

**ATTACHMENT 1: COVER SHEET**

**MIDDLE SCHOOL INNOVATION AND LINKAGE RFI**

**School Information:**

School name:	<b>Broadview-Thomson K-8</b>
School address:	<b>13052 Greenwood Avenue N., Seattle, WA 98133</b>

**Applying for (please check one):**

- Innovation
- Linkage
- Innovation AND Linkage (only one investment will be awarded)

**Principal's Contact Information:**

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Signature:		Date:	

**Additional Staff Member's Contact Information:**

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Title:	<b>Assistant Principal</b>		
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Signature:		Date:	

## ATTACHMENT 2: School Narrative

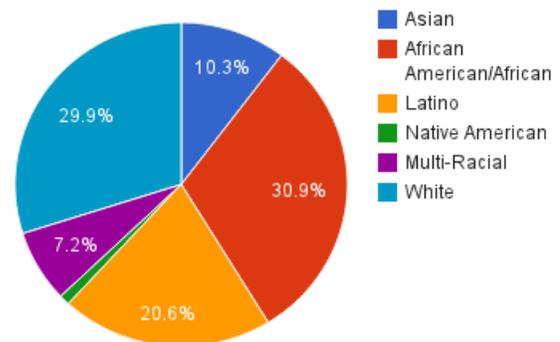
Broadview-Thomson is a diverse, caring K-8 school that currently enrolls 670 students. The school provides special education services to 120 students, 18% compared to the district average of 14%. We also serve 140 students or 20% who qualify for bilingual services. There are 34 different languages spoken at Broadview. There are 160 students enrolled in the middle school program. The school is in the north end of Seattle but has a population typical of south Seattle, there is no significant majority racial group. This is true of the middle school population, as well (see figure 1). Broadview does not receive a significant amount of additional funding outside of the district's budget. Of the current 6th grade class 85% of the students came from the K-5 program. This allows the school to build and continue strong positive relationships and build skills over time. The levy plan utilizes the school's strength of retaining students through the K-8 program in the design of interventions and the implementation and collection of assessment data.

Many of our students enroll in school without prerequisite skills to be independent in performing grade-level skills. Unfortunately, our at-risk student population has few external supports. Sixty-three percent, or 422 students, come from families who qualify for free and reduced lunch services. An additional challenge the middle school faces is a mobility rate of 7%. Over a quarter of our students live in households where a language other than English is primarily spoken.

Through implementing standards based planning and a more comprehensive assessment system Broadview-Thomson has experienced significant improvement in student achievement in the past few years. This year Broadview-Thomson was one of three schools celebrated for significant improvement in the number of students meeting standard on the MSP at the State of the District (see figure 2). There was improvement in all content areas, but the school experienced the most improvement in the area of reading, which is attributed to the significant changes made to the reading program. One of the most significant changes made is how intervention services are delivered to students. In the middle school students who are more than one grade level below receive extended in-school learning time with an additional reading class. In these three intervention reading classes there is a ratio of one certificated teacher for every ten students. Broadview has experienced particular success in this kind of targeted wrap around service. The levy would allow the middle school to use the existing successful reading intervention system with the content area of math. The school chose to focus on the content area of math in the levy application because more students are meeting standard in reading than in math (see figure 2). During the 2011-2012 school year 57% of middle school students met standard in reading and 50% of middle school students met standard in math. This means that while the school is experiencing improvement in all content areas we have less students meeting standard in math than any other content area. In addition subpopulations have been identified as needing more intervention support. In analyzing the middle school data there are a few subpopulations that represent an academic challenge particularly in the area of math. Of students

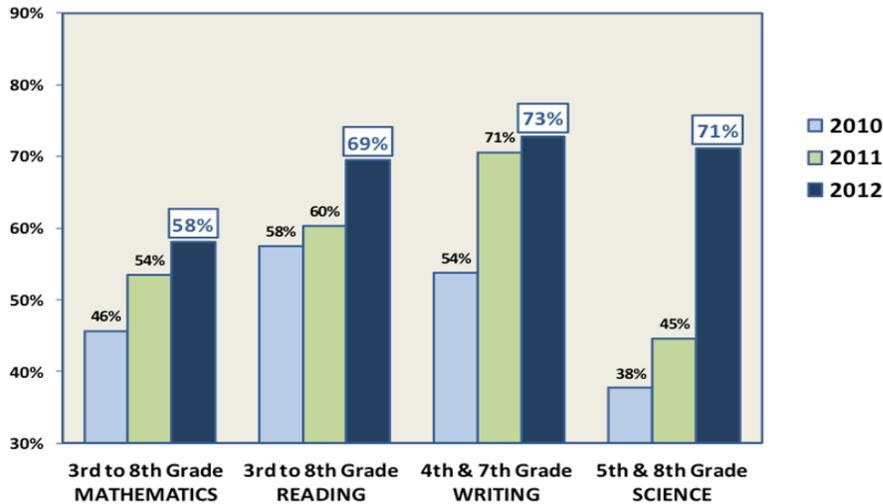
**Figure 1**

**Demographic Breakdown:  
Broadview-Thomson Grades 6-8**



receiving ELL services, 68% did not meet standard on the math MSP. Within that subpopulation success was experienced with the Latino group, all students met standard either with a level 3 or modified criteria. However within the African American and African students receiving ELL support 67% achieved a level 1 on the math MSP. Another subpopulation that needs additional support are students receiving special education services. Only 20% of students with an IEP met standard on the math MSP with a level 3 or 4 and 26% met standard with modified criteria.

**Figure 2**



Building on the success of last year and recognizing the need to continually improve, the school adopted the Multi-tiered System of Supports (MTSS) to focus on planning and instruction in general education classes while tracking intervention services. Across all grade levels, reading and math units are standards based and are developed on a common planning template that includes components in the area of: lesson objective, teaching method, vocabulary, differentiation, and assessment. Middle school staff intentionally aligns curriculum to common core standards in reading and math to state standards.

Additionally Broadview developed a K-8 school-wide assessment calendar in which expectations for who is being assessed and when. The system ensures multiple data points are used when identifying students who need additional interventions and support. Standards based interim benchmark assessments that match the rigor of the MSP are given in reading and math at least four times a year. This allows teachers to analyze by grade level, classroom, or individual students to identify struggling students or subgroups and standards that need to be retaught. Progress monitoring tools are used in both reading and math (Yearly Progress Pro -YPP) to monitor student progress on standards-based skills. Teachers are able to access YPP online reports within 24 hours to assess reports detailing which standards and sub skills students have mastered. Students are assessed weekly to monitor progress overtime. Classroom assessments, in the form of exit tickets, are also used to assess students. Because of our comprehensive assessment program the MAP assessment is not used to track student growth overtime. The MAP assessment is not standards-based and does not align to the instruction in the classroom. It is used to indicate whether a student is in need of intervention services, along with the data points mentioned above.

## ATTACHMENT 3: Data Analysis Summary

### **Math**

#### ***What high-level trends are you observing?***

As we plan for the 2013-2014 school year we are concentrating on working towards the outcome that students will advance from Level 1 and Level 2 to Level 3 or higher on the math MSP test.

Our two math indicators towards this outcome will be student scores moving from Level 1 to Level 2 or higher on the math MSP and student scores moving from Level 2 to Level 3 or higher on the math MSP.

According to data from the 2011 and 2012 math MSP tests, 21% of our current 6th grade students, 20% of our current 7th grade students, and 38% of our current 8th grade students showed at least one level of growth. Additionally, 43% of our current 6th grade students, 36% of our current 7th grade students, and 38% of our current 8th grade students showed no progress and 17% of our current 6th grade students, 15% of our current 7th grade students, and 5% of our current 8th grade students fell by at least one level.

In reference to our indicator, 48% of students who achieved a level 1 on the 2011 math MSP achieved a level 2 on the 2012 math MSP and 41% of students who achieved a level 2 on the 2011 math MSP achieved a level 3 on the 2012 math MSP. Unfortunately, 19% of the students who earned a level 2 on the math MSP in 2011 earned a level 1 on the math MSP in 2012 and 18% of students who achieved a level 3 on the 2011 math MSP achieved a level 2 or lower on the 2012 math MSP.

#### ***Which subpopulations appear to be struggling?***

The groups of students most at risk for not meeting standard are students with IEPs, with only 20% earning a level 3 or 4 on the math MSP and only 26% earning a level 3 or 4 on the reading MSP, and students receiving ELL services, with only 21% earning a level 3 on the math MSP, and no ELL students earning a level 4, and only 31% earning a level 3 or 4 on the reading MSP. Most of these students are already receiving significant interventions in reading, leading to higher scores in all groups on the reading MSP than the math MSP.

Because of the lower math scores, however, they need additional academic interventions in math as well as in reading.

#### ***What are the primary skill gaps or other barriers to success for the subpopulations identified in the previous question?***

Upon evaluation of our program structure, through MTSS and mandatory ELL and Special Education supports, all of our ELL and Special Education students, as well as all students achieving a level 1 or 2 on the reading MSP, receive additional reading supports, in small groups, with a specialist, during the regular school day. However, for math, students who are struggling with math only have extra support in that content area during the regular school day in the 7th grade and it is currently in the form of an extra period of math in a full-class setting with their regular classroom teacher.

In terms of specific academic skills, the middle school math teachers report that their

students are struggling with manipulating equations and are having difficulty understanding that there are multiple ways for finding the answer to any given problem. In determining specific strategies for meeting individual student needs during our interventions, we will utilize data from multiple diagnostic and periodic assessments, including Data Director benchmarks, YPP, and MAP. According to data from our 2nd math benchmark, at this time in the year most students in each grade appear to be struggling with the following state math standards specifically:

1. 6th grade

- a. 6.1.A: Compare and order non-negative fractions, decimals, and integers using the number line, lists, and the symbols  $<$ ,  $>$ , or  $=$ .
- b. 6.1.C: Estimate products and quotients of fractions and decimals.
- c. 6.2.B: Draw a first-quadrant graph in the coordinate plane to represent information in a table or given situation.
- d. 6.3.B: Write ratios to represent a variety of rates.
- e. 6.3.D: Solve single- and multi-step word problems involving ratios, rates, and percents, and verify the solutions.
- f. 6.4.A: Determine the circumference and area of circles.
- g. 6.4.F: Determine the surface area of a pyramid.

2. 7th grade

- a. 7.1.A: Compare and order rational numbers using the number line, lists, and the symbols  $<$ ,  $>$ , or  $=$ .
- b. 7.1.D: Define and determine the absolute value of a number.
- c. 7.3.A: Determine the surface area and volume of cylinders using the appropriate formulas and explain why the formulas work.
- d. 7.3.D: Solve single- and multi-step word problems involving surface area or volume and verify the solutions.
- e. 7.4.C: Describe a data set using measures of center (median, mean, and mode) and variability (maximum, minimum, and range) and evaluate the suitability and limitations of using each measure for different situations.

3. 8th grade

- a. 8.1.B: Solve one- and two-step linear inequalities and graph the solutions on the number line.

- b. 8.2.C : Demonstrate that the sum of the angle measures in a triangle is 180 degrees, and apply this fact to determine the sum of the angle measures of polygons and to determine unknown angle measures.
- c. 8.3.B: Select, construct, and analyze data displays, including box-and-whisker plots, to compare two sets of data.
- d. 8.5.G: Extract and organize mathematical information from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.

In addition to these standards, both our ELL and Special Education students are struggling with the following standards according to our math benchmark:

1. 6th grade

- a. 6.1.G: Describe the effect of multiplying or dividing a number by one, by zero, by a number between zero and one, and by a number greater than one.
- b. 6.1.H: Solve single- and multi-step word problems involving operations with fractions and decimals and verify the solutions.
- c. 6.3.G: Determine the theoretical probability of an event and its complement and represent the probability as a fraction or decimal from 0 to 1 or as a percent from 0 to 100.

2. 8th grade

- a. 8.3.A: Summarize and compare data sets in terms of variability and measures of center.

Only our Special Education students appear to be struggling with the following standards:

1. 7th grade

- a. 7.1.E: Solve two-step linear equations.
- b. 7.2.C: Describe proportional relationships in similar figures and solve problems involving similar figures.
- c. 7.2.G: Determine the unit rate in a proportional relationship and relate it to the slope of the associated line.
- d. 7.6.C: Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem.

Only our ELL students appear to be struggling with the following standards:

1. 6th grade

- a. 6.3.A: Identify and write ratios as comparisons of part-to-part and part-to-whole relationships.
  - b. 6.4.G: Describe and sort polyhedra by their attributes: parallel faces, types of faces, number of faces, edges, and vertices.
2. 8th grade (very small sample size - only 3 ELL students in the grade)
- a. 8.1.D: Determine the slope and y-intercept of a linear function described by a symbolic expression, table, or graph.
  - b. 8.1.E: Interpret the slope and y-intercept of the graph of a linear function representing a contextual situation.
  - c. 8.2.A: Identify pairs of angles as complementary, supplementary, adjacent, or vertical, and use these relationships to determine missing angle measures.
  - d. 8.2.B: Determine missing angle measures using the relationships among the angles formed by parallel lines and transversals.

This data is current for this group of students at this time of year and will be constantly updated and monitored for each student as we collect additional data from periodic assessments.

### **Passing Classes**

#### ***What high-level trends are you observing?***

Our passing classes indicator, to lead to our overall outcome of students advancing from a Level 1 and Level 2 to Level 3 or higher on the math MSP, is that all students will pass all core courses at the end of the year.

In order for our course passage rate to accurately predict progress towards the outcome, and for us to reduce score slippage among students who have already met standard, we need to ensure that our grading practices are standards-based and student course passage aligns with students meeting standard on the MSP. Our course passage data and MSP data from the 2011-2012 school year indicate student course passage in all courses does not necessarily align with meeting standard on the MSP, particularly when broken down into demographic groups.

However, when comparing passing rates in math and science on the November 2012 report card to passing rates on the November 2011 report card, significantly more students were passing math and science courses in 2011 than in 2012. For instance, in November 2011 52 out of 57 7th grade students, or 91%, earned a C- or higher in their math class. In November 2012 only 42 out of 56 7th grade students, or 75%, earned a C- or higher in their math class. Teachers attribute this change to the movement towards standards based grading. As a result, while this indicates a decline in student course passage it also indicates improved alignment between grading practices and the standards. The alignment of these two indicators allows the school to correctly focus

interventions for the maximum improvement in student achievement.

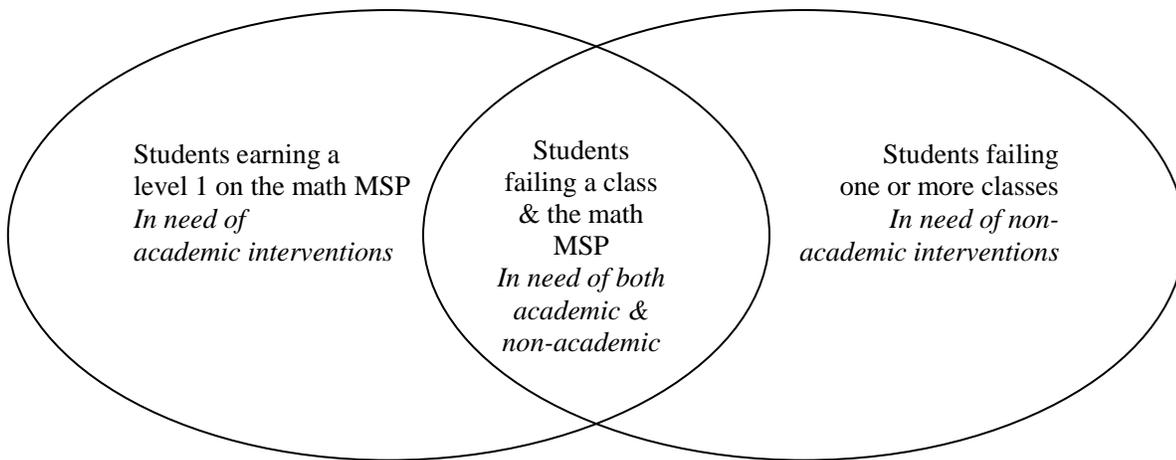
***Which subpopulations appear to be struggling?***

The group of students who are having the most difficulty passing all of their classes are the students who achieve a level 1 on one of the state assessments, with 67% of the students achieving a level 1 on the reading MSP and 65% of students achieving a level 1 on the math MSP passing all of their classes. The racial group with the lowest rate of passing all classes are students who are white and not receiving ELL services, with only 70% of them passing all of their classes. MS RFT data says that they are the most likely racial group to meet standard on both the math and reading MSP tests, with 63% of non-ELL white students meeting standard on the math MSP and 77% of non-ELL white students meeting standard on the reading MSP. At Broadview Thomson, 9 out of the 10 students who met standard on at least one MSP but failed at least one class, were white.

Additionally, there is also a discrepancy, between different racial groups, of the percentage of students meeting standard on state tests and those passing all of their classes. For instance, of white students not receiving ELL services, 77% met standard in reading, 63% met standard in math, and 70% passed all classes; meaning, 7% more students met the reading standard and 7% fewer students met the math standard than passed all of their classes. Of students who are African American and African and not receiving ELL services, 60% met standard in reading, 42% met standard in math, and 87% passed all classes; meaning, 27% fewer students met the reading standard and 45% fewer students met the math standard than passed all of their classes. Of students who are Latino and not receiving ELL services, 72% met standard in reading, 61% met standard in math, and 94% passed all classes; meaning, 22% fewer students met the reading standard and 33% fewer students met the math standard than passed all of their classes.

There was a misalignment between student achievement on state tests and students passing all of their classes. For instance, on the 2012 reading MSP, 10% of students earning a level 4, 16% of students earning a level 3, and 14% of students earning a level 2 failed at least one core class.

According to this MSP reading data, a higher percentage of students who did not quite meet standard passed all of their classes than students who barely met standard. Additionally, on the 2012 math MSP, 10% of students earning a level 4, 9% of students earning a level 3, and 10% of students earning a level 2 failed at least one core class. According to this data, a higher percentage of students earning the highest level on the state assessment in math did not pass all of their classes than of students meeting standard at the lower level. This data suggests that all students failing any class require non-academic interventions, in addition to the academic interventions needed by students failing both courses and the state assessments.



***What are the primary skill gaps or other barriers to success for the subpopulations identified in the previous question?***

The middle school teachers report that many students want to memorize the material and are unable to apply specific skills on more complex assignments. In particular, at the end of the first marking period in this school year only 29 of 51 students in the 8th grade science class, or 57% of the class, were passing the course. Results of teacher generated assignments show that most students successfully complete the knowledge-based questions, but struggle with questions that require application of the knowledge, leading to low overall scores for a large percentage of the students.

When discussing with teachers the higher passing rate of all classes by students earning a level 2 than those earning a level 3 on the reading MSP, they pointed to how students earning a level 1 or 2 receive additional support, in both organization and specific reading skills, both during the school day and after-school, than do students who have already met standard. Additionally, teachers pointed to a lack of motivation by many students who had already met standard, resulting in incomplete and missing work assignments and, consequently, lower than expected course grades. This presents a particular concern because those students who met standard previously, but are not demonstrating growth in their current courses, present a risk for not meeting standard on state assessments in future years.

## **ATTACHMENT 4: Data Sample**

- Addendum A: Academic MTSS Student Details – Reading  
Student preparedness at entry into kindergarten has declined and resulted in an unprecedented 32 first grade students requiring academic intervention.
- Addendum B: Academic MTSS Student Details – Math  
Student preparedness at entry into kindergarten has declined and resulted in an unprecedented 32 first grade students requiring academic intervention.
- Addendum C: MTSS & Assessment Calendar for 2012-2013  
School-wide calendar to instruct staff on assessment periods, planning dates and collaborative meetings
- Addendum D: 6.2 Math Benchmark  
Standards-based interim math benchmark assessment developed by Broadview-Thomson staff using the Data Director tool. Assessments match our power standards, curriculum pacing guide, and content and complexity of MSP.
- Addendum E: 2nd Math Benchmark Item Analysis - 6th Grade  
Report on interim math benchmarks results to inform instructional planning.
- Addendum F: 7.2 Math Benchmark  
Standards-based interim math benchmark assessment developed by Broadview-Thomson staff using the Data Director tool. Assessments match our power standards, curriculum pacing guide, and content and complexity of MSP.
- Addendum G: 2nd Math Benchmark Item Analysis - 7th Grade  
Report on interim math benchmarks results to inform instructional planning.
- Addendum H: 8.2 Math Benchmark  
Standards-based interim math benchmark assessment developed by Broadview-Thomson staff using the Data Director tool. Assessments match our power standards, curriculum pacing guide, and content and complexity of MSP.
- Addendum I: 2nd Math Benchmark Item Analysis - 8th Grade  
Report on interim math benchmarks results to inform instructional planning.
- Addendum J: Yearly Progress Pro Classroom Report  
A sample classroom report using our weekly math progress monitoring tool.
- Addendum K: Sample 7<sup>th</sup> Grade Math Unit  
A copy of a 7<sup>th</sup> Grade math unit developed for the 2012-13 school year.

## ATTACHMENT 8: Work Plan Summaries

### Area of Concentration: Math

		Previous Results – SY 2011-12				Projected Results – SY 2013-14	
Outcome/ Indicator	Description of Levy Target Student Population	# of Levy Target Students	Levy Target Students as % of Total School (6-8)	# Levy Target Students Achieved Outcome/ Indicator	% Levy Target Students Achieved Outcome/ Indicator	# Levy Target Students Meet Target	% of Levy Target Students Meet Target
Increase the % of students advancing from Level 2 to Level 3 or higher on Math MSP	All 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade Level 2 MSP Math Students.	27	20%	12	44%	17	55%
Increase the % of students advancing from Level 1 to level 2 or higher on the Math MSP	All 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade Level 1 MSP Math students (50% are students with IEPs)	48	35%	26	54%	19	62%

**I. Target Students:** Level 2 MSP Math students: 20% of our middle school students are scoring at a level 2 on the Math MSP. With the targeted support of our interim math benchmark assessment system, we aim to increase the percentage of those students who are meeting or exceeding standard. Level 1 MSP Math students: Our most struggling students, according to our MSP data, course passage data and school based interim benchmark math assessments, are students who scored a level 1 on Math MSP. Additionally, more than twice as many students scored a level 1 in math than scored a level 1 in reading. Furthermore, 51% of the our students who scored a level 1 in math have IEPs, indicating they need targeted support in math, and many of which with modified criteria, allow them to meet standard with a level 2.

### **II. Strategies:**

Reduced Class Size and Additional Math Intervention Class: Students will be in reduced class-size settings where they will receive individualized interventions, as needed. All students receiving the additional math interventions will be identified by using multiple data points. One data point is a standards based interim benchmark assessment that reflects the rigor needed for the MSP. Another data point is the Yearly Progress Pro (YPP) progress monitoring tool described in the narrative. The MAP assessment is also used to identify students who are not performing at grade level. These assessments will be monitored and created, when necessary, by the Intervention Specialist. Teachers also use informal in-class data. By using all the data points, Broadview is able to identify which students are not currently meeting standard and make decisions about interventions, individualized by student needs. The intervention

period will be directly linked to the student's general education class by providing additional focused support on the foundational skills needed in the general education classroom.

Each 6th grade math course will be taught by two certificated teachers, one special education and one general education teacher. There is also an after school program for target students. In 7th grade the Math Interventionist and the 7<sup>th</sup> grade teacher will teach the general education math class and an additional math class during the school day for target students. The focus of the additional class will be project-based learning and real world math problems that align with the WA State Standards. The 8<sup>th</sup> grade general education math class will be taught by a Math Teacher and Special Education Teacher. Student performance data from the above listed assessments will be collected by both teachers. They will analyze the data to create specific, individualized standards based goals for target students. Instruction, for all grade levels, will be co-planned by both teachers using the school unit planning template (sample attached). The two teachers in the general education classroom will provide intervention services through small group work for target students during class. The school hour strategy is the key component of Extended In-School Learning.

**-Frequency and Duration:** Double teachers in the classroom will occur every school day for 53 minutes. The extra class for 7th grade students will occur every day for 53 minutes.

**-Rationale:** Research from Fan (2012) in *Class Size: Effects on Students' Academic Achievements and Some Remedial Measures* found that reducing class size in middle school classes dramatically improved the social environment which in turn increased student achievement. This was found to be especially true for students from lower socio-economic families. This research was also supported by a meta-analysis by Sin and Chung (2009) who found that student achievement was improved in smaller class sizes by two standard deviations. This research supports the intervention plan of having two certificated teachers in each math class, including the smaller intervention classes, because it creates a smaller class size for each teacher.

**-Funding:** Special Education Funds - The Special Education teacher will be able to not only focus on students who need individualized educational services, but educational services for other students, which is a part of the “response to intervention” section focused on prevention in the Individuals with Disability Education Act (IDEA).

After School Math Support: In 6th and 8th grade, students who have been identified by our MTSS system will receive an additional hour of instruction after school. The extended learning opportunity after school program will be taught by their same classroom teachers. The Special Education teacher working with targeted 8th grade students will offer additional support in their after school program. Using the same teachers from the general ed. class and the intervention classes build stronger relationships with the families. These extended learning opportunities will concentrate on practicing the skills necessary to complete the real world/math projects in the general education class. Both reduced class size and after school classes are components of Extended Learning Time.

**-Frequency and Duration:** One hour, four days a week for the duration of the school year.

**-Rationale:** Gabrieli (2010) in *More Time, More Learning* found that extending the school day in an urban middle school from a low income area increased math proficiency in the 8th grad from 15% to 71 %. This was achieved by extending the school day and providing more time for individualized instruction for students. Broadview will replicate this middle school experience by providing

additional instructional time for all grade levels. According to *An Idea Book on Extending Learning Time for Disadvantaged Students from the U.S. Department of Education*, the following are some of the practices of an extended learning opportunity that further student academic growth: There should be a link between the extended time and the regular academic program, which connect the added time to school experiences. These associations are made through: (1) regular classroom teachers and principals refer children to the program; (2) classroom teachers instruct the extended-time classes, increasing the programs' coordination and continuity with classroom activities; and (3) programs use materials from the students' regular classes for extended-time tutoring.

**-Funding:** Title 1 – We will use these funds to pay for transportation of students and supplemental materials depending on need. Relationship with the University of Washington- We will leverage the free resource of college students provide tutoring services.

**Teacher Professional Development and Collaboration:** There will be professional development sessions for the math team and time each month for data analysis, planning, and preparation for each team member. The Math Interventionist will co-plan professional development sessions with administration and help coordinate the extra planning hours. Since the Interventionist will be teaching in a class and working closely with the math team, the professional development and planning time will be aligned to the instruction being given. This includes: unit and lesson planning that creates a culture of rigor and increases student motivation, vocabulary, assessment, standards based grading, project based learning, creating accommodations in the intervention class to make grade level content accessible, and applying math strategies in real world situations to develop critical thinking skills.

Decisions about student placement and progress would be formally discussed during a monthly meeting with the middle school math team and administration. During these meetings we will analyze achievement using the benchmark assessments, YPP, and classroom assessments. Adjustments to the intervention instruction would be decided here as well as creating specific targeted students for each student. Professional development and collaboration is a component of Extended In-School Learning.

**-Frequency and Duration:** For each Math Team member, three full day professional development sessions during the course of the year; six hours per month for collaboration; and ten hours of collaboration during the summer.

**-Rationale:** According to DeFour (2004), teachers are more effective when they collaborate and have time to reflect on their practice. We have seen the effectiveness of instruction improve at Broadview as we have devoted significantly more time to collaboration.

**-Funding:** Title 1 – We will continue to assist in providing professional development and collaboration time. We will also maximize our release time appointed by the District to provide focused training sessions and collaboration time.

**Summer School:** Summer school will be offered to incoming 6th graders who did not meet grade level expectations (targeted 7<sup>th</sup> and 8<sup>th</sup> grade students would be added depending on funding). This program will be highly individualized. Certificated teachers will analyze the data from multiple data points to create specific, individualized standards based goals for target students. The program will function with a low student to teacher ratio. There will be a high level of communication with the parents during the course of this summer session. This program will provide students with an Expanded Learning opportunity.

**-Frequency and Duration:** Two hour sessions, two to three days a week during the summer. The final summer schedule will be created after coordinating with the families and staff.

**-Rationale:** See documentation listed in “After School Math Support”

**-Funding:** Title 1- Continue to use for funding supplemental materials. PTA – Funding of incentives and food.

### **III. Key People for Interventions**

*Jeff Westmoreland (6th Grade Math) & Travis Sims (7th and 8th Grade Math):* They are the primary middle school math teachers. Their role will be to plan standards based units of instruction, lead classroom instruction and assessments, and participate in the monthly department meetings to discuss target students and their progress.

*Tim Freeman (Special Education Teacher):* He will lead the planning for the incoming 6th graders and 6th and 8th grade interventions. Interventions will be planned using the data collected through the school assessment system. Intervention instruction will be delivered in a co-teaching model with the middle school math teacher.

*Open (Math Interventionist):* Co-teach with Mr. Sims for the 7th grade math classes to provide individualized instruction for target students. They will analyze the 7th grade data to identify target students, track students’ progress, and identify specific skill supports needed. He will coordinate professional development sessions, math team meetings, and will facilitate ongoing, team collaboration.

*Jackie Cohen (Intervention Specialist):* She will coordinate the assessment calendar, create benchmark assessments, and organize the data from assessments into a readable form.

*Kary Gillette (HS Algebra and Geometry):* Serve as a member of the math department by sharing in planning and collaboration.

DuFour, R. (2004, May). What is a “professional learning community”? *Educational Leadership*, 61(8), 6–11.

*Extending learning time for disadvantaged students: an idea book.* (1995). Washington, D.C. (400 Maryland Ave., S.W., Washington 20202-0100): U.S. Department of Education.

Fan, F. A. (2012). Class Size: Effects on Students' Academic Achievements and Some Remedial Measures. *Research In Education*, 87(1), 95-98. doi:10.7227/RIE.87.1.7

Gabrieli, C. (2010). More Time, More Learning. *Educational Leadership*, 67(7), 38-44.

In-Soo, S., & Jae Young, C. (2009). Class size and student achievement in the United States: A meta-analysis. *KEDI Journal Of Educational Policy*, 6(2), 3-19.

## Area of Concentration C: Passing Classes

Outcome/ Indicator	Description of Levy Target Student Population	Previous Results – SY 2011-12				Projected Results SY 2013-14	
		# of Levy Target Students	Levy Target Students as % of Total School (6- 8)	# Levy Target Students Achieved Outcome/ Indicator	% Levy Target Students Achieved Outcome/ Indicator	# Levy Target Students Meet Target	% of Levy Target Students Meet Target
Increase the % of students who are passing all their classes	All 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade students.	137	100%	112	82%	119	87%

### I. Target Students

The Broadview goal is to have all middle school students pass all of their classes. The students having the most difficulty with course passage are students who achieve a level 1 on MSP or WELPA. The groups of students most at risk for not meeting standard are students with IEPs and ELL students. While most of these students are already receiving significant interventions in reading, they need additional academic interventions in math. Furthermore, students failing any class may require non-academic interventions, in addition to academic. Our students who almost met standard in reading passed all of their classes more often than students who barely met standard in reading. Also, more students earning the highest level on the state assessment in math did not pass all of their classes more often than students meeting standard at the lower level. Individualized interventions are required for these students.

### II. Strategies

**Teacher Collaboration:** The Intervention Specialist and Math Specialist will identify students who failed a core content class the previous school year. The Interventionists will meet with Advisory Teachers to discuss their target students, decide if there is an issue of motivation or skill, and determine a goal setting system/routine to improve achievement. The Interventionists will incorporate passing classes into the intervention management systems so all parties are operating from the same data set and all parties can be equally informed. Since our students come from diverse backgrounds and parents speak many different languages, teachers will collaborate with ELL staff for written and verbal translations. This coordination ensures intervention strategies are appropriate and allows adjustments and refinements based on student achievement, extending in-school learning.

**-Frequency and Duration:** Initial collaboration sessions will occur in August. Meetings with the Math team and Administrators will be held each month for about an hour. Communication with families will occur as outlined in this section below.

**-Rationale:** See “Teacher Professional Development and Collaboration” in first area of concentration (Math).

**-Funding:** Title 1 – We will continue to assist in providing professional development and collaboration time. We will also maximize our release time appointed by the District to provide focused training sessions and collaboration time.

Teacher Professional Development: Teachers will align their grading practices with standards based assessments, which involve increased understanding of standards, a transition to Common Core, and aligning instruction to the standards.

**-Frequency and Duration:** This is ongoing, with grading practices being reviewed at the end of each trimester and a more thorough analysis after this years' state assessments to ensure grades are an accurate indicator of MAP, MSP and WLPA success.

**-Rationale:** Through alignment, course grades become closely correlated with passage of state assessment. Grading practices will guide instruction and dictate the focus of academic interventions.

**-Funding:** See above "Teacher Collaboration" strategy.

Family Nights: The Interventionists will partner with the PTA and the BLT (Building Leadership Team) to develop and publicize academic-themed parent information nights. These workshops will focus on topics such as how to use The Source to check student progress, understanding state standards and standards-based grading, and resources that can be used at home to help students academic achievement and success. Parents and students will be encouraged to ask questions and add their input and perspective. These events build school community as staff and families come to know each other on a more individualized level and improve two-way communication, increasing course passage through stronger Family Involvement.

**-Frequency and Duration:** Family Nights will be held at least three times a year, duration will vary with each event.

**-Rationale:** According to Henderson and Mapp (2002) the benefits of a strong school / home relationship include: 1) increased grade point averages and scores on standardized tests, 2) enrollment in more rigorous courses, 3) rise in classes passed and credits earned, 4) better attendance, 5) improved behavior both at home and at school, 5) better social skills and adjustment to the school environment

**-Funding:** A federal grant funds a part-time Sound Mental Health Care Coordinator who focuses on family engagement

Parent/Student/Teacher Conferences: During advisory, target students who are failing a class will confer with their Advisory Teacher or Intervention Teacher. Weekly, the Advisory Teacher will help students fill out a goal-setting form, which will be used for conferring and parent conferences. Target students will track daily progress by using a homework/class work form, getting teacher signatures for work completed and parents signatures at the end of the week. Advisory Teachers will contact parents with progress reports and follow-up if the class work/homework form is not signed and returned each Friday. Every six-weeks, target students will have student-led conferences to discuss progress towards goals. The Advisory Teacher will help students prepare for conferences by reviewing with students initial goals, progress made, and upcoming standards that will be addressed. The 6<sup>th</sup>-8<sup>th</sup> grade Math Teachers and the Math Interventionist will arrange the conferences and communicate with parents. Parents will be solicited for ideas and strategies on how to best support their students and be asked for feedback on barriers to success. If students are struggling with motivation and/or mental health issues, the Advisory Teacher will refer students to the Counselor for additional help, which may include a SMH Care Coordinator. This strategy Family Involvement and Social/Emotional/Behavioral and Health Support

**-Frequency and Durations:** Students will have weekly mini-conferences with Advisory or Intervention Teachers to access course

standing. Students failing a course or courses will receive extended weekly conferences for goal setting. Follow-up calls by Advisory teacher to inform parents of progress and report on any missing parent signature forms. Every 6-weeks, students who are failing classes, parents, and teachers, will meet to confer on student progress and to adjust goals, strategies, and interventions.

**-Rationale:** A study by Gutman and Midgley (2000) asked low-income African-American students in 5<sup>th</sup> & 6<sup>th</sup> grades what helped them to best make the adjustment. They found the following three influences had impact on students performance: 1) Parents talking to students about school, checking in about homework, and attending school events, 2) Teachers helping students and being supportive instead of critical, 3) Feeling accepted, valued, and included at school.

**-Funding:** A federal grant funds a part-time Sound Mental Health Care Coordinator who focuses on family engagement. Title 1 and ELL funding support parent engagement through extra-time for staff, food, published materials and translation services.

### **III. Key People:**

*Math Interventionist and Intervention Specialist:* 1) Identify students who fail a core class. 2) Meet with Advisory Teachers to identify their target students, decide whether it is an issue of motivation or skill, and determine a goal setting system/routine. 3) Monitor students throughout the year based on quarterly progress. 4) Create a student goal-setting form, a student/parent communication form for course work completed, and a form for recording conferences. 5) Arrange parent/teacher conferences and communicate with parents. 6) Develop and publicize academic-themed parent information nights

*Advisory Teacher:* 1) Help students fill out the goal-setting forms. 2) Contact parents if the homework/classwork completed form is not signed and returned each Friday. 3) Confer with students about progress made towards reaching goals. 4) Teach students vital study skills, how to stay organized, and develop stamina in completing difficult tasks.

*Grade-Level Teachers:* 1) Help arrange student/parent/teacher conferences. 2) Communicate and develop a relationship with parents. 3) Weekly, track homework and class work completion rates. 4) Weekly, update the Source and grades

*Counselors:* 1) Confer with students who have problems with motivation or organization, 2) Partner with Sound Mental Health

### **IV. Partnerships and Collaborative Efforts**

Sound Mental Health is a community mental health agency that has a strong presence at Broadview-Thomson to provide counseling services to our students on a part-time basis. They are familiar with our intervention systems and student population. They will be a strong partner in helping our target students and families find strategies to address issues and barriers to academic success.

Gutman, L. M., & Midgley, C. (2000). The role of protective factors in supporting the academic achievement of poor African American students during the middle school transition. *Journal of Youth and Adolescence*, 29(2), 223-248.

Henderson, A. T., Mapp, K. L., & Averett, A. (2002). *A New wave of evidence: the impact of school, family, and community connections on student achievement*. Austin, Tex.: National Center for Family & Community Connections with Schools.

## ATTACHMENT 9: MANAGEMENT AND OVERSIGHT PLAN

### **Leadership, Planning, and Implementation**

The Building Leadership Team (BLT), Middle School program staff and Broadview-Thomson PTA Board have been apprised of the focus of Levy funding. Information about progress toward this funding will be disseminated to all staff through faculty meetings, reports to the BLT, and discussions with team members (e.g., math department, administration, intervention specialist, counselor, and SMH counselor) as soon as it is available. When funded, the Building Interview Team will be included in the focus of additional staffing.

The focus of the Levy application on increasing middle school students' performance on standards-based math assessments and in-class course work represented by course grades is widely acknowledged by the school's community. Student performance data is broadly distributed and discussed by students, staff and parents/guardians as we are all trying to reach our mission of closing the achievement gap. While Broadview-Thomson has significantly increased student performance on the MSP in other tested content areas, math scores in the middle school still trail performance levels at the elementary level. This year the entire staff committed to reforming our math program by creating units with detailed elements for daily lessons, adopt a supplemental text called Jump, implement a new progress monitoring tool and benchmark assessments. All of this is in grades K through 8<sup>th</sup> and is directly linked to Common Core and State standards. With this level of intentionality and implementation of responsive teaching by Broadview-Thomson staff, every student's math program is individualized to ensure sufficient growth as reflected on the MSP and in their course grades.

Our community partners directly related to this Levy application are Seattle Mental Health (SMH), University of Washington and Broadview-Thomson PTA. SMH have been consulted about the potential increase focus on math intervention through Levy funding. The counselor has been positive about focusing services to target students in the upcoming year, and understands the key role played by mental health services in engaging students and their families. The Broadview-Thomson PTA increased their funding for incentives for students this year and expressed approval of the success achieved by the incentives with a commitment to continue to support the purchasing of incentives. The University of Washington's Pipeline program continues to send us over a dozen students to tutor each year.

The key persons and their expertise are listed below:

*Jackie Cohen, Intervention Specialist.* Ms. Cohen serves as the school's point person in designing assessment, analyzing school-based assessment results, and distributing information to staff to inform the instructional decision-making process. She also enrolls students in intervention programs and monitors their attendance.

*0.6 FTE Math content expert.* Qualifications include advanced preparation in the teaching of mathematics to middle school students, experience in working within a standards-based system, experience in working with ELL students and students of color, and ability to work collaborative with other team members.

*The Middle School Math Teachers are Travis Sims (5-years), Jeff Westmoreland (2-Years) and Kari Gillette (4-years).* (The number of years of service as a math teacher.) All three are also

certified science teachers and integrate applied concepts using that knowledge / skill base. Dr. Tim Freeman, certificated Special Education Teacher, will co-teach math courses for the 6<sup>th</sup> and 8<sup>th</sup> grades which is a role he has performed for over 6-years.

*Wyeth Jessee, Principal.* Mr. Jessee has served as the leader of the school for 6-years, oversaw its transition from an elementary to K-8 program and hold demonstrated success in closing the achievement gap at the school. He will provide oversight of the plan to ensure implementation of all elements and be the lead communicator with City of Seattle representatives and District personnel.

*Libby Herbert-Wasson, Assistant Principal.* She will perform at least weekly observations of the math classrooms as the direct supervisor of the middle school program. Mrs. Herbert-Wasson is a former middle and high school math teacher who was able to get over 75% of the students on her IEP case load to meet standard in New York State.

*Emma Hong, (MA), Middle School Counselor.* Ms. Hong currently coordinates information about all middle school students who are in need of counseling attention. She would provide 1:1 counseling to a portion of the target students for math intervention in which she sets academic goals, monitors success and communicates with parents/guardians.

*Melissa McCollough, Sound Mental Health Care Coordinator.* Ms. McCollough would perform the same 1:1 counseling services to a portion of target students as Ms. Hong.

We have multiple systems in place to track intervention outcomes. Our RtI(Response to Intervention) / MTSS (Multi-Tiered Systems of Support) model for academic and behavioral interventions is our primary means for bringing staff together to talk about student progress and assess the impact of our actions on student achievement. Each RtI/ MTSS team, academic and behavior, is supported by an extensive data-base that tracks student progress. During RtI / MTSS meetings, which occur every 6-8 weeks, the growth and performance of individual students is discussed, and modifications in interventions made. MSP, MAP, YPP, and standards-based benchmark assessment data are key elements of the data tracking completed and reviewed by teams. In terms of fidelity of implementation, administration walkthrough, team meetings, and individual conversations with key staff are another way we will closely monitor the impact of interventions on student learning.

We anticipate one of our biggest challenges will be balancing the tremendous number of responsibilities among the key people implementing the plan described in this application. The incredible amount of time it takes to truly be intentional in aligning instruction and assessments to the standards along with meeting all of the other job responsibilities as staff member can lead to burn-out or inadequate performance in essential areas. We have developed a detailed plan to distribute responsibilities amongst the team, expanded the number of staff connected to the plan and applied for more paid time to help compensate for extended work hours. Another challenge will be in continuing to strengthen our efforts in providing wrap-around services for this focus group due to the complexities they present as individuals (e.g., homeless, mobility, home situations). A third potential barrier is that even with extended time during and after the school day, some students may continue to need even more time to make necessary gains due to interfering factors such as low self-esteem/confidence, poor social skills and self-advocacy skills, lack of persistence, and academic stamina. We would distribute target students amongst key staff to perform a case management model, which would be an expansion of our current case management model used in our RtI/ MTSS Behavior program.

## **Tracking to Results**

Currently, staff understand baseline data and how to track results through several avenues. At the school-wide level, the RtI / MTSS Academic and Behavior Committees keep extensive baseline data on student academic progress, attendance, grades, office referrals (incident reports) and participation in school-wide interventions. The Intervention Specialist proctors school-wide assessments and publishes the results in a format intended to guide instructional decisions (i.e., content strands, individual student intervention, and evaluation of intervention effectiveness.) This role is essential for ensuring staff follow the school's assessment calendar, mentoring teachers in the use of multiple data points in decision-making, troubleshooting a host of barriers and publish data so it is accessible to members of the school's community.

At the middle school level, staff share and track information on students. Mathematics instruction and student progress is shared among the three math teachers, including the special education teacher/co-teacher of higher need students. Yearly Progress Pro (YPP), weekly quizzes, school-based benchmarks, MSP and MAP testing will be available to pertinent staff from a centralized file of all students at all times. A full-time Counselor and part-time Sound Mental Health Care Coordinator track key indicators, including grades and information from other organizations, in creating academic goals with target students and co-monitoring progress.

Focus students will be identified at the beginning of the year to track Levy-supported interventions. These students' names will be disseminated among all faculty staff who work directly with Levy-based targets, and facilitation of information will be handled by the Principal. Reports from MAP testing, YPP testing, The Source (academic/standards based assessments reported from ESIS), school-developed benchmarks will allow tracking of math achievement on our identified indicators. We have pre-set achievement levels on each indicator for each assessment period throughout the school year to compare actualized growth to the goal setting trajectory leading to standard. Each case manager will be responsible for communicating student performance results and next steps with students and their families on their case load. By open access to data indicators via technology and scheduled collaboration meetings throughout the year, student progress is transparent to all constituents.

**Attachment 10: Middle School Innovation Budget - For schools applying for Levy TIER 2 LINKAGE investments**

School Name:	Broadview-Thomson K-8
	<b>Total Award Amounts</b>
High Range Budget:	<b>\$150,000 (Maximum)</b>
Low Range Budget:	<b>\$100,000 (Approximate)</b>

Applicable school: Broadview-Thomson

**Table 1: BASE PAY - PERSONNEL**

Commitment Items		PERSONNEL <i>(List position titles and briefly describe roles)</i>	Low Range Budget <i>(Salary + Benefits)</i>	High Range Budget <i>(Salary + Benefits)</i>	Description of Expense <i>(Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If applicable, note leveraged funds.)</i>
1	23201205	Teacher - Middle School (.6 FTE)	\$51,486	\$51,486	Provide math intervention services to target 7th grade students two periods. Responsibilities will include facilitating instructional planning and aligning services for the middle school math department.
2	23201205	Teacher - Middle School (.2 FTE)	\$0	\$17,162	Manage instructional assessments and related student performance data for the middle school. Provides teachers with student data reports to directly inform decisions related to instructional planning and instructional services. Coordinate math RtI lists / data wall and attendance for out-of-school programs.
3	2062	Extra-Time - Certificated Extended Day Math Program	\$15,120	\$22,680	Low Range = Pay two certificated teachers to provide a "double dip" course for targeted 6th grade students afterschool Monday through Thursday for 30 full-weeks.
4	20592800	Hourly - Certificated Extra Planning Time	\$0	\$10,150	Pay for extra-time to sufficiently create standards-based lessons / units and assessments. Also for team members to collaborate on a daily basis on instructional services for students. Five certificated teachers for 6 hours per month on average (includes 10 hours in August).
5	2043	Release Day - Certificated Extra Planning time as a comprehensive team	\$2,565	\$2,565	Three full-day release sessions for the entire Math Department and administration to analyze student performance data, evaluate effectiveness of instructional services in math, and plan units/lessons.
6	Leveraged	Tutoring services for Extended Day Math Program	\$0	\$0	Continue our relationship with the University of Washington's work study program (Pipeline) where college students provide tutoring to middle school students after school.
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Indirect (4.49%)			\$3,106	\$4,672	
<b>TOTAL Base Budget - Personnel:</b>			<b>\$72,277</b>	<b>\$108,715</b>	

**Table 2: BASE BUDGET - NON-PERSONNEL**

Commitment Items		NON-PERSONNEL <i>(List other services, personal service contract charges, and supplies)</i>	Low Range Budget	High Range Budget	Description of Expense <i>(Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and the amounts.)</i>
1	5601	Textual Materials for Math Intervention	\$2,000	\$3,500	Textual materials to support in-school and out-of-school math interventions. Low Range = Supplemental math text and applied learning activities. High Range = same as low range but increase the purchase of applied materials for larger scale "real-world" projects.
2	Leveraged	Incentives and Food	\$0	\$0	Incentives like pencils, stickers, school gear, books and food items. Snacks will be purchased for the out-of-school math program. Both items will be funded by the Broadview-Thomson PTA with an estimated cost of \$3,000.

3	Leveraged	Textual Materials for Math Intervention	\$0	\$0	Textual materials to support in-school math intervention that includes the funding for applied learning activities, multiple assessments and technology tools (i.e., applications and computers). Funds are supplied from Title 1 and General Fund.
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Indirect (4.49%)	\$90	\$157
<b>TOTAL Base Budget - Non-Personnel:</b>	<b>\$2,090</b>	<b>\$3,657</b>
<b>TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)</b>	<b>\$74,367</b>	<b>\$112,372</b>

*Should be approximately* **\$75,000**     
 *May not exceed* **\$112,500**

**Table 3: PERFORMANCE PAY (25% of award)**

Description of Performance Pay Expenditures (Briefly describe how you anticipate spending your performance pay. Please explain the differences between your High Range and Low Range Budgets.)	Low Range Budget	High Range Budget
We would spend our performance pay on additional intervention services and supports for students, additional planning time for staff and connections with families. Low Range = pay for an intense summer school program for targeted incoming 6th through 8th students that would run from June through August 2014. The program would teach foundational math skills and offer applied learning experiences. We would also provide the middle school math department with additional planning time over that summer. High Range = In addition to the details listed for the Low Range, we would pay math teachers and middle school counselors extra-time for home visits and/or individual conferences in the spring of 2014. Lastly, we would purchase 10-15 iPads to expand our learning stations in math classes across all three grade levels.	<b>\$24,789</b>	<b>\$37,457</b>

**Table 4: Budget Totals**

	Low Range Budget	High Range Budget
BASE BUDGET- PERSONNEL	\$72,277	\$108,715
BASE BUDGET - NON-PERSONNEL	\$2,090	\$3,657
PERFORMANCE PAY	\$24,789	\$37,457
<b>GRAND TOTAL</b>	<b>\$99,155</b>	<b>\$149,829</b>

*\*Low Range Budget Grand Total should be close to value in C5. High Range Budget Total should not exceed value in C4.*