

Summary of 2013-14 School Year Levy Plan

Cleveland High School

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2013–14 Award	\$374,500	
School Demographics & Characteristics (Source: SY 2012-13 SPS School Report)	<ul style="list-style-type: none"> • 838 total students • 71% eligible for Free/Reduced Lunch • 41% Asian/Pacific-Islander; 37% African American; 11% Hispanic/Latino; 6% White; 3% Multiracial; 2% American Indian • 12% English Language Learners (ELL); 13% Special Education • SPS Segmentation Level 3 	
Primary Levy Focus Populations	<ul style="list-style-type: none"> • Incoming 9th grade African American, Hispanic/Latino, ELL, and Special Education students. 	
Community-based Organization Partners	College Success Foundation(Overview/website) University Tutors (Overview/website)	YMCA (Overview/website) Youth Ambassadors (Overview/website)
Key Strategies	<ol style="list-style-type: none"> 1. A 9th grade academic intervention specialist will manage a caseload of focus students, design and implement special classroom projects in math and reading, provide training for 9th grade team teachers, coordinate with partner organizations, and coordinate data collection and analysis. 2. Focus students will receive an additional daily math and reading intervention class designed to strengthen their core academic skills. 3. Five graduate-level University Tutors will each spend 10–15 hours/week working with teachers and providing small group instruction, skill-building, and intervention activities aimed at focus students. 4. A YMCA community and family partnership manager will manage a caseload of focus students, work to engage families, help smooth student transitions from 8th to 9th grade, and convene community partners to collect and analyze data. 5. Additional staff time will allow 9th grade team teachers to obtain training to improve their skills in working with ELL and special education students. 6. Materials developed by the College Success Foundation will help 9th and 10th graders plan and set goals for college or career after high school graduation. 	
Performance Measures		
	SY 2012-13 Baseline	SY 2013-14 Target
% of first-time 9th graders meeting standards on state end of course exams in Algebra or Geometry	66%	70%
% of first-time 9th graders who earn at least 5 credits and promote successfully to 10th grade	87%	90%
% of first-time 9th graders meeting or exceeding typical spring-to-spring in reading on MAP	47%	52%
% of first-time 9th graders absent fewer than five days first semester (excused and unexcused)	68%	72%
% of first-time 9th graders absent fewer than five days second semester (excused and unexcused)	54%	59%
% of all first-time 9th graders passing all core classes first semester	82%	86%
% of all first-time 9th graders passing all core classes second semester	79%	84%