your proposed results and adjust strategies as needed. At Gamma Middle School there are effective systems to determine eligibility, referral, placement and monitoring of case management for our students with our CBO partners. In terms of eligibility, Gamma is data driven and has clear systems of intervention based on a Multi-Tiered Support System model. The Secondary Risk Report, provided by Seattle Public School District, identifies four times a year students that are at medium and high risk of early warning indicators in attendance, behavior and course performance. In the summer and early fall Gamma makes as many referrals as possible to initiate relationship and services for our students as the school year begins. Once classes have started, we additionally depend on our systems of intervention, namely our Early Warning Indicator (EWI) Meetings and Student Academic Support Team (SAST) Meetings, to review more time relevant data and teacher recommendations in order to assign students to case managers.

Comment [KA62]: Describes annual process for identifying at-risk students and monitoring their progress.

In addition to being in constant communication and collaboration, as well as being an integrated part of the school's systems of intervention meetings, Gamma Middle School shares pertinent caseload data with partners to help them track the impact and progress the students are making. That data and met indicators and outcomes determine the longevity of services and/or any adjustments that are necessary in the delivery of those services.

Comment [KA63]: Response would be stronger if specified which data elements were shared, how they were shared, and with what frequency.

EXAMPLE #3: TAU HIGH SCHOOL

A. Tracking to Results

Every five weeks Tau High School produces a progress monitoring report. This report is sent to all staff members and analyzed by leadership. This report tracks data directly connected to our CSIP and District School Report. We assess all areas of the school including attendance, core course passage rates, state testing progress, and discipline. This data allows us to make any necessary programming adjustments. Data continues to drive our instructional practices, professional development, and future direction. We have developed assessment models in literacy and math which include systemic baseline diagnostics in core content areas and frequent common assessments/benchmarks. Assessments enable teachers to monitor student growth and make pedagogical adjustments when necessary.

Comment [KA64]: Demonstrates frequent, routine use of data by school staff.

Comment [KA65]: Data tracking systems are aligned to other key areas and monitor levy-related outcomes and indicators.

Our 9th grade program has a Dean of students, Sally Evers, who oversees the day-to-day operations of our program. She collects, monitors, and analyzes the 9th grade data and creates the 5-week progress monitoring report. This allows us to make program adjustments in a timely fashion (i.e. this year when we saw that some of our math deficit students in Algebra and Geometry were struggling, we made a program adjustment by adding 1 Algebra Lab section and 1 Geometry Lab section). Without the progress monitoring system, Tau would not have been able to identify those struggling students and give them the necessary support to be successful. This system also aids support from community-based partnerships to address specific student academic and social/emotional needs. For example both MESA and the YMCA have been very active in providing weekly support in tutoring for both math and literacy, while the Breakfast Group has developed a leadership class for young men of color.

Comment [KA66]: Provides an example of how the school used data to inform a course correction.

Our 9th grade team meets informally on a daily/weekly basis during lunch and after school. Additionally, each 9th grade team has common planning periods. These meeting opportunities, as well as a monthly

ALL 9th grade staff meeting, allow a high degree of collaboration. At the start of the year, all of our incoming 9th grade students are given a wide range of assessments: the Degree of Reading Power (DRP) to measure reading comprehension, on-demand essays scored with a HSPE rubric to establish baseline writing skills, and MAP testing to verify skills and correct placement. These assessments are used to evaluate the skill strengths and weaknesses of each student. Once the diagnosis is made, teachers actively use a variety of strategies to help students improve their skills as needed. These methodologies include Project-Based Learning, Socratic Seminars, and Reading Apprenticeship strategies. Further, our diagnostic baseline assessments allow us to target students that need additional support. Students well below grade level make up our Risk Factor cohorts. We carefully develop sections of L.A., Social Studies, Science, and Math that are dedicated to students with high-risk factors. These students have skill deficiencies, attendance issues, and behavioral issues. The program is designed to accelerate learning such that the skill gap is closed dramatically by the end of the 9th grade year and focus students have the full battery of course options at the start of the 10th grade year. These classes have 20 or less students, have expert instruction and additional push-in expert supports during instructional time. Outside of class, these students are case managed by our School Relations Assistant. He carefully tracks their progress and communicates details with teachers and families as well as provides motivational coaching.

Comment [KA67]: Provides evidence of routine school collaboration.

Comment [KA68]: Names specific strategies used.

Throughout the school year Ms. Evers, the 9th grade Dean of students, constantly communicates with the 9th grade teaching teams of teachers. She shares the 5-week progress monitoring data, which includes current grade breakdowns of each teacher's class. Additionally, every two weeks Ms. Evers issues "Get it Together "notes to every student who is failing one or more classes and monthly uses the School Autodialer to notify families of their student's failing grades. Finally, our 9th grade case manager, Mr. Tom Jones, consistently communicates with students, teachers, and families regarding interventions and next steps.

Comment [KA69]: Demonstrates routine and systematic data sharing among school staff and between school and home. Identifies appropriate key people to monitor data and take corrective action.

Tau is in the forefront regarding monitoring our students' progress. With our powerful 5-week progress monitoring system, our hands-on case management, and our SHIELD program that addresses struggling student's academic and social/emotional needs, Tau has positioned itself to be a model program. With our high poverty rate, over 70%, and our mostly non-white student body, 96% minority, we need to continue to enhance our support services and increase our opportunities to build positive relationships with them outside of the classroom. With both high quality instruction and support from case managers outside the classroom, our students have the best chance to succeed. Our track record of increasing student performance reinforces our theory of action. We are confident that with more strategic resources we can make even greater gains. Our demographics demonstrate that our population continues to grow in its complexity. So, too, must our resources in order for us to sustain and increase student success.

When a student is struggling academically, it is often a result of one of the following:

- Time Management
- Organization
- Lack of understanding of course content
- Attendance (physical & mental)
- Life/family/social issues
- Not studying after school (not attending homework sessions to ensure work is getting done)
- Poor relationship with a teacher or with school overall

Comment [KA70]: Demonstrates clear understanding of possible barriers to success and strong potential to effectively minimize barriers through implemented strategies.

Ongoing professional development for case managers continues to develop our collective skills to identify and address student challenges and barriers to success. Once issues are identified, case managers help students implement appropriate strategies. When first-level strategies do not positively impact student's success, our case managers make a referral to the AIT (Academic Intervention Team) for second-level case management. The process for the AIT is the following:

Referral Process for AIT:

Comment [KA71]: Clearly describes key steps, actors, and frequency of intervention process.

Step One: Student, teacher, or other staff member completes a SHIELD referral and submits to SHIELD box.
Step Two: Each day, the Dean of students reviews all referrals and divides students according to case manager.
Step Three: Case managers implement academic interventions immediately utilizing the Intervention Toolkit.
Step Four: AIT team meets to discuss high need students AIT Meetings occur bi-monthly with case manager, counseling staff, Academic Intervention Specialist and Deans to complete an in-depth review and strategize interventions for high need students (failing 3 or more courses, insufficient credit, low test scores). Up to date student data is sent out prior to meetings.
Step Five: Each week case managers input data into our Google docs spreadsheet regarding student referral information and interventions completed that week. Additionally they communicate appropriate information to students' teachers, families, and any community partnership working with the case managed students.

All case managers (intervention specialist and Deans) meet with their students on a daily/weekly basis to ensure that interventions and progress is being made. When students are not progressing adequately case managers refer them to our SHIELD (S(Survey Data) H(Hone-in on focus areas) I (implement interventions) E(collect/monitor Evidence) L(look at progress indicators) D(determine next steps)) program for additional services.

Leadership, Planning, and Implementation

Tau's decision-making is data-driven and collaborative. First, the administration carefully reviews data every five weeks in order to identify any gaps or drops in performance. Next, the administration meets with the leadership team to brainstorm strategies and possible program changes to address these needs. Ms. Evers and Mr. Nikels, the Assistant Principal, consult and review data on a continual basis and will surface options to address whatever adjustments are needed to help promote student success. After surfacing several options, the entire 9th grade team gives input and suggestions regarding next steps. Teachers are also encouraged to suggest program changes and adjustments by forwarding a formal proposal to the 9th grade Dean of Students who then reviews the proposal with the Assistant Principal that oversees the program. Teacher proposals must be data-driven and vetted by the entire team before being implemented.

Comment [KA72]: Reflects approach that is inclusive and effectively leverages support from school staff.

Our community partners, including but not limited to CAN, MESA, Breakfast Group, and the YMCA continue to be valuable collaborators with Tau High School. During the RFI process we met with each of our community partners to discuss current programming and how we can expand to include more students and increase success. We have standing monthly meetings with each partner to review and monitor who we are serving and the impact of the services. Both Tau and its partners put student success as the driving force in our collaborative efforts.

Comment [KA73]: Demonstrates how community-based partners are integrated into ongoing implementation of services.

Although there are important personnel throughout our 9th grade program, the key person within Tau High School's 9th grade program is Sally Evers. Ms. Evers facilitates the monthly meetings, and collects, monitors, and analyzes student data. She is the liaison with administration and keeps them informed about all aspects of the program. Her passion along with her incredible skill set makes her an invaluable and key person in overseeing the program.

Comment [KA74]: Identifies appropriate key people to organize and manage implementation of Levy investment.

Listed below are the contact persons from each of our key partner organizations:

- CAN- Frank Wagner and Jennie Flaming
- School Based Health Center- Lennae Varlinsky
- MESA- Jarman Hauser
- YMCA- Mike Hodapp and Erica Mullen
- Atlantic Street Center- Paula Womack
- Asian Counseling and Referral Center- Claire de Leon
- Sound Mental Sound- Thomas Brasted and Eun Ku
- Therapeutic Health Services- Jonette White
- ADYA Sankofa Tutors- Ahmed Agyeman
- Project Mister- Paul Mitchell and Ernie Dunston

As a result of common planning infrastructure, informal team meetings, formal monthly meetings, and our 5-week progress monitoring, Tau's 9th grade program can quickly identify components that are not successful. For instance, although our attendance rates are relatively strong, we are not yet satisfied with these results. Due to our many diverse cultures, we often have students leaving school for weeks in order to participate in family, religious, and cultural events as the traditional academic calendar does not always support the needs of other cultures. In response, we have made plans to increase outreach to families and cultural community centers in order to stress the importance of attendance and education. Data shows attendance has a direct correlation to academic success. Each year we create plans for students with high risk factors as well as students that are comprehensively prepared for high school. Every year we receive more students that need additional support; therefore, building in extended school day opportunities, extended school year opportunities, alternative on-line opportunities, as well as making program adjustments, creates necessary access to programs and gives our students the best chance to succeed. Further, as students join our community all year long, our flexible programming allows us to meet students where they are and immediately set a course toward graduation rather than waiting for semesters or school years to begin.

Tau is fortunate to have both a very supportive Principal, as well as a very supportive Executive Director, Aria Townsend. Ms. Towsend works very closely with Tau High School and receives our 5-week progress monitoring data and gives great feedback regarding solutions and next steps. She has attended 9th grade team meetings and has given insight into best practices including professional development focused on grading practices. We are fortunate to have leadership at the district level that gives us the support and guidance needed to be successful.

Tau is a high poverty school that receives FRL (Free and Reduced Lunch) discretionary monies to help support our students that need additional support; however, due to high need building-wide we are unable to concentrate those funds solely at the 9th grade level. Consequently, levy dollars have been essential to many of our current successes at 9th grade. Without the levy grant, Tau would not be able to have: lower class sizes and focused supports for the students with the greatest needs inside core

content classrooms, a 9th grade Dean of Students, a 9th grade case manager and intervention specialist, extended school days, extended school year, or alternative programming through online courses.

Previous success

At Tau we stay on top of national best practices as well as carefully monitor local program and context that helps us anticipate barriers to student success and development. The administration works closely with teacher leaders to brainstorm the development of new programs and innovative ways to demonstrate proficiency in any given area. As a result of that style of leadership in programming, Tau has developed an extensive student intervention program including an extended community network of area agencies and community partners that allow us to implement wrap-around student services.

At Tau we are proud of the continuous upward trend of test scores that often exceed district and state averages and nearly closing the achievement gap for students in poverty in literacy and math. We are further proud of our graduation rates, dramatically declining drop-out rates, and high attendance rates, all in the face of increasing adversity, increasing concentration of students with complex lives, and declining resources. While there is no substitute for high-quality instruction in the classroom, effective building-leadership is also is essential to overall school success. Outside of the levy, PSI High School has not received hyper-funding like our sister schools with similar demographics even though our caseload of high-needs students is much larger. In short, we believe dollar for dollar we have the best results in the state for our demographic. By better preparing our 9th graders we have seen more success school wide. Even though Tau's test scores have been steadily improving for the better part of a decade, as a result of levy dollars we have been able to get more granular on our data analyses resulting in increased individual and differentiated programming and interventions for students, increasing 9th grade performance across the board. In our 9th grade program the attendance rate has improved to 95%, students passing all core classes has increased to 80%, 9th graders on-time promotion to 10th grade has increased to 80%, and student behavioral referrals are dramatically reduced.

Comment [KA75]: Provides quantitative evidence of success of strategies implemented. Response should have provided baseline figures to convey impact (i.e. improved from x to y %).

Over the last couple of years, Tau has been able to build a program that is on the verge of becoming a model for others to study. We have implemented a progress monitoring system, wrap around services, case management, alternative programming, plus other forward- thinking initiatives. We partner with various community agencies to better serve our students inside and outside the classroom. We understand what is at stake for our students and will give them every opportunity to succeed. At Tau High School "FAILURE IS NOT AN OPTION." We will continue to pursue any and all avenues to better serve ALL of our students.

EXAMPLE #4: KAPPA HIGH SCHOOL

B. Tracking to Success—Community Partnerships

How were community partners included in the RFI planning process? How will community partners continue to have input in program implementation?
Kappa has built the involvement of community partners into its planning for the strategies proposed in this application. Community partners including College Success Foundation and College Access Now, which have existing working relationships with Kappa and serve our students with college and career readiness services, were invited to attend grant planning meetings from the start. Each has provided input to the plan, and proposed services to be incorporated in the menu of strategies that are included

in this application. If Kappa is funded through this process, both CSF and CAN are included at the full funding level, and their staff will continue to attend SIT meetings and weekly counselor meetings. In addition, both CSF and CAN are included in email communication about students not on track to graduate, and communicate directly with teachers and counselors to help resolve issues that are holding students back. This communication will only be strengthened through the team approach that we will adopt with a Grant Coordinator convening regular meetings that will include community based partners.

Comment [KA76]: Briefly describes how community partners were included in the RFI development process

Comment [KA77]: Discusses how community partners will be integrated into ongoing implementation of strategies