

**ATTACHMENT 1: COVER SHEET**  
**ELEMENTARY SCHOOL INNOVATION RFI**

**School Information:**

School name: BEACON HILL INTERNATIONAL SCHOOL  
School address: 2025 14TH AVENUE SOUTH SEATTLE, WA 98144

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

- Cover Sheet
- Data Analysis Summary
- Local School Level Data (Optional)
- English Language Learner Self Assessment
- P-3 Alignment and Collaboration Self Assessment
- Work Plan Summary
- Social, Emotional, Behavioral and Family Support Plan
- Management and Oversight Plan
  - o Tracking to Results
  - o Leadership, Planning, and Implementation
  - o Previous Success
- Annotated Budget

**Contact Information:**

Contact person: KELLY ARAMAKI

Title: PRINCIPAL

Mailing address: 2025 14TH AVENUE SOUTH SEATTLE, WA 98144

Day/Work phone: (206) 252-2700

Email address: kearamaki@seattleschools.org

Signature:  Date: APRIL 4, 2012

Name: KELLY ARAMAKI  
(please print clearly)

Address: 2025 14TH AVENUE SOUTH SEATTLE, WA 98144

Day Phone: (206) 252-2700

## ATTACHMENT 2: DATA ANALYSIS SUMMARY

### WaKIDS DATA

1. # of students meeting age-level expectations: Social/Emotional – 41 students (77%); Physical/ Gross Motor – 80 students (99%); Physical/ Fine Motor – 56 students (69%); Language – 42 students (52%); Mathematics – 54 students (66%); Literacy – N/A (technology inputting error resulted in no data).
2. For the current year, we only administered the WaKIDS assessment in the fall for our current kindergarteners, thus, we are not able to determine growth in each dimension within the language and literacy domains of WaKIDS. For this year, we will determine growth using classroom-based assessments. However, starting 2012-2013, we will administer WaKIDS in the fall and spring.
3. It has been challenging to accurately infer meaning or glean relevant implications from this initial implementation of the WaKIDS/ Teaching Strategies Gold assessment; training for teachers was minimal and led to technical challenges with the program, assessment-curriculum alignment challenges, as well as interrater reliability issues. Some general inferences that we were able to make are that a significant number of our students come into kindergarten not meeting age-level expectations in social/emotional, fine motor, language development, literacy and mathematics. This is hugely impactful on student learning during kindergarten and through their early years (pre-K – 3rd). Implications from this data include stronger pre-K to K transition support for students and families prior to kindergarten and sustained throughout the kindergarten year to accelerate development. Future WaKIDS implementation will benefit from additional professional development support for teachers and coordination support with our preschool feeder programs (ex. Denise Louie, CDSA, El Centro de la Raza).

### ELL DATA

1. How many students have English language proficiency:
  - a. Level 1 – Beginning - 17
  - b. Level 1 – Intermediate- 78
  - c. Level 1 – Advanced- 103
2. 17 languages spoken at BHIS
3. 53 ELL immigrants; 0 refugees; 3 migrant
4. 115 students or 75% of ELL students made gains on the WLPT last year
5. Average length of ELL students in bilingual program at BHIS: 2.2 years in the program
6. 17% of our students (34/201) have been in ELL 4 years or longer

### DATA ANALYSIS

#### 1. Outcomes (MSP) and Indicators (MAP) Most in Need of Improvement

*Our Method: To determine the outcome and indicators most in need of improvement and to identify target demographics and actual students, we looked at students who did NOT pass the MSP or did NOT make typical growth on the MAP test. We first examined broad, school-wide results. Second, we focused on the second tier groups such as ELL, non-ELL, FRL and special education. We then narrowed our analysis to the third tier groups (n≥10), which identify students by ethnic/cultural groups. For each tier/group, we compared results to the district average and identified areas in need of improvement by*

*which group scores had double-digit differences from the district average. Please refer to tables 1-6 in Attachment 3 for corresponding data tables.*

### **Improve Math/Science (Table 1, 2)**

Beacon Hill International School has a school-wide achievement issue in mathematics. 63.8% of our 3rd – 5th grade students did not pass the MSP last year compared to 32.9% of the district’s students who did not pass the MSP; that is a sobering 30.9% lower passing rate than the district. The high percentage of students not passing includes students from all different demographics including students in ELL, non-ELL, special education, FRL, Latino (ELL and non), Asian ELL, and African American groups. See Attachment 3, Table 1.

It is evident that our most significant issues are with our Latino (ELL and non-ELL) students. 90.5% of our Latino students (ELL) did not pass the MSP with an incredible 85.7% scoring at the lowest level (L1). 83.3% of our non-ELL Latino students (most of whom are recent graduates of the ELL program) did not pass the MSP either. Other significant issues involve our ELL and Special Education students. 80% of our overall ELL students did not pass the MSP with a sobering 62% scoring at the lowest level (L1). Almost all of our special education students at BHIS did not pass the MSP in math (almost 50% are Latino students).

Our low, across-the-board math achievement is also reflected in our MAP “typical growth” data. Most of our subgroups are at least 10 percentage points higher in not making typical growth than the district. The most significant issues as indicated by MAP are with our ELL Latino students and our ELL special education students. 55.8% of our Latino students who are in the ELL program did not make typical growth; 24.2% higher than the district average of students not making typical growth.

### **Improve Reading/Writing (Table 3, 4, 5)**

Similar to math, we have a school-wide achievement issue in reading. Referring to Table 2, 43% of our students who took the MSP did not pass in reading last year compared to 24.2% of the district’s students; that is nearly a 20% lower passing rate than the district. Where our reading data differs from our math data is in the subgroups t showing significant challenges in reading achievement.

Our ELL students in particular are showing a significant reading gap compared to the district average. 70.2% of our ELL students did not pass the MSP. Aside from our ELL, special education students, many of whom are Latino students, our most significant issues in reading include our ELL, Latino students. Almost 90% of our ELL, Latino students did not pass the reading MSP. In contrast to our mathematics data where the majority of our students who did not pass the Math MSP scored L1, the majority of our students who did not pass the reading MSP scored L2 in reading.

Our achievement issues in reading are also reflected in our MAP “typical growth” data. As seen in our MSP data, our ELL subgroups including Asian, African/African American, and Latino show significantly weaker typical growth data than the district. Not seen in

our MSP data, our non-ELL, Latino students also show weaker typical growth data than the district average. Most of our subgroups are at least 10 percentage points higher in not making typical growth than the district. The most significant issues as indicated by MAP are with our ELL Latino students, followed by ELL African/African American students, and our special education students (ELL and non-ELL). Compared to the district's average, 63.6% of our Latino students did not make typical growth. 62.5% of our ELL, African/ African American students did not make typical growth. 57.1% of our ELL-graduate Latino students did not make typical growth. 63.6% and 73.1% of our special education ELL and non-ELL students respectively did not make typical growth.

In writing, our school-wide passing rate is comparable to the district passing rate. However, we again have a significant achievement gap between our ELL students as well as our non-ELL Latino students and the district average. 60.9% of our ELL students did not pass the writing MSP and 90.9% of our recent ELL graduate Latino students did not pass compared to the 30% of the district not passing the writing MSP.

### **Improve Attendance (Table 6)**

Compared to district averages, the one area where we see a greater than 10% difference in our absence rate is with our non-ELL African American/ African students. 15.5% of our non-ELL African American/ African students had more than 5 unexcused absences last year compared to the district average of 1.3%. However, when we look at total absences (excused or unexcused), we have a significant number of students across all subgroups (total=87) who had more than 5 absences last year. This current school year, we have 90 students who have more than 5 absences already from September through January 2012.

### **Improve English Language Acquisition**

We have an incredibly innovative, well-trained, and experienced ELL department at Beacon Hill International School. Despite the challenges we have with ELL achievement as measured by the MSP and MSP, we are seeing promising data from our English Language Acquisition data. 75% of our students made growth as measured by the WLPT. The average time for a student in the ELL program at BHIS is only 2.2 years which is very short. We conclude that our challenge in English Language Learner achievement is addressing the gap students face between having high enough achievement to exit the ELL program (WELPA test achievement) and having high enough achievement to pass the more rigorous MSP.

## **2. Focus Outcomes or Indicators (3. Rationale included as marked)**

1. Levy Outcome: K-2<sup>nd</sup> Grade Students Making Typical Growth on MATH MAP  
BHIS Targeted Population: Kindergarten and 1st Grade Latino Students  
Rationale: Our most pressing concerns center on our Latino learners, ELL and non-ELL. For this first outcome, we are focusing on Kindergarten Latino students because of how critical school-readiness is for incoming kindergarteners and families. Students who come to BHIS without a strong Birth-5 foundation as measured by Teaching Strategies Gold (WaKIDS) struggle throughout their

elementary years. Secondly, we are focusing on our first grade Latino students in mathematics because they are showing low growth on Math MAP (only 40% made typical growth from Spring 11 to Winter 12).

2. Levy Outcome: K-2<sup>nd</sup> Grade Students Making Typical Growth on READING MAP  
BHIS Targeted Population: Kindergarten Latino Students, 1st Grade Latino Students in the All-day English program, and 2nd Grade Latino Students  
Rationale: We chose kindergarten Latino students for the same reason as listed in outcome 1. We chose first grade Latino students in the all-day English program (approximately 4 students) because of their low growth on MAP. We chose 2nd Grade Latino students because they transition from Spanish to English literacy at 2nd grade. 2<sup>nd</sup> grade is also the year that Spanish speaking students make strong language gains and need time and support to meet reading benchmarks.
3. Levy Indicator: 3<sup>rd</sup> – 5<sup>th</sup> Grade Students Meeting and/or Exceeding Annual Typical Growth on MATH MAP  
BHIS Targeted Population: 3rd, 4th, and 5th Grade Latino Students who did not make typical growth on MAP the previous year or did not pass the MSP.  
Rationale: The vast majority of our Latino students who did not pass the MSP scored a L1. We are focusing our efforts on those students as well as students who did not make typical growth in MAP. We chose this indicator as it is a measure we can observe more frequently than MSP with results and instructional focus areas identified immediately after administration.
4. Levy Outcome: 3<sup>rd</sup> – 5<sup>th</sup> Grade Focus Students Moving from Level 2 to Level 3 or higher on the MSP in READING.  
BHIS Targeted Population: 4th and 5th Grade Latino Students who scored a L2 on the MSP.  
Rationale: In reading, the majority of our Latino students who did not pass scored an L2. We believe that focusing on those students and giving them additional certificated teacher support will move the majority of them over into the L3 range.
5. Levy Outcome: 3<sup>rd</sup> – 5<sup>th</sup> Grade Students Maintaining a Level 3 or Higher on MSP in READING  
BHIS Targeted Population: 3rd – 5th Grade Latino Students  
Rationale: Of the 6 students who passed the MSP, all but one scored in this 400-405 range. They need additional support in order to clear the significant increase in rigor between 3rd grade and 4th grade.
6. Levy Indicator: Student Absence Rates Fewer Than 5 Days Per Semester  
BHIS Targeted Population: All students with greater than 10 absences the previous year with an emphasis on African/ African American students (about 6).  
Rationale: Our African American students have a significantly higher unexcused absence rate than the rest of our school or the district. In addition, we have 90 students, including 23 Latino students, who had more than 5 absences in the first semester of the 2011-2012 school year.

### **Summary of Analysis**

Across all areas, we have a crisis-level academic situation with our ELL and non-ELL Latino students. Although other groups show up occasionally with achievement gap issues, the most pressing concern lies with our Latino students. Thus, we have made them the overarching focus of this levy application.

## ATTACHMENT 3: LOCAL SCHOOL-LEVEL DATA

### Outcomes & Indicators Most in Need of Improvement

Tables 1 – 6 are data- focused snapshots of our most pressing academic issues at BHIS with the corresponding student populations that are impacted. The bolded percentages are the basis for our focus populations for this levy grant application. With so many of the critical achievement issues involving Latino learners (ELL and non-ELL); we have decided to focus our grant application and interventions on those students. Please refer to Attachment 2 (Data Analysis Summary) for narrative explanations of this data.

**Figure 1: Math MSP Outcomes Most in Need of Improvement**

|                                   | <b>Level 1</b> | <b>Level 2</b> | <b>Level 1 or 2 (did not pass)</b> | <b>District Level 1 or 2 (did not pass)</b> |
|-----------------------------------|----------------|----------------|------------------------------------|---|
| School-wide                       | 43.5%          |                | 64.8%                              | 32.9%                                       |
| School-wide NON ELL               | 33%            | 22.6%          | 54.5%                              | 32.9%                                       |
| School-wide ELL                   | 62%            | 20.1%          | 80%                                | 32.9%                                       |
| School-wide FRL                   | 47.5%          | 22.2%          | 69.7%                              | 32.9%                                       |
| Non-ELL SpEd                      | 75%            |                | 87.5%                              | 32.9%                                       |
| Non-ELL African American/ African | 69.2%          |                | 76.9%                              | 32.9%                                       |
| <b>Non-ELL Latino</b>             | <b>38.9%</b>   | <b>44.4%</b>   | <b>83.3%</b>                       | 32.9%                                       |
| ELL SpEd                          | 91.7%          |                | 91.7%                              | 32.9%                                       |
| ELL Asian                         | 33.3%          | 28.6%          | 61.9%                              | 32.9%                                       |
| <b>ELL Latino</b>                 | <b>85.7%</b>   |                | <b>90.5%</b>                       | 32.9%                                       |

**Figure 2: Math MAP Indicators Most in Need of Improvement**

|                                   | <b>BHIS<br/>Average<br/>NOT Making<br/>Typical<br/>Growth</b> | <b>District ELL<br/>Average<br/>NOT Making<br/>Typical<br/>Growth</b> | <b>District All<br/>Student<br/>Average NOT<br/>Making typical<br/>Growth</b> |
|-----------------------------------|---|---|---|
| School-wide                       | 43.9  |   | 31.6%   |
| ELL                               | 47.9  | 46%*  | 31.6%   |
| FRL                               | 42.6  |   | 31.6%   |
| Non-ELL African American/ African | 44  |   | 31.6%   |
| <b>Non-ELL Latino</b>             | <b>45.7</b>   |   | 31.6%   |
| Multi-racial                      | 47.1  |   | 31.6%   |
| ELL Asian                         | 42  |   | 31.6%   |
| <b>ELL Latino</b>                 | <b>55.8</b>   |   | 31.6%   |

**Figure 3: READING MSP Outcomes Most in Need of Improvement**

|                 | <b>Level 1</b> | <b>Level 2</b> | <b>Level 1 or 2<br/>(did not<br/>pass)</b> | <b>District<br/>Level 1 or 2<br/>(did not<br/>pass)</b> |
|-----------------|----------------|----------------|--|---|
| School-wide     |                | 33.3%          | 43%  | 24.2%   |
| School-wide ELL |                | 57.4%          | 70.2%                                      | 24.2%   |
| School-wide FRL |                | 35.1%          | 47.4%                                      | 24.2%   |
| ELL SpEd        | 55.6%          | 44.4%          | 100%                                       | 24.2%   |
| ELL Asian       |                | 47.6%          | 52.4%                                      | 24.2%   |
| ELL Latino      | <b>85.7%</b>   | <b>73.7%</b>   | <b>89.5%</b>                               | 24.2%   |

**Figure 4: READING MAP Indicators Most in Need of Improvement**

|                   | <b>BHIS Average NOT Making Typical Growth</b> | <b>District ELL Average NOT Making Typical Growth</b> | <b>District All Student Average NOT Making typical Growth</b> |
|-------------------|---|---|---|
| School-wide       | 47.9  |   | 36.7%   |
| ELL               | 57.3  | 46%*  | 36.7%   |
| FRL               | 52.2  |   | 36.7%   |
| Non-ELL Latino    | 57.1  |   | 36.7%   |
| Non-ELL SpEd      | 63.6  |   | 36.7%   |
| ELL Asian         | 48.6  |   | 36.7%   |
| ELL African       | 62.5  |   | 36.7%   |
| <b>ELL Latino</b> | <b>63.6</b>                                   |   | 36.7%   |
| ELL Sped          | 73.1  |   | 36.7%   |

**Figure 5: WRITING MSP Outcomes Most in Need of Improvement**

|                       | <b>BHIS L1</b> | <b>BHIS L2</b> | <b>BHIS L1 + L2 (did not pass)</b> | <b>District L1 or L2 (did not pass)</b> |
|-----------------------|----------------|----------------|------------------------------------|---|
| <b>Non-ELL Latino</b> | <b>45.5</b>    | <b>45.5</b>    | <b>90.9</b>                        | 30.0                                    |
| ELL                   | 26.1           | 34.8           | 60.9                               | 30.0                                    |

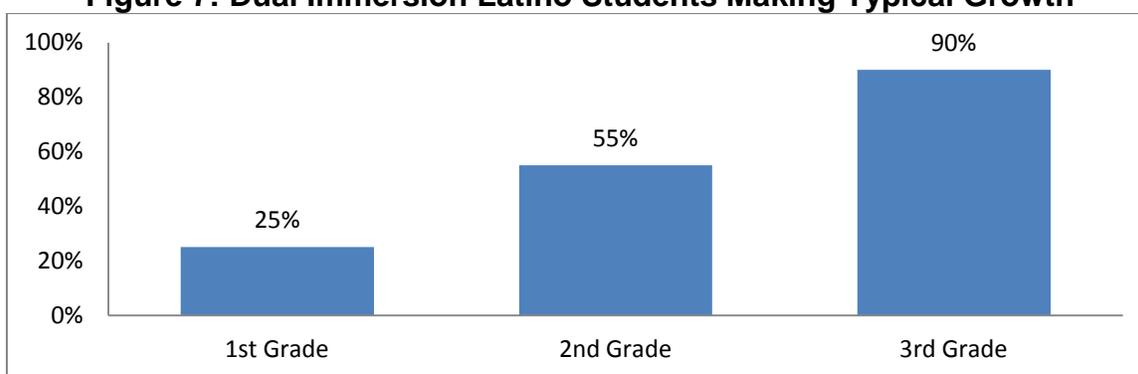
**Figure 6: Attendance Outcomes Most in Need of Improvement**

|  | <b>&gt;5 Unexcused Absences @ BHIS</b> | <b>&gt; 5 Unexcused Absences in District</b> | <b>&gt;5 Absences @ BHIS</b> | <b>&gt; 5 Absences in District</b> |
|--|--|--|------------------------------|------------------------------------|
| School-wide                              |  |  | 18.6%                        | 22.8%                              |
| <b>Latino ELL/Non-ELL</b>                |  |  | <b>17%</b>                   | 22.8%                              |
| <b>Non-ELL African American/ African</b> | 15.4%                                  | <b>1.3%</b>                                  | 46.2%                        | <b>22.8%</b>                       |

## Spanish Immersion MAP Reading Data

Our Spanish Immersion program is currently up through 3rd grade. In grades K and 1, students are learning literacy all in Spanish. In grade 2, they transition to English with the philosophy that ELL students build stronger English literacy skills if they've first built up strong native language literacy skills. The following graph shows MAP reading typical growth (spring 11 – winter 12) of our Latino students in the immersion program in grades 1, 2 and 3. As you can see, our first graders who aren't learning literacy in English are understandably not making typical growth on the English MAP test. However, in second grade, an increasing number of students are making typical growth. And then in third grade, 90% of our Latino students are making typical growth in reading. The two students who aren't making typical growth have IEPs in reading and have severe dyslexia.

**Figure 7: Dual Immersion Latino Students Making Typical Growth**



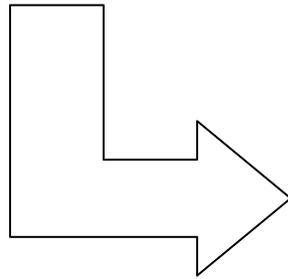
## Internal MAP and MSP Data Utilizing Pivot Tables

Data pulled for purposes such as analyzing effectiveness of the immersion programs comes from our use of student MAP and MSP data analyzed through pivot tables. Figure 8 shows an example of our school data and pivot table.

**Figure 8: Student Data & Pivot Table for Analysis**

| CURRENT STUDENT INFO (2011-12) FOR WINTER 12 MAP TEST TAKERS |        |        |                     |         |       |        |      |      |      | S11 STATE ASSESSMENT |                         |                  |                         |
|--|--------|--------|---------------------|---------|-------|--------|------|------|------|----------------------|-------------------------|------------------|-------------------------|
| Student Name   | Region | School | School Name         | Pupil # | Grade | Gender | FED7 | SPED | BILG | State Score-Math     | ColumnLState Level-Math | State Score-Read | ColumnNState Level-Read |
| Student  | SE     | 205    | Beacon Hill Intl ES | 1       | 5     | F      | B    | N    | N    | 318                  | L1                      | 407              | L3                      |
| Student  | SE     | 205    | Beacon Hill Intl ES | 2       | 4     | F      | B    | N    | Y    | 367                  | L1                      | 400              | L3                      |
| Student  | SE     | 205    | Beacon Hill Intl ES | 3       | 2     | F      | B    | N    | Y    |                      |                         |                  |                         |
| Student  | SE     | 205    | Beacon Hill Intl ES | 4       | 2     | M      | W    | N    | N    |                      |                         |                  |                         |

Raw Data



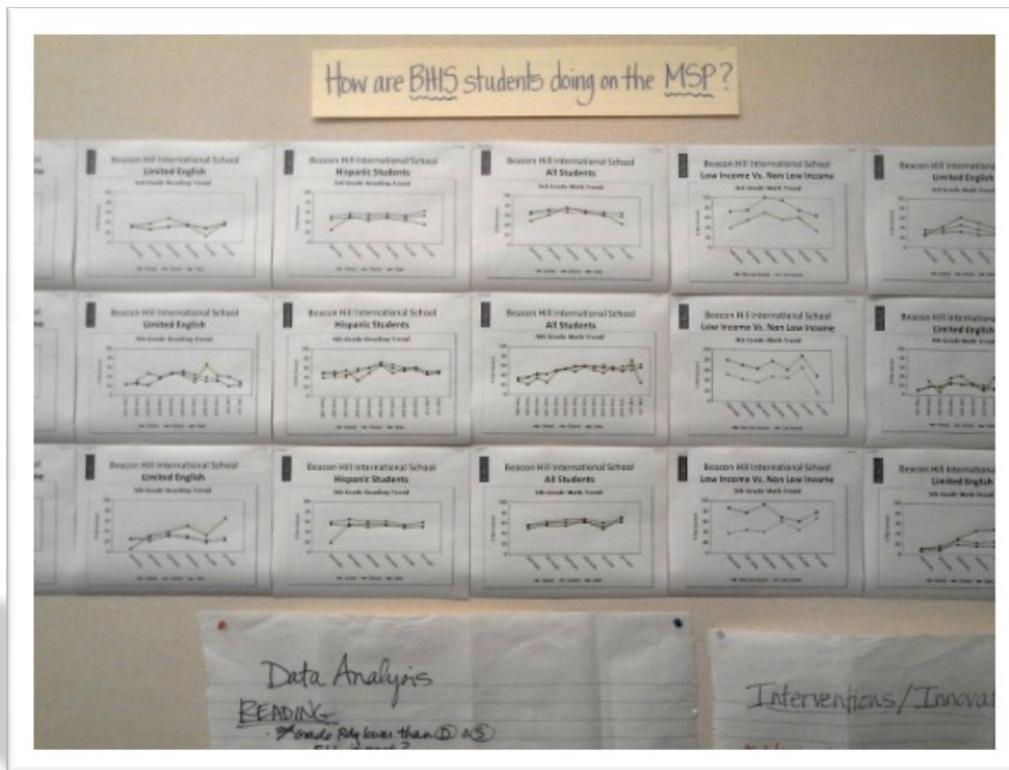
Pivot Table

|                    |   |
|--------------------|---|
| Spanish Immersion  | y   |
| Grade              | 3   |
| FED7               | H   |
|                    |   |
|                    | <b>Met Typical Growth Target (S11 to W12)-Reading</b> |
| NO                 | 2   |
| YES                | 18  |
| <b>Grand Total</b> | <b>20</b>   |

### Internal MSP Disaggregated Data

We disaggregate our MSP data each fall to determine trends over time as well as to identify targeted groups of students at each grade level in need of intensive interventions. We post all of our data on the wall in our staff room as seen in Figure 9.

**Figure 9: Data Wall in BHIS Staff Room**



## ATTACHMENT 4: ENGLISH LANGUAGE LEARNER SELF ASSESSMENT

### Capacity of School ELL Program

1. The instructional model our school uses to support ELL students is a combination of 1) aligned sheltered instruction, 2) push-in/co-teaching, 3) pull-out for students who need targeted, sequential, small group intervention, 4) before and after-school Spanish literacy support, and 5) an innovative, research-based, two-way dual immersion program. Our philosophy in supporting our students is that every minute in the general education classroom setting is critical for developing language and academic skills for our ELL students. Our ELL data show that our program is leading to 75% of our students making gains in language acquisition (WELPA) with an average time in the ELL program of 2.2 years. This is promising data in growing the language skills of our ELL students. In addition, our dual immersion program, a cornerstone program at BHIS to serve our ELL students, is showing very promising student growth as well. As you can see in Figure 7 (Attachment 3), by 3rd grade, 90% of our Spanish Immersion Latino students are making typical growth on the MAP reading test.
2. Our models intentionally maximize the amount of high-quality, scaffolded learning time ELL students spend in the general education classroom. In our dual immersion model, we are also capitalizing on research-based, best practices for ELL children where students first develop their first language literacy and then transition to second language literacy. Our methods build on the strengths of our ELL students, and ensure ample scaffolding of language which leads to increased oral language skills, cognitive academic language proficiency and improved academic achievement.
3. Our principal is a leader in the area of two-way, dual immersion education as a best-practice, ELL service model for Spanish speaking students. In the past 3 years, he has attended numerous national conferences around supporting ELL students within the dual immersion model. He has also hosted and attended local trainings on best practices in immersion teaching to support language learners. This past year, he presented at the national, ACTFL conference on collaborative teaching to support language learners in the immersion setting. Other ELL trainings he has taken include GLAD and district-sponsored ELL trainings with focuses on engagement, oral production, academic language, and assessment.
4. Our principal directly observes and supervises our Bilingual Instructional Assistants, meeting with them regularly about instructional practices, refining schedules in services of meeting students' needs, parent contacts and student learning. Bilingual and Title certificated staff along with the head teacher and principal meet together with IAs for weekly professional development sessions on supporting ELL literacy development.
5. Of thirty instructional staff surveyed in March 2012, twenty-seven had advanced training in working with ELL children. Trainings included GLAD strategies, TESOL certificates, Avenues training, and targeted PD in English Language Development standards. Our Bilingual and Title staff, both certificated and classified have had Scale Up 100 – 300 and SIOP. Our goal is 100% of our staff trained in common, ELL best practice instructional strategies.

6. Lessons are standards-based and are coherently sequenced within well developed units. Grade level teams identify academic language and concepts that require scaffolding and pre-teaching. These are explicitly taught to either whole class or small group depending on the complexity of skills and language that have been identified. Language scaffolding is accomplished through a variety of strategies that are developmentally engaging such as visuals, GLAD strategies like content input charts, personal dictionaries and picture cards. In every lesson, teachers strive to include the four pillars of language development of ELL students: listening comprehension, oral production, reading, and writing.
7. ELL staff may use any of the following: Singapore Math, Hampton-Brown Avenues curriculum written for ELL Success in Language, Literacy and Content, multi-levelled magazines such as Scholastic News and National Geographic Explorer, Fountas and Pinnell Leveled Readers for guided reading, Words Their Way, Reading A-Z.com, Spectrum Reproducibles, Explode the Code, Primary Phonics, Accelerated Reader, Aim Higher, Read Naturally, and Sound Partners.

### **Other Support**

1. Interventions and Extended Learning Opportunities include: Morning Spanish Literacy Program, After-school Spanish Tutoring (literacy and math), Invest in Youth Tutoring, Team Read, Powerful Schools Afterschool Classes, Academic Tutoring & Enrichment, Before-School Math Tutoring Intervention, and Bilingual Student Summer School in Partnership with Seattle University. During School Learning Supports include: Small, Pull-out Intervention Groups, Guided Reading School-wide, Push-in Small Group Instruction, Sound Partners, MAP Computer Practice. Student Outcomes from these interventions and supports have had varying success. In analyzing our Latino student data, it is clear that our Latino students are still critically underachieving in our school. Given the number and extent of our extended day offerings, our scores should be higher in reading and math. Teachers invite students or parents to sign students up for these interventions. Upon recommendation of our Latino Parent Leadership Group, BHIS is moving to requiring students who are below standards to attend extended day activities. With the support of levy funds, we will be more closely and frequently monitoring progress during and after 6-week intervention periods. We are also switching from predominately classified staff supporting students after school to certificated staff. Interventions and supports during school have been more effective when supplemental to the standard curriculum.
2. BHIS is a leader in ELL family engagement, especially with our Latino families. During our daily, before-school Spanish Literacy intervention, parents participate in reading interventions alongside their children. Once a month, parents then meet separately before school to get trained by a BHIS teacher on reading, math or other pertinent academic focus areas. Parents use what they learn in the trainings to support their children at home. We also lead monthly evening trainings for Latino families co-led by Title 1/bilingual staff and Latino parent leaders. The training for this past April, for example, was on positive discipline. Latino family engagement is extraordinary at BHIS – a strong foundation on which to build our proposed, enhanced interventions.

## ATTACHMENT 5: P-3 ALIGNMENT AND COLLABORATION SELF ASSESSMENT

1. BHIS has a Community Day School Association (CDSA) pre-school program on site. We collaborate with CDSA in supporting incoming kindergarten students by facilitating kindergarten classroom visits for preschoolers in the spring. These visits help to demystify the leap to kindergarten. The children come into the kindergarten classrooms with their pre-school teachers and observe and participate in routines, see what kindergarten expectations are, and get to know the kindergarten teachers. The pre-school teachers then debrief those experiences with the students. In the winter, the Seattle Public Schools holds pre-K to kindergarten transition and enrollment events. The past few years, BHIS has been one of the sites selected for this event. This year, the CDSA site coordinator and I both presented information about kindergarten and the transition to kindergarten in general as well as specifics regarding CDSA and BHIS. Another way we work with CDSA to support incoming kindergarteners is by communicating often about the specific needs of incoming students. Our head teacher works with CDSA staff and the director to identify and support students who exhibit significant needs. Our head teacher coaches their staff on ways to work with the students and helps provide supports such as referrals to specialists, etc. The CDSA staff proactively brings students to our attention who they think will need a more intentional transition plan and supports in place from the first day of kindergarten.
2. BHIS teachers have a close relationship with the CDSA pre-school director and teachers. BHIS kindergarten teachers have weekly PLC meetings which include CDSA pre-school staff whenever they are available. During those meetings, they discuss curriculum, student concerns, and most recently, refining of the administration and use of Teaching Strategies Gold (WaKIDS). In addition, for collaborative professional development, CDSA pre-school staff and BHIS K-3 teachers are participating in the district's year-long P-3 trainings with Cathy Feldman at Southshore. At a recent joint training, CDSA and BHIS worked together to align practices around read alouds, class expectations, and ways to enhance skills and readiness during the summer transition from pre-school to kindergarten. CDSA pre-school offers daily opportunities for students to learn Spanish and Mandarin in an immersion-style model to better prepare their pre-schoolers for our immersion programs. The language teachers between CDSA and BHIS collaborate around instructional practices, and language activities. For example, our Mandarin 2/3 teacher works with CDSA Mandarin teachers to suggest ideas, songs, and activities to enhance Mandarin language learning for pre-school students as well as students in K-3 who attend CDSA before or after school.
3. We are using our weekly PLC meetings and the Cathy Feldman joint trainings to strengthen the alignment of not just our curriculum, but also our instructional practices. Right now, we are focusing in on balanced literacy alignment (read alouds, shared reading, independent reading time, word work) and language immersion alignment (the development of Mandarin and Spanish language skills). This includes the pedagogy that accompanies these instructional approaches.
4. Last school year, every K-5 teacher at BHIS worked collaboratively in grade-level PLCs to identify power standards (based on state standards) for their grade level.

Having the second highest percentage of ELL students in the district for an elementary school, teachers felt the need to deeply understand the high-leverage standards that must be mastered at each grade level. They then worked together across grade levels to ensure those standards were aligned, K-5. At the beginning of the '11-'12 school year, we held a two-day, Title 1 funded retreat where teachers took those power standards and sketched out standards-based curriculum maps for reading, writing and mathematics. This year and into next year, our goal is to do that work around the common core standards. This year, our staff has done extensive work studying the successes of Mercer Middle School. A clear takeaway was Mercer's laser-like focus on collaborative planning grounded in the standards. As a result, we are restructuring teams and planning/PLC time for '12-'13 in order to strengthen collaborative, common-core-standards-based planning. This includes working with CDSA to understand and plan using the revised pre-K state standards. The principal, head teacher, and instructional specialists in the school will be accountable for a preK-5 understanding of the state and common-core standards.

5. Ensuring that BHIS teachers utilize developmentally appropriate and effective instructional practices for early learners is a four-fold responsibility: 1) the principal in the building must be skilled in early learning in order to support and lead staff, 2) we must encourage (read: require) early learning training for all P-3 teachers, 3) we must ensure systems of collaboration among P-3 teams to facilitate the sharing of best practices and collegial feedback, and 4) the administrator must continually monitor practice in classrooms and give constructive feedback through walkthroughs and evaluations. The BHIS principal, Kelly Aramaki, was trained as a teacher at Columbia University's Teachers College with an emphasis on early childhood learning and has a Washington State, P-3, Early Childhood Education teaching endorsement. He is also serving on the P-3 Leadership Team which is comprised of leaders from Edmonds, Everett and Seattle and is funded by the Gates Foundation. P-3 teachers at BHIS and CDSA are all participating this year (or have in the past 3 years) in the P-3 district training with Cathy Feldman. New teachers to K-3 this coming year will be signed up for this training. We are realigning our teams and teaming structure to maximize collaboration and the sharing of best practice strategies for early learners. The principal monitors and supports instruction on a regular basis through walkthroughs and formal evaluations.
6. We are currently using classroom-based literacy and math assessments to track the academic progress of our K-3 students including phonics/letter and sight word recognition assessments and the Teachers College reading assessment. Starting this year, we have implemented Teaching Strategies Gold in order to track student progress across the pre-school to kindergarten transition. This also gives us the opportunity to track other things such as cognitive and social/emotional development.
7. We have relationships with all of our regional pre-schools that feed into BHIS. Denise Louie (international district), El Centro (Beacon Hill) and CDSA (Beacon Hill) bring their students to visit our school prior to kindergarten. We use those opportunities to talk about the strengths and needs of the students who are transitioning up. Moving forward, we would like to strengthen the system for sharing information and needs based on the WaKIDS assessment.

**ATTACHMENT 6: WORK PLAN SUMMARY**

|                       |  | Area of Concentration #1<br>Improve Reading/Writing  | Area of Concentration #2<br>Improve Math/Science   | Area of Concentration #3<br>Improve Attendance   | Area of Concentration #4<br>Increase English Language Acquisition  |
|-----------------------|--|--|--|--|--|
| <b>Focus Students</b> | <b>Who are your Focus Students?<br/>(See Page 3)</b> | <ol style="list-style-type: none"> <li>Kindergarten Latino students not meeting age-level expectations in each domain of WaKIDS</li> <li>1st Grade, Latino, all-day English students who are learning literacy in English and 2nd grade, Latino students</li> <li>4<sup>th</sup> and 5<sup>th</sup> grade Latino students who scored an L2 on the MSP or a borderline L3 (400-405)</li> </ol>                | <ol style="list-style-type: none"> <li>Kindergarten Latino students not meeting age-level expectations in each domain of WaKIDS</li> <li>First grade Latino students who did not make typical growth on the MAP</li> <li>3, 4, 5th grade Latino students who did not make typical growth on the MAP or who did not pass the MSP</li> </ol> | <ol style="list-style-type: none"> <li>Latino and African American students with more than 10 absences the previous year</li> </ol>  | <p><i>We are not focusing specifically on English Language Acquisition because of our relatively strong growth data on WELPA and the short average # of years it takes for ELL students to graduate from the ELL program at BHIS.</i></p>  |
|                       | <b>Why did you choose these Focus Students?</b>      | <ol style="list-style-type: none"> <li>Students who come in behind age-level expectations often struggle through elementary school years.</li> <li>Students show low typical growth on MAP. 1<sup>st</sup> and 2<sup>nd</sup> grades are critical years in the development of ELL language and reading skills.</li> <li>Latino readers were the lowest scoring in our school with the bulk at L2.</li> </ol> | <ol style="list-style-type: none"> <li>Students who come in behind age-level expectations often struggle through elementary school years.</li> <li>1st Grade Latino students show low growth at first grade on math MAP.</li> <li>Latino students are our lowest performers in math with the majority scoring L1.</li> </ol>               | <ol style="list-style-type: none"> <li>Attendance is a strong factor in raising student achievement. Greater than 10 absences in a year can impact students' access to education especially for struggling student populations.</li> </ol> | <p><i>That said, our levy focus is on our English Language Learners (those in program, those exited, and those who didn't qualify but come from bilingual homes). Our challenges at BHIS, according to our data, are in getting our students who make strong language progress to then make strong gains on academic indicators and outcomes (MAP, MSP).</i></p> |
|                       | <b>How many Focus Students will you serve?</b>       | <ol style="list-style-type: none"> <li>~25 Latino Kindergarteners</li> <li>~24 Latino 1<sup>st</sup> and 2<sup>nd</sup> Graders</li> <li>~23 Latino 4<sup>th</sup> and 5<sup>th</sup> graders</li> </ol>   | <ol style="list-style-type: none"> <li>~25 Latino Kindergarteners</li> <li>~25 1st Grade Latino Students</li> <li>~35 3-5th Grade Latino Students</li> </ol>   | <ol style="list-style-type: none"> <li>23 Latino students, K-5 and 6 African American students</li> </ol>  |  |
|                       |  | <ol style="list-style-type: none"> <li>We did not receive valid literacy data from the WaKIDS assessment. However, from standards-</li> </ol>  | <ol style="list-style-type: none"> <li>60% of incoming Ks last year were at age-level expectations in math. This is typical for what we see with</li> </ol>  | <ol style="list-style-type: none"> <li>90 students had more than 5 absences first semester in the 11-12 school year and are on track to having more</li> </ol>   |  |

|  |                        | Area of Concentration #1<br>Improve Reading/Writing   | Area of Concentration #2<br>Improve Math/Science   | Area of Concentration #3<br>Improve Attendance  | Area of Concentration #4<br>Increase English Language Acquisition |
|--|------------------------|---|--|---|---|
| <b>Outcomes &amp; Indicators (p.7-8)</b> | <b>Baseline</b>        | <p>based CBAs for kindergarten, only 40% of our Latino kindergartners showed age-appropriate skills at the beginning of the year this year. This is typical for what we see with incoming Latino students and what we expect this coming year.</p> <ol style="list-style-type: none"> <li>50% made typical growth on MAP reading.</li> <li>17 incoming 4<sup>th</sup> and 5<sup>th</sup> graders who scored L2 and 6 incoming 4<sup>th</sup> and 5<sup>th</sup> graders who scored borderline L3</li> </ol> | <p>incoming students and what we expect this coming year.</p> <ol style="list-style-type: none"> <li>40% of current first graders made typical growth in math.</li> <li>83.3% of our non-ELL Latino students and 90.5% of our ELL Latino students did not pass the MSP. 55.8% of our ELL Latino students did not make typical growth.</li> </ol> | <p>than 10 absences in the year. 23 of these students are Latino. 6 are African American.</p>   |   |
|  | <b>Proposed Target</b> | <ol style="list-style-type: none"> <li>80% of next year's Latino Kindergartners will achieve age-level expectations by the end of kindergarten in each domain.</li> <li>75% of Latino 1<sup>st</sup> graders in the all-day English class and Latino 2<sup>nd</sup> graders will make typical growth in reading.</li> <li>13 of 17 students who did not pass the MSP or who scored a borderline L3 will score L3 or higher.</li> </ol>  | <ol style="list-style-type: none"> <li>80% of next year's Latino Ks will achieve age-level expectations by the end of kindergarten in each domain.</li> <li>75% of Latino first graders will make typical growth in math.</li> <li>75% of our Latino 3<sup>rd</sup> – 5<sup>th</sup> grade students will make typical growth on MAP.</li> </ol>  | <ol style="list-style-type: none"> <li>17 of the 23 Latino students (74%) will decrease their absence rate to below 5 per semester. 4 of the 6 African American students (67%) will decrease their absence rate to below 5 per semester.</li> </ol> |   |

|            |  | Area of Concentration #1<br>Improve Reading/Writing   | Area of Concentration #2<br>Improve Math/Science   | Area of Concentration #3<br>Improve Attendance   | Area of Concentration #4<br>Increase English Language Acquisition |
|------------|--|---|--|--|---|
| Strategies | What services will be provided?  | <ol style="list-style-type: none"> <li>1. A) El Centro de la Raza Family Education and Outreach Each Month for Pre-K and K families from June through June<br/>B) .25 FTE WaKIDS early learning coordinator and support teacher</li> <li>2. A) Sound Partner Tutor (a Powerful Schools reading intervention) for the 4 1<sup>st</sup> grade students to focus on phonics/ phonemic awareness<br/>B) Targeted Reading Practice After School with Classroom Teachers</li> <li>3. A) Targeted Reading Practice After School with Classroom Teachers for L2 students<br/>B) University Tutors (community partners) to work with borderline L3 students</li> </ol> | <ol style="list-style-type: none"> <li>1. A) El Centro de la Raza Family Education and Outreach Each Month for Pre-K and K families from June through June<br/>B) .25 FTE WaKIDS early learning coordinator and support teacher</li> <li>2. A) Targeted Math Practice After School with Classroom Teachers<br/>B) Math/ELL Specialist support in class for students and teacher</li> <li>3. A) Targeted Math Practice After School with Classroom Teachers<br/>B) Math/ELL Specialist support in class for students and teacher</li> </ol> | <ol style="list-style-type: none"> <li>1. A) Family Support Worker, in partnership with attendance secretary and principal, who will target attendance support for these students<br/>B) Powerful Schools After School Activities for these students to increase school-buy-in and motivation<br/>C) CDSA before or after-school daycare for families in need<br/>D) El Centro Case Management for 5 students</li> </ol> |   |
|            | <b>Briefly summarize the frequency and duration of the services you will be providing.</b> | <ol style="list-style-type: none"> <li>1. A) Monthly for families<br/>B) Average of 1.5 days per week with flexibility to meet needs of partners, WaKIDS testing, etc.</li> <li>2. A) 3 times per week year-round<br/>B) 2 after-school sessions each week for 6 weeks with before and after assessments. 6 week sessions will happen 3 times across the year.</li> <li>3. A) 2 after-school sessions each week for 6 weeks with before and after</li> </ol>  | <ol style="list-style-type: none"> <li>1. A) Monthly for families<br/>B) Average of 1.5 days per week with flexibility to meet needs of partners, WaKIDS testing, etc.</li> <li>2. A) 2 after-school sessions each week for 6 weeks with before and after assessments. 6 week sessions will happen 3 times across the year.<br/>B) Daily support in class and after school for students; daily instructional support in class and during PLC meetings for teachers.</li> <li>3. Same as 2</li> </ol>                                       | <ol style="list-style-type: none"> <li>1. A) FSW will work with attendance secretary and classroom teachers to monitor attendance bi-weekly throughout the year<br/>B) Powerful Schools after-school class sessions (6-8 weeks, 3X per year)<br/>C) CDSA mornings or afternoons, 5 days/week year-round<br/>D) El Centro Case Management is 1 hour/week per student on site</li> </ol>                                   |   |

|  |   | Area of Concentration #1<br>Improve Reading/Writing  | Area of Concentration #2<br>Improve Math/Science  | Area of Concentration #3<br>Improve Attendance   | Area of Concentration #4<br>Increase English Language Acquisition |
|--|---|--|---|--|---|
|  |   | assessments. 6 week sessions will happen 3 times across the year.<br>B) 10 hours per week of in-school mentoring and after-school targeted reading support   |   |  |   |
|  | <b>Which required Key Component does this strategy fit under? (See Pages 14-15)</b> | <ol style="list-style-type: none"> <li>1. P-3 Alignment and Collaboration</li> <li>2. Extended In-School Learning Time</li> <li>3. Extended In-School Learning Time</li> </ol>   | <ol style="list-style-type: none"> <li>1. P-3 Alignment and Collaboration</li> <li>2. Extended In-School Learning Time</li> <li>3. Extended In-School Learning Time</li> </ol>  | <ol style="list-style-type: none"> <li>1. Out-of-School Time/ Expanded Learning Opportunities</li> </ol>   |   |
|  | <b>Explain your rationale for selecting this strategy.</b>                          | <ol style="list-style-type: none"> <li>1. A) Increased family engagement, family awareness of developmental milestones and ways to accelerate students' attainment of milestones accelerates students' attainment of milestones.<br/>B) Improve teacher administration and use of WaKIDS, improve interrater reliability, improve collaboration between preschool partners and BHIS, and provide direct support for students and families based on needs as identified through WaKIDS</li> <li>2. A) Sound Partners is a research-based reading remediation strategy for supporting students who need extra, explicit, linear</li> </ol> | <ol style="list-style-type: none"> <li>1. A) Increased family engagement, family awareness of developmental milestones and ways to accelerate students' attainment of milestones accelerates students' attainment of milestones.<br/>B) Improve teacher administration and use of WaKIDS, improve interrater reliability, improve collaboration between preschool partners and BHIS, and provide direct support for students and families based on needs as identified through WaKIDS.</li> <li>2. A) Students who struggle in math need additional time to practice explicit math skills with the support of a certificated teacher</li> </ol> | <ol style="list-style-type: none"> <li>1. A) Our current family support worker has strong relationships with families and strong connections to community support organizations to support families in getting students to school ready to learn<br/>B) Powerful Schools has a strong track record in increasing student investment and engagement in school and learning (students will come to school just to be able to attend robotics club after school)<br/>C) a number of students miss school because parents need before-school care or after-school care<br/>D) El Centro has</li> </ol> |   |

|                   |  | Area of Concentration #1<br>Improve Reading/Writing  | Area of Concentration #2<br>Improve Math/Science   | Area of Concentration #3<br>Improve Attendance   | Area of Concentration #4<br>Increase English Language Acquisition |
|-------------------|--|--|--|--|---|
|                   |  | <p>practice with phonics and phonemic awareness.<br/>B) Students who struggle in reading need additional time to practice explicit reading skills with the support of a certificated teacher (preferably the classroom teacher)</p> <p>3. A) Same as 2<br/>B) University tutors are strong mentors and guides for students who need just a bit of additional support in accessing grade-level curriculum in order to stay at grade level.</p>  | <p>(preferably the classroom teacher)<br/>B) Additional support from teacher who specializes in ELL learners and mathematics will increase students achievement and increase teacher skills in working with ELL students</p> <p>3. Same as 2</p>   | <p>comprehensive academic and social/ emotional support structures in place as well as strong, positive ties with the Latino community and resources. For our Latino families in crisis, El Centro can provide the intensive support needed.</p>   |   |
| <b>Key People</b> | <b>Who are the key people who will deliver the proposed strategies and what related experience do they have?</b> | <p>1. A) El Centro de la Raza Spanish-speaking Certificated Teacher and staff who are expertise with Latino students and families and the dual immersion model<br/>B) Certificated teacher with early learning training and experience and leadership will support, coordinate, provide professional development and facilitate collaboration with preschool partners</p> <p>2. A) Trained sound partner tutor with experience with ELL students<br/>B) Classroom teachers who have experience, expertise, and first-hand knowledge of what their students need additional support with.</p> | <p>1. A) El Centro de la Raza Spanish-speaking Certificated Teacher and staff who are expertise with Latino students and families and the dual immersion model<br/>B) Certificated teacher with early learning training and experience and leadership will support, coordinate, provide professional development and facilitate collaboration with preschool partners</p> <p>2. A) Classroom teachers who have experience, expertise, and first-hand knowledge of what their students need additional support with.<br/>B) Certificated teacher with math and ELL expertise and experience who can work with targeted students and support</p> | <p>1. A) Our current FSW has strong relationships already developed at BHIS with families of color and staff and has strong community support ties<br/>B) Powerful Schools instructors who have years of experience in schools including at BHIS<br/>C) CDSA staff, located on our site, have experience with our students and strong relationships with our staff<br/>D) El Centro has a Spanish-speaking, certificated teacher with expertise in ELL and immersion who will case manage.</p> |   |

|   |  | Area of Concentration #1<br>Improve Reading/Writing   | Area of Concentration #2<br>Improve Math/Science  | Area of Concentration #3<br>Improve Attendance   | Area of Concentration #4<br>Increase English Language Acquisition |
|---|--|---|---|--|---|
|   |  | 3. A) Same as 2B B) University Tutors (community partner) with experience in reading support and mentorship   | teachers with instruction.<br>3. Same as 2  |  |   |
| <b>Partnerships and Collaborative Efforts for implementing strategies</b> | <b>If a community partner is providing services, identify the organization and their role.</b> | <ol style="list-style-type: none"> <li>1. El Centro de la Raza will work with BHIS staff to plan and lead pre-K-K monthly parent meetings</li> <li>2. University Tutors will work with students in need of ongoing support in reading to maintain L3 status.</li> </ol> | <ol style="list-style-type: none"> <li>1. El Centro de la Raza will work with BHIS staff to plan and lead pre-K-K monthly parent meetings</li> </ol>  | <ol style="list-style-type: none"> <li>1. El Centro de la Raza will case manage 5 of our most impacted Latino students and their families. Their case manager will be at BHIS one day each week to work with students and families.</li> <li>2. Powerful Schools will continue to provide engaging, high-interest, academically focused after school activities.</li> <li>3. CDSA will be serving students before and after school on-site providing homework support, family support, social/emotional and math/reading support.</li> </ol> |   |
|   | <b>What is their specific expertise in helping you achieve your results?</b>                   | <ol style="list-style-type: none"> <li>1. El Centro has expertise in working with Latino students and families. They also have expertise in the dual immersion model of supporting ELL students.</li> <li>2. University Tutors has</li> </ol>                           | <ol style="list-style-type: none"> <li>1. El Centro has expertise in working with Latino students and families. They also have expertise in the dual immersion model of supporting ELL students.</li> </ol> | <ol style="list-style-type: none"> <li>1. El Centro has expertise in working with Latino students and families and is well connected with community services. They are a trusted leader in the Latino community.</li> </ol>  |   |

|  |  | Area of Concentration #1<br>Improve Reading/Writing   | Area of Concentration #2<br>Improve Math/Science  | Area of Concentration #3<br>Improve Attendance  | Area of Concentration #4<br>Increase English Language Acquisition |
|--|--|---|---|---|---|
|  |  | expertise and infrastructure to arrange high-quality, well-educated young adults to support students in reading as well as in mentorship  |   | <ol style="list-style-type: none"> <li>2. Powerful Schools has expertise and experience in providing engaging, academics-strengthening programs that are highly engaging and motivating for students.</li> <li>3. CDSA is our on-site childcare provider. They have strong relationships with our teaching staff and families. They have expertise in early learning and have participated in joint early learning trainings. They communicate daily with our staff regarding academic expectations and support.</li> </ol> |   |
|  | <b>Why did you select this partner and what is your history with them?</b> | <ol style="list-style-type: none"> <li>1. El Centro is one of Seattle's leading Latino education and cultural organizations. They demonstrate strong leadership and advocacy in supporting Latino families and students. El Centro is a primary pre-school feeder into BHIS. We also have students who attend before/after school care at El Centro.</li> <li>3. University Tutors is a RFQ-qualified partner with a strong, reliable infrastructure to bring highly qualified tutors into the school building for in-school and after-school tutoring and mentoring. We</li> </ol> | <ol style="list-style-type: none"> <li>1. El Centro is one of Seattle's leading Latino education and cultural organizations. They demonstrate strong leadership and advocacy in supporting Latino families and students. El Centro is a primary pre-school feeder into BHIS. We also have students who attend before/after school care at El Centro.</li> </ol> | <ol style="list-style-type: none"> <li>1. El Centro is one of Seattle's leading Latino education and cultural organizations. They demonstrate strong leadership and advocacy in supporting Latino families and students. El Centro is a primary pre-school feeder into BHIS. We also have students who attend before/after school care at El Centro.</li> <li>2. Powerful Schools has been a BHIS partner for years and has demonstrated incredible reliability and quality in providing expanded</li> </ol>                |   |

|  |  | <b>Area of Concentration #1<br/>Improve Reading/Writing</b>  | <b>Area of Concentration #2<br/>Improve Math/Science</b> | <b>Area of Concentration #3<br/>Improve Attendance</b>   | <b>Area of<br/>Concentration #4<br/>Increase English<br/>Language<br/>Acquisition</b> |
|--|--|--|--|--|---|
|  |  | <p>have a strong, aligned partnership with Seattle University's teacher education program. This would expand that partnership.</p> |  | <p>learning experiences for students.</p> <p>3. CDSA is our on-site childcare provider. They have strong relationships with our teaching staff and families. They have expertise in early learning and have participated in joint early learning trainings. They communicate daily with our staff regarding academic expectations and support.</p> |   |

|                        |  | Area of Concentration #1<br>Improve Reading/Writing  | Area of Concentration #2<br>Improve Math/Science   | Area of Concentration #3<br>Improve Attendance   | Area of Concentration #4<br>Increase English Language Acquisition |
|------------------------|--|--|--|--|---|
|                        | <b>If you are leveraging other funds to support these strategies, please identify them here.</b> | <ol style="list-style-type: none"> <li>1. Baseline funds</li> <li>2. Title 1 funds</li> <li>3. Bilingual funds</li> <li>4. PTA funds</li> </ol>  | <ol style="list-style-type: none"> <li>1. Baseline funds</li> <li>2. Title 1 funds</li> <li>3. Bilingual funds</li> <li>4. PTA funds</li> </ol>  | <ol style="list-style-type: none"> <li>1. Baseline funds</li> <li>2. PTA funds</li> <li>3. DSHS/City of Seattle</li> </ol>   |   |
| <b>Leveraged Funds</b> | <b>How will other funds be used to support your strategy?</b>                                    | <ol style="list-style-type: none"> <li>1. Baseline funding will be used for materials, supplies, teacher time for collaboration and coordination.</li> <li>2. Title 1 funds are funding an instructional assistant to support the Latino students in the Spanish immersion classroom. Title 1 funds will also be used to partially fund a volunteer coordinator who will support and communicate with the community partners as well as communicate with families</li> <li>3. Bilingual funds will be used to support additional district-level coaching, supplies, instructional assistants</li> <li>4. PTA funds are used to fund a Powerful Schools coordinator for the program as well as materials and supplies to support Latino students in the immersion program.</li> </ol> | <ol style="list-style-type: none"> <li>1. Baseline funding will be used for materials, supplies, teacher time for collaboration and coordination.</li> <li>2. Title 1 funds are funding an instructional assistant to support the Latino students in the Spanish immersion classroom. Title 1 funds will also be used to partially fund a volunteer coordinator who will support and communicate with the community partners as well as communicate with families</li> <li>3. Bilingual funds will be used to support additional district-level coaching, supplies, instructional assistants</li> <li>4. PTA funds are used to fund a Powerful Schools coordinator for the program as well as materials and supplies to support Latino students in the immersion program.</li> </ol> | <ol style="list-style-type: none"> <li>1. Baseline funding will be used to pay for attendance secretary time for collaboration with FSW as well as to pay for supplies and materials</li> <li>2. PTA funds are used to fund Powerful Schools coordinator for the program</li> <li>3. DSHS and the City of Seattle provide subsidized funding for students who cannot afford CDSA.</li> </ol> |   |

## ATTACHMENT 7: SOCIAL, EMOTIONAL, BEHAVIORAL AND FAMILY SUPPORT PLAN

### Case Management Support

- 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 BHIS 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 BHIS, 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.
- 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.
- 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.

- D) 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.

### **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 Mercer Middle School who brings some of our alumni back to BHIS 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 Mercer'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.

## ATTACHMENT 8: MANAGEMENT AND OVERSIGHT PLAN

### A. Tracking to Results

1. All staff members, both certified and classified, attend a beginning-of-the-year data review and analysis workshop led by the building principal. The principal presents school-wide data collected from State and District measures. This data is disaggregated by ethnicity, ELL, free/reduced status and gender. Teachers receive this data for their class, for their grade level, and for the school so comparisons can be made and strategies designed with the entire grade level in mind. At this time, teachers also receive an intervention tracking document for each of their incoming students that outlines all of the interventions, both academic and social/emotional, that a student has received in their tenure at BHIS. This document identifies indicators and outcomes, interventions as well as results of those interventions.

By the first week of October, after beginning-of-the-year assessments, teachers assemble their Classroom-Based Assessment (CBA) data to use as a baseline in conjunction with state and District data. Fall MAP scores are included at this time. Classroom-based data include the Every Day Math (EDM) beginning-of-the-year assessment, Columbia Teachers College Reading Assessment, Kinder WaKIDS assessment and kindergarten skill reading, writing and math inventories, and informal reading and math inventories. There are also grade specific inventories which include sight word lists, reading fluency, math fact fluency and math/reading comprehension assessments.

The second week of October, grade level teams meet with the Student Intervention Team (SIT) for an All School Student Review. The SIT consists of the principal, head teacher, ELL teachers, Title 1 teacher, special education teachers, family support worker, nurse and school counselor. Teachers come having compiled and analyzed their data and having identified children who are at, below, or above standard. At this all school review, students are indentified for specific interventions. Parent meetings are set up for students who are well below standard.

Teachers continue through the year to update student data and track assessment results in excel spreadsheets or in grade books. They make sure to focus on students of concern. In late January, grade level teams again come to an All School Student Review which focuses only on those children not meeting standard. Reports of the success or failure of interventions are given and plans are modified. At this juncture there may be a new list of students of concern and a new plan crafted. In early May, teachers update the Intervention Tracking files for each student to send on to the next year's teacher. End of the year assessments included in the file include MAP, EDM final assessments, spring Teacher College Reading assessment scores, and other classroom-based assessments. Grade level teams provide a summary to the Head Teacher who resorts these results and prepares files for next year's classes.

In addition, in a more informal and frequent manner which allows teachers to be adaptive to ongoing student needs, all of our teachers and IAs participate in weekly Professional Learning Communities that focus on student outcomes and data. This gives teachers a weekly, collaborative opportunity to track students' progress and share instructional strategies with their peers. Support teachers such as ELL and title teachers and the principal and head teacher attend these meetings as well.

2. New next year whether we receive the levy funding or not, teachers will be expected to submit classroom-based assessments such as EDM unit tests, collaboratively-designed interim math assessments, and TC reading assessment data every 6 weeks or more frequently if needed to the Head Teacher. With levy funds, the head teacher and classroom teachers would work collaboratively with the teacher managing the levy grant to track data and assess student progress and intervention effectiveness.
3. In order to adjust strategies in a timely fashion, our school and community partners will be using both summative and formative data. Intervention cycles will be 6-8 weeks in length with a short break in between which will allow us to assess progress and effectiveness and make changes as necessary.

More frequent formative assessments which we will align with our community partners will give teachers and community partners an opportunity to fine tune and adjust instruction on a more frequent basis within the 6-8 weeks and allow for immediate re-teaching or additional practice. We will work as a staff and with our community partners to share student data and align pre- and post-assessments to be given before and after intervention periods.

Data tracking, sharing and oversight of the success of interventions will be included in the grant coordinators job description. All community partners and teachers of focus students will funnel and receive data through this staff member.

## **B. Leadership, Planning, and Implementation**

1. The BHIS staff has 100% buy-in with the majority of teachers eager to provide after-school, intervention support for targeted students. Staff buy-in and enthusiasm has been facilitated through an intentional process. First, a data analysis leadership team was convened in early February to examine our school wide data from the past six years. The principal and this group of teachers looked for trends in school-wide and disaggregated data from this past year as well as from longer-term MSP data. These trends were then shared with the Building Leadership Team, PTA, Latino Parent Leadership Board and faculty as a whole in early March. As a result of this data review, the Building Leadership team, PTA and Latino Leadership Board gave their recommendations for focus groups and interventions. Teachers were asked to identify strategies that have

been successful in the past with strong results, and the kinds of professional development that have moved their teaching towards the implementation of best practices.

Teachers were surveyed regarding their credentialing and continuing education in the areas of mathematics, reading and education of ELL students. Finally teachers were surveyed as to their willingness and availability for extended day teaching with overwhelmingly positive responses.

2. We met with several community partners during the data analysis phase of our planning to solicit their perspectives on the needs of our students and families. These partners were community organizations with whom we have historical relationships, and who are knowledgeable about our school population. These partners were CDSA, Powerful Schools, El Centro de la Raza and Asian Counseling and Referral Services.

The principal and head teacher also attended the community partners forum sponsored by the City of Seattle and the Seattle Public Schools to familiarize ourselves with agencies with whom we had not previously partnered.

Once the targets and focus students were identified, we again met with the aforementioned community partners to clarify what they could offer which would respond to the academic and social/emotional needs of our focus children and their families.

In ensuring community partners continue to have input in program implementation, formal stakeholder meetings will be held quarterly facilitated by the grant coordinator. These meetings will include the coordinators from each of our community partners, BHIS administrative staff, and representatives from our Latino parent leadership team. With this ongoing collaboration, adjustments can be made throughout the year to maximize the impact of interventions.

3. Two challenges that can be anticipated are communication and accountability. Communication between BHIS and the community partners must be effective and mutually responsive. Additionally communication with our parents needs to be flexible, frequent and culturally responsive both in content and style. In the area of accountability, data tracking and adjustment of interventions must be a cooperative process. To address some of these challenges, our proposal includes an on-site certified teacher who is responsible for all of our focus children and the programs in which they participate whether it is tutoring by our BHIS teachers or programs run by community partners.
4. The best method we have at BHIS to determine if an intervention or instructional strategy is working or not work is by teachers collaborating over student data in weekly PLCs and analyzing growth as related to instructional practices. We do this on an ongoing basis with our guided reading services. Every child in our

school is receiving small group, guided reading instruction on a daily basis. Research has shown that guided reading at a child's instructional level is a powerful best practice in reading. This strategy is only effective with explicit skill instruction based upon the child's reading level and the skills they already possess. Students are assessed on biweekly basis to monitor effectiveness of the instruction. Teachers analyze growth as a team and then make determinations such as moving students into higher groups, continuing students in the same group with additional practice, problem solving students who aren't making adequate progress, and occasionally bringing students who are not making progress to the SIT team.

In general, we find that strategies are effective when they are standards-based, explicitly taught, collaboratively planned, monitored frequently and adjusted based upon students' responses to the intervention. These are the principles we will apply to any strategy funded through the Levy.

5. District administrators and coaches will play a strong advisory role in coaching and providing additional professional development, guidance and support. They include Veronica Gallardo, ELL Director, and Dedy Fauntleroy, ELL Coach, who will provide support with best practices in reaching our ELL students. Adam Dysart, Math Coach, will provide us with specific math curriculum and instructional support as it pertains to our target populations. Kathleen Vasquez, Literacy Program Manager, will continue to help us in identifying reading curriculum and interventions to best meet the needs of our target students. We will also utilize Mark Teoh, Executive Director of Research and Evaluation, for data analysis support, Bree Dusseault, Executive Director, for instructional leadership support and resources, and Karen Kodama, Manager of International Schools, for support with dual language instructional methods.
6. In addition to Levy funds, we are using Title 1 funds for: 1) extended learning opportunities before and after school through our Latino morning club for parents and children, 2) a volunteer coordinator who solicits and trains classroom volunteers, 3) a Spanish dual immersion instructional assistant who helps provide differentiated support in class, and 4) a highly qualified Title 1 teacher who provides targeted reading and math support to struggling students. Through PTA fundraising we are purchasing additional Spanish language literacy supplies and funding Powerful Schools after school programs, and Powerful Arts programs during school. The PTA is also helping to fund our volunteer coordinator. From our baseline budget, we have included funds for class-size reduction, additional in-class IA support for K/1 and other literacy supplies. We are also using Title 1 professional development funds to cover intensive professional development and collaborative time for staff around team planning grounded in the standards, collaborative analysis of student work, the intentional alignment of best practices and ongoing study of best practices in ELL education. We are modeling our collaborative work around the work done the past 7 years at Mercer Middle School. Having seen their results and their path to attaining

those results, our staff if on board in replicating that collaborative work at Beacon Hill.

7. Not applicable.

### **C. Previous Success**

1. One example of how our prior work brought strong results was a systemic, multi-pronged approach to raising achievement in the area of reading comprehension in 2008. As a school, we looked at trends in our data, both standardized and classroom assessments. Each teacher in collaboration with grade-level teams aligned instruction with state standards in the area of reading comprehension. With the help of district coaches, we selected a comprehension-focused supplemental curriculum that addressed many of the weaknesses we saw in our children's performance. Finally we formed grade band professional learning communities to examine student work and adjusted lessons based upon student success. This combination of approaches not only raised test scores across all groups, but increased children's competence in reading and comprehending non-fiction texts. Over time, with teacher turnover and inadequate, continued emphasis on ongoing collaboration, those results were not sustained. However, we see lessons from that experience on how we can replicate the successes and avoid the mistakes such as not building in systems to sustain the progress. We have done similar work in writing and have seen similar results. In partnership with Powerful Schools' Powerful Writers professional development, BHIS took on writing instruction as a unified system and with an emphasis on coaching, collaboration, and data analysis. Our writing scores have improved steadily over the years staying just above district and state averages.
2. The resources needed to achieve the above results came from a combination of district funds to provide a Literacy coach, baseline funds to purchase curriculum, Title 1 monies for professional development for teacher leaders, and professional dedication of our teachers in attending PLCs that, at that time, were not compensated by the District.

*Dear City of Seattle Elementary RFI Coordinators,*

*Thank you so much for the opportunity to apply for this FEL grant. We are excited about the potential this grant holds for the students of Beacon Hill International School and for students throughout the Seattle Public Schools. We appreciate the hard work and thoughtfulness you have put into creating this application. Regardless of outcome (although we are hoping and praying for nothing but the best), I want you to know that I have grown tremendously as a school leader just by going through this process. From the identifying of targeted groups of students through intensive and thorough data analysis to undergoing significant self-reflection as a school to the intentional coordination of best practice interventions with community partners, I have strengthened my skill set, which in itself will be a great benefit to my students, staff and families. Thank you for that. And thank you for considering our application.*

*Sinceramente,  
Kelly Aramaki*

**Attachment #9: Annotated Budget**

**Beacon Hill International School**

**Elementary RFI**

**Instructions**

In the budget template below, please identify a low and a high range estimate for your proposal. Please include what you will do with earned performance pay for mid-year indicators (7.5% of total budget), end-of-year indicators (7.5% of total budget), end-of-year outcomes (10% of total budget). Note that your work plan should reflect the high budget range.

| Commitment Item | Description             | Low Range Budget | High Range Budget | Annotation   | Area of Concentration         | Key Component                                    | Outcomes & Indicators              |
|-----------------|-------------------------|------------------|-------------------|--|-------------------------------|--|------------------------------------|
| 23201205        | Teacher - Elementary    | \$21,410         | \$42,821          | <b>Low Range Budget</b> – Hire a .25 FTE to coordinate the FEL grant including supervising before/after school services and coordinating community and pre-school partnerships.<br><b>High Range Budget</b> – Hire a .5 FTE to coordinate the FEL grant including supervising before/after school services, coordinating community and pre-school partnerships, tracking student data, and student case management.                                  | All Areas                     | All Key Components                               | All Outcomes & Indicators          |
| 23201205        | Teacher - Elementary    | \$42,821         | \$42,821          | .5 FTE Math/ELL specialist to give high-level support to students during and after school and provide teacher coaching and support for PLC work around ELL instructional best practices  | Math/Science                  | Extended In-School Learning Time                 | MAP Math                           |
| 2062            | Certificated Extra Time | \$11,174         | \$28,086          | <b>Low Range Budget</b> – Teachers will work with students after school in reading to provide extra support 2X/week for 6 week block during first two trimesters.<br><b>High Range Budget</b> – Teachers will work with students after school in reading AND math to provide extra support 2X/week for 6 week block during first two trimesters.<br>* Ratio is 1 teacher: 5 students   | Reading/Writing; Math/Science | Extended In-School Learning Time                 | MAP Math, MAP Reading, MSP Reading |
| 39106380        | FSW                     | \$61,000         | \$61,000          | 1.0 FTE Family Support Worker (FSW) to work with a caseload of ~30 focus students. FSW caseload will be comprised of Latino students with the following profile: not making typical growth on MAP or not passing MSP and having attendance issues (>5 absences/semester). Caseload will also include African American students with >5 absences (excused or unexcused). Our FSW is at the top of the pay scale which is why the budget cost is high. | Attendance                    | Social, Emotional, Behavioral and Family Support | <5 Absences/ Semester              |

|          |   |         |          |   |                 |  |                                     |
|----------|---|---------|----------|---|-----------------|--|-------------------------------------|
| 7120     | Contractual Services – El Centro de la Raza (Pre-K – K family education and engagement) | \$5,242 | \$5,242  | El Centro will provide strong Pre-K to K readiness trainings, in collaboration with BHIS staff, for families of incoming kindergarteners in the spring and then continue trainings monthly throughout the school year around different components of WaKIDS (ex. literacy, mathematics, social/emotional, fine motor, etc.) | All Areas       | Social, Emotional, Behavioral and Family Support                                 | WaKIDS Gold & MAP Reading, MAP Math |
| 7120     | Contractual Services – El Centro de la Raza (Case Management)                           | \$8,524 | \$8,524  | El Centro will provide intensive social/emotional, family, academic support for our 5 most impacted Latino families - students identified within targeted groups. Case worker will work on-site one day per week to meet with students and families.  | All Areas       | Social, Emotional, Behavioral and Family Support                                 | All Outcomes & Indicators           |
| 7120     | Powerful Schools Tuition Support  |         | \$6,750  | <b>High Range Budget</b> - Powerful Schools classes will be offered to targeted students without cost for each of 3 sessions (fall, winter, spring)   | Attendance      | Out-of-School Expanded Learning Opportunities                                    | <5 Absences/Semester                |
| 7120     | CDSA Tuition Support  |         | \$13,400 | <b>High Range Budget</b> - CDSA Tuition support will be provided to 5 students for either before or after school to support families in getting students to school.   | Attendance      | Out-of-School Expanded Learning Opportunities                                    | <5 Absences/Semester                |
| 7120     | University Tutors   |         | \$11,700 | <b>High Range Budget</b> - University tutors will work 10 hours each week during and after school to support L3 students in staying at L3 in reading.   | Reading/Writing | Extended In-School Learning Time & Out-of-School Expanded Learning Opportunities | MSP Reading                         |
| 30597352 | Sound Partner Tutor   |         | \$4,680  | <b>High Range Budget</b> - A Sound Partner tutor will work 15 hours/week each week during and after school to support 1st grade Latino students not making typical growth in reading with a focus on phonics and phonemic awareness.  | Reading/Writing | Extended In-School Learning Time   | MAP Reading                         |

|  |  |                  |                  |  |                               |   |   |
|--|--|------------------|------------------|--|-------------------------------|---|---|
|  | Mid-Year Indicator Performance Pay (7.5%) - Earned in March      | \$15,000         | \$22,500         | <p><b>High Range Budget</b> - If we earn the mid-year indicator performance pay, we plan to do a third 6-week session of after-school extra time with classroom teachers in math and reading (\$14,043), purchase ELL literacy intervention materials from best practice Fountas and Pinnell publisher (\$5,000), and fund one release day for 19 classroom teachers for an ELL training/coaching/PLC session.</p> <p><b>Low Range Budget</b> - Add the third 6-week session of after-school extra time with classroom teachers in reading and math (\$14,043).</p>  | Reading/Writing; Math/Science | Extended In-School Learning Time  | MAP Math, MAP Reading, MSP Reading              |
|  | End-of-Year Indicator Performance Pay (7.5%) - Earned in June    | \$15,000         | \$22,500         | <p><b>High Range Budget</b> - If we earn the end-of-year indicator performance pay, we plan to hire a .25 Pre-K to K Transition Teacher/ WaKIDS lead teacher (\$21,410) who will support kindergarten teachers and pre-school partners in implementing WaKIDS. This teacher will plan PD, help build interrater reliability between teachers, coordinate family meetings, coordinate collaborative meetings between teachers and pre-school staffs, etc.</p> <p><b>Low Range Budget</b> - Add back CDSA before/after school support (\$13,400)</p>   | All Areas                     | Extended In-School Learning Time & Out-of-School Expanded Learning Opportunities & P-3 Transition | WaKIDS Gold & MAP Reading, MAP Math, Attendance |
|  | End-of-Year Outcome Performance Pay (7.5%) - Earned in September | \$20,000         | \$30,000         | <p><b>High Range Budget</b> - If we earn the end-of-year outcome performance pay, we plan to add 3 release days for each of our 25 certificated teachers for professional development/PLC work around ELL learners, WaKIDS, and collaborative, standards-based planning and data analysis (\$12,825), add a Sound Partner Tutor for 1st grade readers who need phonics support (\$4,680), add \$5,000 for the next levels of reading curricular support for ELL students, add .1 FTE to our math coach to make it 0.6FTE (3 full days). <b>Low Range budget</b> - Add .25 Pre-K to K Transition Teacher/ WaKIDS lead teacher (\$21,410) who will support kindergarten teachers and pre-school partners in implementing WaKIDS.</p> | All Areas                     | Extended In-School Learning Time & Out-of-School Expanded Learning Opportunities & P-3 Transition | All Outcomes & Indicators                       |
|  | <b>Total:</b>  | <b>\$200,171</b> | <b>\$300,024</b> |  |                               |   |   |