

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

**School Information:**

School name: Denny International Middle School\_\_\_\_\_

School address: 2601 SW Kenyon Street, Seattle, WA 98126\_\_\_\_\_

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

- X Cover Sheet
- X Data Analysis Summary
- X English Language Learner Self-Assessment
- X Work Plan Summary
- X College and Career Readiness Plan
- X School-Based Health Center Plan
- X Management and Oversight Plan
- X Annotated Budget

**Contact Information:**

Contact person: Jeff Clark\_\_\_\_\_

Title: Principal\_\_\_\_\_

Mailing address: 2601 SW Kenyon Street, Seattle, WA 98126\_\_\_\_\_

Day/Work phone: 206-841-3285\_\_\_\_\_

Email address: jclark@seattleschools.org\_\_\_\_\_

Signature: Jeff Clark\_\_\_\_\_ Date: 4-12-12\_\_\_\_\_

Name: Jeff Clark\_\_\_\_\_  
(please print clearly)

Address: 2601 SW Kenyon Street, Seattle, WA 98126\_\_\_\_\_

Day Phone: 206-841-3285\_\_\_\_\_



## ATTACHMENT 2: DATA ANALYSIS SUMMARY

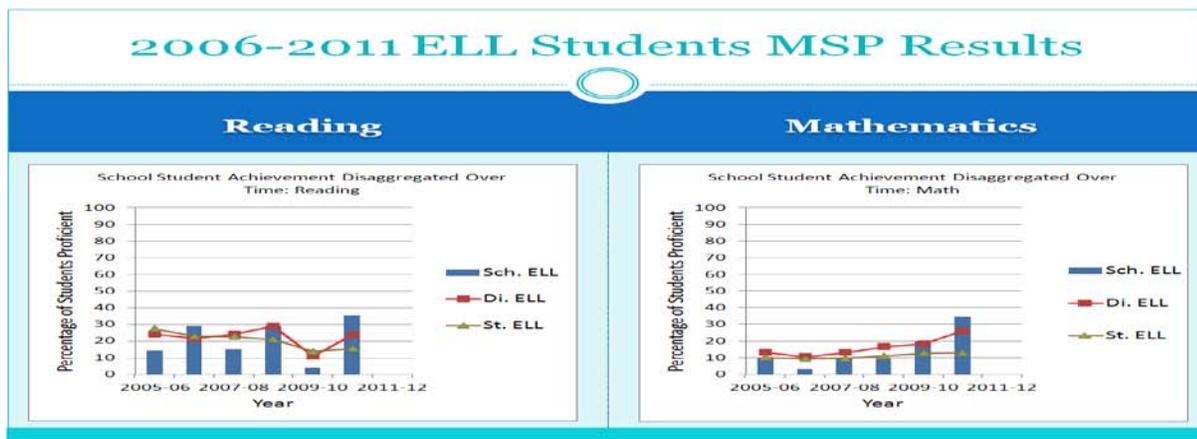
Denny International Middle School (DIMS) is located in South West Seattle and serves the neighborhoods of Delridge, High Point, White Center, South Park, Highland Park, Arbor Heights, and Westwood. The school is rich in diversity racially, linguistically, and socio-economically—with a 67.3% free and reduced lunch rate and one third of the students speaking a language other than English at home. The racial demographics of Denny are 2.7% American Indians, 16% Asian/Pacific Islanders, 22.9% African American/African, 26% Latino, 26.9% White and 5.6% Multi-racial students. DIMS has 20% of their students receiving special education services and 13% in English Language Learning programs. Unequivocally, 100% of the children are gifted and on the path to college. Below you will find ELL data as well as an analysis of school-wide data.

### ELL Data

1. The City of Seattle Data Report accounts for the following ELL students being at the three levels of English proficiency at the end of June 2011: Level 1- Beginning=0 students, Level 2- Intermediate=14 students, Level 3- Advanced= 66 students  
As of March 2012 Seattle Public School’s English Language Learner Department reports increased number of students within each proficiency level: Level 1 – Beginning = 5 students, Level 2 – Intermediate = 32 students, Level 3 – Advanced = 73 students
2. As of March 2012 fifteen languages other than English are spoken by our students at home.
3. According to a report from 2012 only one student is listed as an immigrant and five as official refugees, but hundreds of our students have been directly affected by the immigrant and refugee experience via their siblings and/or parents.
4. There are 60 ELL students (64.5%) that have made gains on the WLPTII.
5. On average, our students have been in ELL program 3.72 years.
6. Eighty-five ELL students have been in the program four years or longer.

### ELL Data Analysis Summary

The highest needs for our ELLs, based on a six year study, are to accelerate progress in reading and continue accelerated progress in math. In this last year Denny far exceeded both the district and state averages in ELL MSP performance in both reading and math. Although the trends show steady progress in Math, as the graph indicates below, our Reading scores have fluctuated over the last six years. The low in 2009-10 occurred simultaneously with the launch of a new curriculum, while the high of 2010-11 coincided with our new proficiency-based sheltered model ELL program. Individual ELL grade-level scores in math have paralleled their reading score achievement. In 2009 we integrated our ELL non-IEP students into the general math classes with the support of Bilingual Instructional Assistants (IAs). Despite this growth, when disaggregated amongst race and special programs, in the last five out of six years, the ELLs have underperformed all other subgroups.



According to the most recent MSP results, the following students scored:

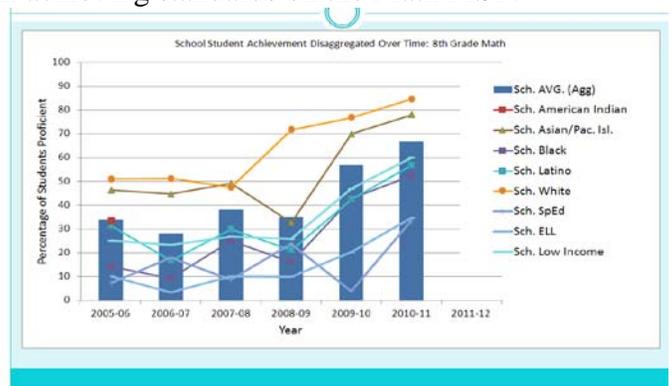
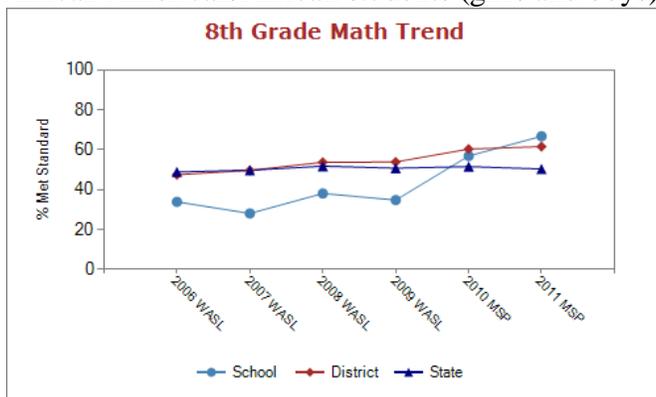
Level 0 or 1 in Reading: <i>55% or 22 ELL girls, 66% or 37 ELL boys</i>	Level 0 or 1 in Math: <i>68% or 30 ELL girls, 69% or 43 ELL boys</i>
Level 2 in Reading <i>30% or 12 ELL girls, 21.4% or 12 ELL boys</i>	Level 2 in Math <i>9% or 4 ELL girls, 13% or 8 ELL boys</i>

This data shows that large numbers of our ELLs continue to need extensive language support both within our ELL programming and throughout our general education curriculum to boost their levels of proficiency. Dramatically accelerating ELL progress is a top priority for us.

**School-Wide Data Analysis**

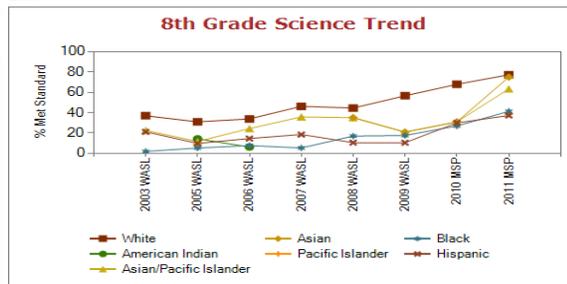
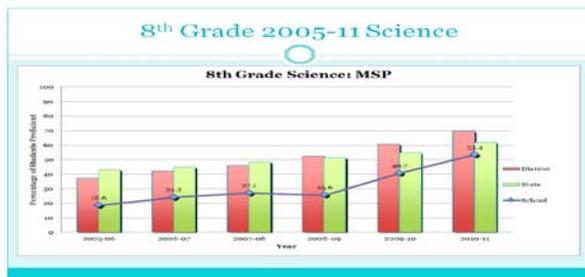
**Overview:** Our goal is to eliminate the achievement gap through extensive examination of data and levels of interventions for our students. Through extensive review of our data, we know that our largest numbers of students falling within the achievement gap are our African American/African and Latino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

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



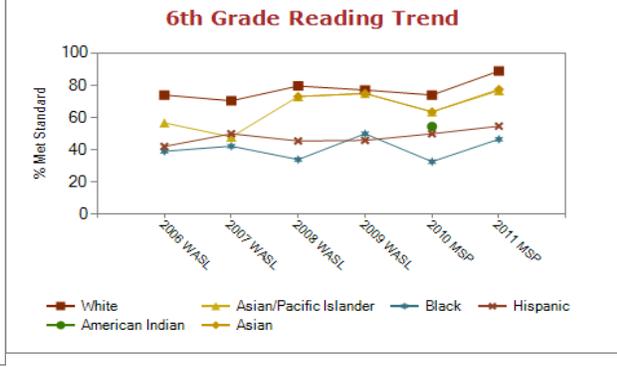
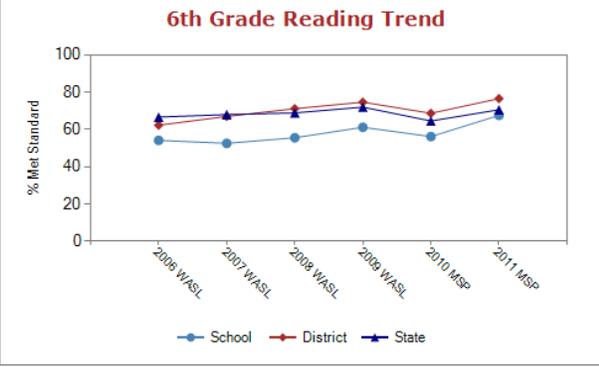
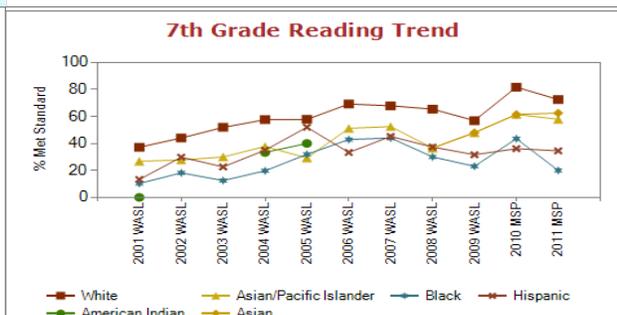
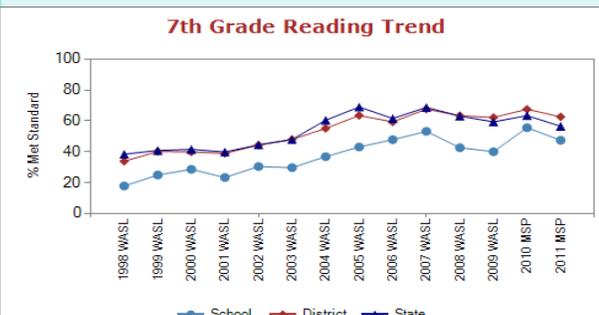
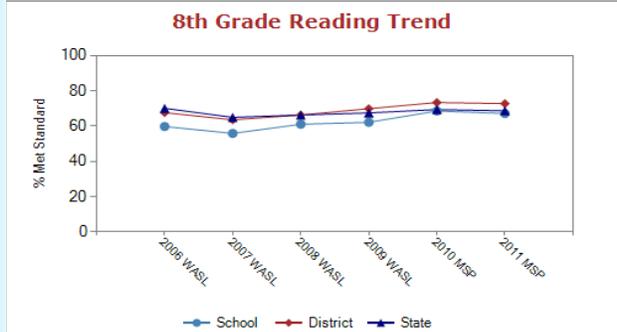
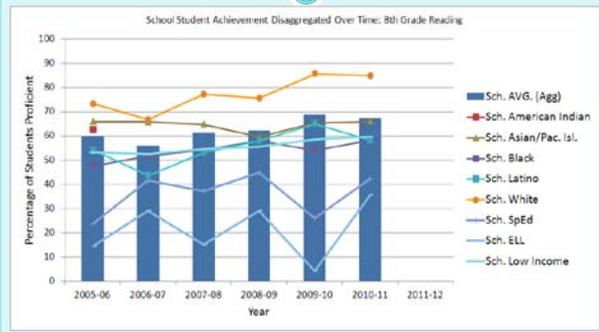
The graph above reflects the performance of 8<sup>th</sup> grade students in math disaggregated by race and special programs. The upward trend coincides with Denny seeing the most MSP growth in scale score from 5<sup>th</sup> to 8<sup>th</sup> grade within the city for math.

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



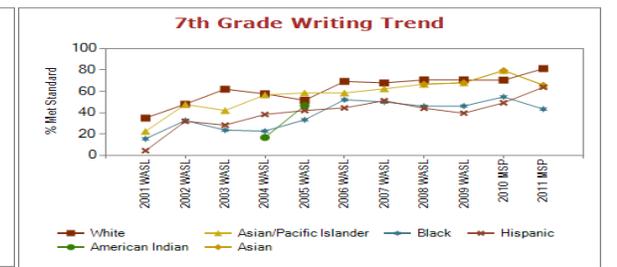
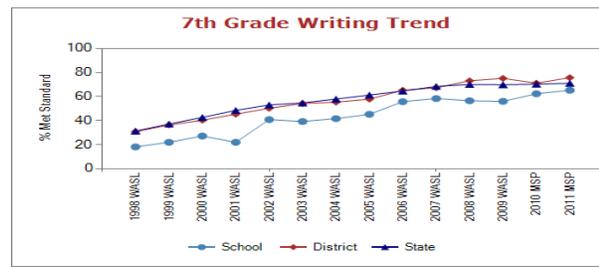
Once again, despite our overall science MSP gains, when disaggregated in 2011 our African American and Latino students continued to underscore the rest of the student population.

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



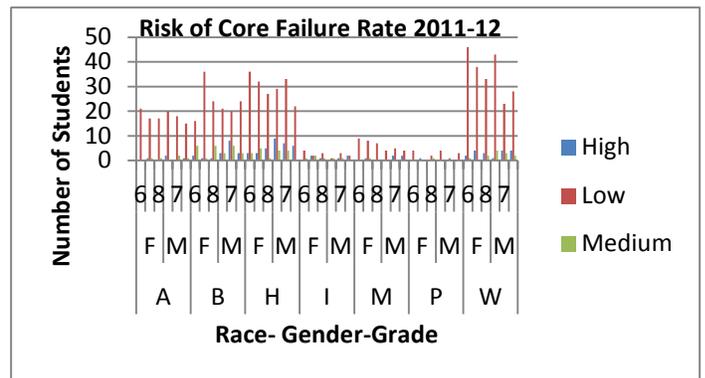
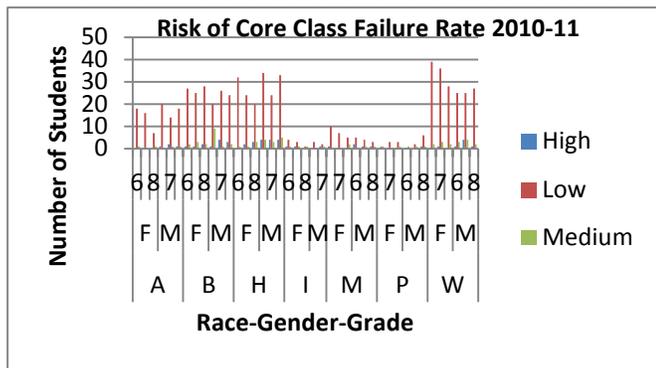
Note: The 7<sup>th</sup> grade reading scores consistently have been lower than district and state averages and the African American and Latino students again underscored their peers. Despite this dip in 7<sup>th</sup> grade, the 8<sup>th</sup> grade classes have done an excellent job of exceeding growth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

**Writing Data**

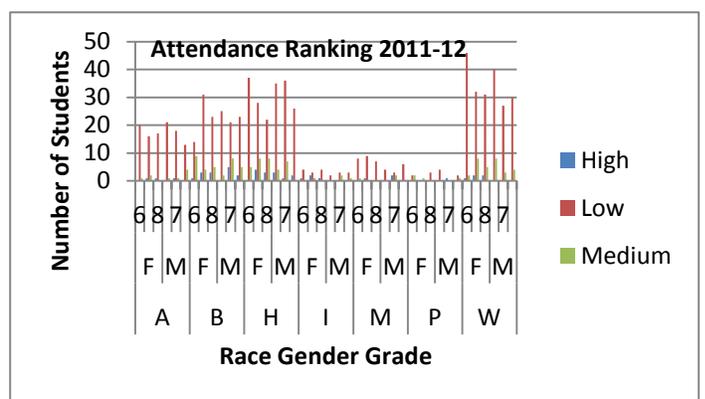
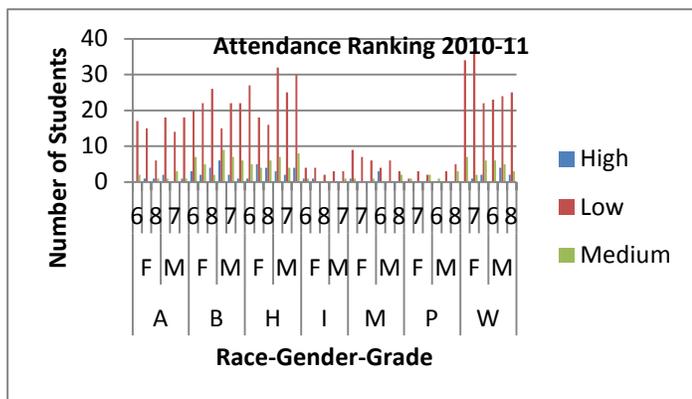


**Writing:** In examining the data on 7<sup>th</sup> grade writing scores, again we see a trend of the overall scores gaining momentum while the disaggregated data indicates that African American students in particular are struggling more. However, when examining and forecasting future disaggregated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

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



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



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

## ATTACHMENT 3: ENGLISH LANGUAGE LEARNER SELF-ASSESSMENT

### **What is the capacity of your program to serve English language learners?**

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

#### **Data comparing MSP “Limited English” results from 2011**

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

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

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

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

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

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

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

**In the last three years, what professional development in best instructional practices and strategies to support ELL students has the principal participated in?** P.D.:

Washington Association of Bilingual Education Conference; OSPI Understanding STAMP Results; Dual language site visits; SPS Language Proficiency Planning; Supporting and Evaluating ELL Readers/Writers Workshop, Columbia Teachers College; Observation protocols for best practices for ELL, SPS. Leadership: Launched

new dual language program at Denny, switched to a proficiency-based sheltered model, developing alignment of dual language Kindergarten through 12<sup>th</sup> Grade in SPS.

**How does your school principal provide oversight of instruction for English Language Learners?** Leadership of data analysis, creation of multi-tiered supports, continual analysis of model and needed change, hiring and evaluation of outstanding (and bilingual) teachers and staff, hand-scheduling of students based on need, alignment of curriculum and services 6<sup>th</sup> through 12<sup>th</sup> grade in partnership with Chief Sealth I.H.S.

**How many of your instructional staff have received P.D. to work with ELL students? What kind of P.D. have they received?** All of our staff have had some training in ELL best practices, including our teachers presenting data-proven strategies to their colleagues. Additionally, there are many commonalities between best practice for ELLs and best practices focused upon in our High Leverage Moves, including: promoting rich student discourse and the use of public records as vocabulary support. Several teachers have been trained in the Scale Up series and/or GLAD strategies. In our self-reflection, we have concluded that additional school-wide professional development in specific instructional strategies that will be used in every classroom would be beneficial. We have identified June 25 as a full day professional development day that we will continue our focus on ELL best practices with our entire staff. Techniques showcased that day will include elements of Scale Up and GLAD.

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

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

**Other Supports For ELLs:** Extended learning day and year; Proyecto Saber, a Latino-focused academic support and cultural affirmation program offering six classes during the school day; family outreach; case management; Bilingual Assistants; truancy interventions; ELL Health Specialist; student leadership development; Somali girls group with UW Somali students; and support from our Somali-speaking volunteer coordinator. Outcomes: In addition to the MSP results mentioned above, a higher percentage of DIMS ELLs are meeting their MAP growth targets than their peers nationally in all grades.

**How does your school provide ELL parents with home-based activities they can do with their student to help her or him achieve academic learning goals?** We help families to support their child by conducting home visits; holding bilingual academic family nights; sending home books and math materials; teaching our parents what community centers, libraries, and CBOs offer to support learning; and providing SOURCE training in multiple languages.

Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
	Who are your focus students?	<ol style="list-style-type: none"> <li>All African American and Latino students who scored a Level 1 on the MSP in math</li> <li>All African American and Latino students who scored a level 2 on the MSP in math</li> </ol>	<ol style="list-style-type: none"> <li>All African American and Latino students who scored a Level 1 on the MSP in reading</li> <li>All African American and Latino students who scored a level 2 on the MSP in reading</li> </ol>	All African American and Latino students who are not passing all of their core classes	All African American and Latino students who are absent five or more days per semester	All students receiving ELL services
Focus Students	Why did you choose these focus students?	After looking at the data by grade spans and broken up by race/ethnicity and special populations, our African American and Latino students had the largest percentage of students not currently meeting standard in math. We chose to have two lists of focus students because, depending on the level, the interventions will be different.	After looking at the data by grade spans and broken up by race/ethnicity and special populations, our African American and Latino students had the largest percentage of students not currently meeting standard in reading. We chose to have two lists of focus students because, depending on the level, the interventions will be different.	After looking at the data by grade spans and broken up by race/ethnicity and special populations, our African American and Latino students had the largest percentage of students who were not passing all of their classes.	After looking at the data by grade spans and broken up by race/ethnicity and special populations, our African American and Latino students had the largest percentage of students who had five or more absences from school during one semester.	After looking at the data by grade spans and broken up by race/ethnicity and special populations, our ELLs are in need of prioritized focus.

	How many will you serve?	~215 African American and Latino students	~205 African American and Latino students	~385 African American and Latino students	~385 African American and Latino students	~125 English Language Learners
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Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
Outcomes & Indicators*	Baseline	Number of African American and Latino students at Level 1 Math=134 Level 2 Math=76  Combined #: 210	Number of African American and Latino students at Level 1 Reading= 82 Level 2 Reading=117  Combined #: 199	According to the recent Secondary Risk Report 317/382 or 83% of African American and Latino students were passing all of their core classes	According to the recent Secondary Risk Report 275/382 or 72% of African American and Latino students had fewer than five absences per semester	60 English Language Learners (or 64.5%) made gains on the WLPT
	Proposed Target	Students moving from Level 1 or Level 2 to Level 3 or higher in math (meeting grade-level standard, after failing to do so the previous year)  <b>60% of African American and Latino Level 1 math students will score Level 2 or higher on the MSP math</b>  <b>60% of African American and Latino Level 2 math students will score Level 3 or higher on MSP math</b>	Students moving from Level 1 or Level 2 to Level 3 or higher in reading (meeting grade-level standard, after failing to do so the previous year)  <b>60% of African American and Latino Level 1 reading students will score Level 2 or higher on the MSP reading</b>  <b>60% of African American and Latino Level 2 reading students will score Level 3 or higher on MSP reading</b>	Students passing core courses each semester  <b>90% of African American and Latino students will be passing all of their core classes</b>	Students absent fewer than 5 days per semester, excused or unexcused  <b>80% of African American and Latino students will have four or less absences in one semester</b>	English language learners making gains on the Washington English Language Proficiency Assessment (WELPA)  <b>75% of our English Language Learners will make gains on the WELPA</b>

Strategies	What services will be provided?	<ol style="list-style-type: none"> <li>1. Second math classes during the school day, with ~18 students per class. Content based on students' progress towards standards mastery.</li> <li>2. CLC After school math classes with ~12 students per class. Content based on students' progress towards standards mastery.</li> <li>3. Small group "push-in" tutoring provided by UTSS.</li> <li>4. Extended year math learning opportunities with break camps and summer school.</li> <li>5. Family outreach by Somali-speaking volunteer coordinator</li> </ol>	<ol style="list-style-type: none"> <li>1. All students will be enrolled in a reading/writing two-period block.</li> <li>2. CLC After School reading classes using READ 180.</li> <li>3. Extended year literacy learning opportunities with break camps and summer school.</li> <li>4. Chief Sealth Tutors</li> <li>5. Family outreach by Somali-speaking volunteer coordinator</li> </ol>	<ol style="list-style-type: none"> <li>1. CLC Homework Center</li> <li>2. City Year Case Management</li> <li>3. Communities In Schools Case Management/ Family Involvement</li> <li>4. Chief Sealth Tutors</li> <li>5. Family outreach by Somali-speaking volunteer coordinator</li> <li>6. Big Five Academy</li> <li>7. SBHC Services</li> </ol>	<ol style="list-style-type: none"> <li>1. CLC afterschool activities</li> <li>2. City Year Case Management</li> <li>3. Communities In Schools Case Management/ Family Involvement</li> <li>4. Family outreach by Somali-speaking volunteer coordinator</li> <li>5. Big 5 Academy</li> <li>6. SBHC Services</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide multi-tiered ELL service model with double class periods (see ELL section).</li> <li>2. Small group "push-in" tutoring provided by UTSS.</li> <li>3. Extended year literacy learning opportunities with break camps and summer school.</li> <li>4. Family outreach by Somali-speaking volunteer coordinator</li> <li>5. SBHC Services</li> <li>6. Bilingual Health Specialist Services</li> </ol>
	Briefly summarize the frequency and	<ol style="list-style-type: none"> <li>1. Daily second math class (47 minutes) for one semester</li> <li>2. Twice per week</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily for 47 minutes</li> <li>2. Twice per week from 2:30 to 4:30</li> </ol>	<ol style="list-style-type: none"> <li>1. Five days a week from 2:30 to 4:30 For 30 weeks</li> <li>2. Four days per</li> </ol>	<ol style="list-style-type: none"> <li>1. Five days a week from 2:30 to 4:30 For 30 weeks</li> <li>2. Four days per</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily for 47 minutes</li> <li>2. Once per week for 47 minutes for 30 weeks</li> <li>3. Winter and Spring</li> </ol>

	duration of the support.	<p>from 2:30 to 4:30 for 30 weeks</p> <ol style="list-style-type: none"> <li>3. Once per week for 47 minutes for 30 weeks</li> <li>4. Winter and Spring Break camps for four days each for 4 hours per day. Summer school is daily for 4 hours for five weeks.</li> <li>5. 19 hours per week</li> </ol>	<p>for 30 weeks</p> <ol style="list-style-type: none"> <li>3. Winter and Spring Break camps for four days each for 4 hours per day. Summer school is daily for 4 hours for five weeks.</li> <li>4. TBD</li> <li>5. 19 hours per week</li> </ol>	<p>week for 34 weeks, daily time is variable</p> <ol style="list-style-type: none"> <li>3. Five days per week, daily time is variable depending on student and/or family need</li> <li>4. TBD</li> <li>5. 19 hours per week</li> <li>6. Available 3 days per week</li> <li>7. Available daily, time depending on need</li> </ol>	<p>week for 34 weeks, daily time is variable</p> <ol style="list-style-type: none"> <li>3. Five days per week, daily time is variable depending on student and/or family need</li> <li>4. 19 hours per week</li> <li>5. Available 3 days per week</li> <li>6. Available daily, time depending on need</li> </ol>	<p>Break camps for four days each for 4 hours per day. Summer school is daily for 4 hours for five weeks.</p> <ol style="list-style-type: none"> <li>4. 19 hours per week</li> <li>5. Available daily, time depending on need</li> <li>6. Half-day weekly</li> </ol>
	Which Key Component does this strategy fit under?	<ol style="list-style-type: none"> <li>1. Extended in-school learning time</li> <li>2. Out-of-school time/expanded learning opportunities</li> <li>3. Extended in-school learning time</li> <li>4. Out-of-school time/expanded learning opportunities</li> <li>5. Family involvement</li> </ol>	<ol style="list-style-type: none"> <li>1. Extended in-school learning time</li> <li>2. Out-of-school time/expanded learning opportunities</li> <li>3. Out-of-school time/expanded learning opportunities</li> <li>4. Extended in-school learning time</li> <li>5. Family involvement</li> </ol>	<ol style="list-style-type: none"> <li>1. Out-of-school time/expanded learning opportunities</li> <li>2. Social/emotional/behavioral and health support</li> <li>3. Social/emotional/behavioral and health support and Family Involvement</li> <li>4. Extended in-school learning time</li> <li>5. Family Involvement</li> </ol>	<ol style="list-style-type: none"> <li>1. Out-of-school time/expanded learning opportunities</li> <li>2. Social/emotional/behavioral and health support</li> <li>3. Social/emotional/behavioral and health support and Family Involvement</li> <li>4. Family Involvement</li> <li>5. Extended in-school learning time</li> </ol>	<ol style="list-style-type: none"> <li>1. Extended in-school learning time</li> <li>2. Extended in-school learning time</li> <li>3. Out-of-school time/expanded learning opportunities</li> <li>4. Family Involvement</li> <li>5. Social/emotional/behavioral and health support</li> <li>6. Social/emotional/behavioral and health support</li> </ol>

				6. Extended in-school learning time 7. Social/emotional /behavioral and health support	6. Social/emotional /behavioral and health support	
	Explain your rationale for selecting this strategy.	<ol style="list-style-type: none"> <li>1. Students need more time during the school day for math with smaller class sizes and materials designed to meet their individual needs.</li> <li>2. Students need more time after school for math with smaller class sizes and materials designed to meet their individual needs.</li> <li>3. Students need personalized help with specific skills.</li> <li>4. Students need more days of the year in school with great teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students need more time during the school day for reading and materials designed to meet their individual needs.</li> <li>2. Students need more time after school for reading with smaller class sizes and materials designed to meet their individual needs.</li> <li>3. Students need more days of the year in school with great teachers.</li> <li>4. Students need personalized help with specific skills</li> <li>5. Family</li> </ol>	<ol style="list-style-type: none"> <li>1. Students need more time to do homework and help in understanding it.</li> <li>2. Students need in-class mentoring, emotional support and after school tutoring.</li> <li>3. Students need mentoring, emotional support, and after school tutoring. Family Involvement is a key part of increasing academic outcomes.</li> <li>4. Students need personalized help with specific</li> </ol>	<ol style="list-style-type: none"> <li>1. Students need more time to do homework and help in understanding it.</li> <li>2. Students need in-class mentoring, emotional support and after school tutoring. Family Involvement is a key part of increasing academic outcomes.</li> <li>4. Family Involvement is a key part of</li> </ol>	<ol style="list-style-type: none"> <li>1. Students need more time during the school day in classes leveled to match their individual needs.</li> <li>2. Students need personalized help with specific skills.</li> <li>3. Students need more days of the year in school with great teachers.</li> <li>4. Family Involvement is a key part of increasing academic outcomes.</li> <li>5. Students need help in overcoming social/emotional/health-related barriers to learning.</li> <li>6. Students need culturally-relevant health education in a bilingual format.</li> </ol>

		5. Family Involvement is a key part of increasing academic outcomes.	Involvement is a key part of increasing academic outcomes.	skills. 5. Family Involvement is a key part of increasing academic outcomes. 6. Students need to stay in school, instead of being suspended, to continue to learn and work on decision-making and college planning 7. Students need help in overcoming social/emotional /health-related barriers to learning.	increasing academic outcomes. 5. Students need to stay in school, instead of being suspended, to continue to learn and work on decision-making and college planning 6. Students need help in overcoming social/emotional /health-related barriers to learning.	
Key People	Who are the key people who will deliver the proposed strategies and what related experience do they have?	1. Our outstanding and experienced math teachers will teach the classes. Our math coach will coordinate the curriculum and assessments used. 2. CLC Lead, 5 years exp. at Denny; Denny Math	1. Our outstanding and experienced literacy teachers will teach the classes. Our Literacy-focused AP will coordinate the curriculum and assessments used 2. CLC Lead, 5 years	1. CLC Lead, Denny Teachers 2. City year Staff 3. CIS Staff 4. Denny and Sealth Counselors, math coach, Literacy AP 5. Bilingual parent and community	1. CLC Lead, Denny Teachers and CBOs 2. City year Staff 3. CIS Staff 4. Bilingual parent and community organizer 5. BIG 5 Teacher and Denny Support Team	1. Outstanding and experienced ELL teaching staff, Literacy AP 2. UTSS lead, many years experience in connecting universities to schools; tutors are college students with strong academic

		<p>teachers; Math Coach, ten years as a math coach, connected to OSPI</p> <p>3. UTSS lead, many years experience in connecting universities to schools; tutors are college students with strong academic skills</p> <p>4. Denny teachers; Math Coach; Literacy AP, 6 years of LA teaching</p> <p>5. Bilingual parent and community organizer All – Jeff Clark, Principal; Patricia Rangel, MTSS Coordinator</p>	<p>exp. at Denny; Denny Literacy teachers; Literacy-focused AP.</p> <p>3. Denny teachers; Math Coach; Literacy AP, 6 years of LA teaching</p> <p>4. Experienced School Counselors from Denny and Sealth to recruit the tutors; Math Coach and Literacy AP to train and place the tutors with selected students.</p> <p>5. Bilingual parent and community organizer All – Jeff Clark, Principal; Patricia Rangel, MTSS Coordinator</p>	<p>organizer</p> <p>6. BIG 5 Teacher and Denny Support Team</p> <p>7. SBHC Staff All – Jeff Clark, Principal; Patricia Rangel, MTSS Coordinator</p>	<p>6. SBHC Staff All – Jeff Clark, Principal; Patricia Rangel, MTSS Coordinator</p>	<p>skills</p> <p>3. Denny teachers, Literacy AP</p> <p>4. Bilingual parent and community organizer</p> <p>5. SBHC Staff</p> <p>6. Bilingual Health Specialist, Successful 5 year partnership at Denny All – Jeff Clark, Principal; Patricia Rangel, MTSS Coordinator</p>
Partnerships and Collaborative Efforts	If a community partner is providing services, identify the organization	<b>Community Learning Center (CLC) – Parks Department,</b> coordination of after school math classes, break camps, and enrichment half of	<b>Community Learning Center (CLC) – Parks Department,</b> coordination of after school math classes, break camps, and enrichment half of	<b>Community Learning Center (CLC) – Parks Department,</b> coordination of after school academic	<b>Community Learning Center (CLC) – Parks Department,</b> coordination of after school academic	<b>Community Learning Center (CLC) – Parks Department,</b> coordination of after school math classes, break camps, and enrichment half of

	and its role.	summer school  <b>University Tutors for Seattle Schools (UTSS)</b> , Providing college-age tutors who are trained and placed by our math coach	summer school	programming  <b>City Year</b> – “Near-peer” mentoring, tutoring, and emotional support program for identified students  <b>Communities in Schools (CIS)</b> – Case management provided for academic, emotional, and basic need reasons; coordination of family engagement  <b>Neighborcare (SBHC)</b> – Health-related and mental-health services on-site	programming  <b>City Year</b> – “Near-peer” mentoring, tutoring, and emotional support program for identified students  <b>Communities in Schools (CIS)</b> – Case management provided for academic, emotional, and basic need reasons; coordination of family engagement  <b>Neighborcare (SBHC)</b> – Health-related and mental-health services on-site	summer school  <b>University Tutors for Seattle Schools (UTSS)</b> , Providing tutor  <b>Neighborcare (SBHC)</b> – Health-related and mental-health services on-site
	What is their specific expertise in helping you achieve your results?	<b>CLC – Parks Dept.:</b> Expertise in coordinating extended day and extended year academic and culturally-affirming activities	<b>CLC – Parks Dept.:</b> Expertise in coordinating extended day and extended year academic and culturally-affirming activities	<b>CLC – Parks Dept.:</b> Expertise in coordinating extended day and extended year academic and culturally-affirming activities	<b>CLC – Parks Dept.:</b> Expertise in coordinating extended day and extended year academic and culturally-affirming activities	<b>CLC – Parks Dept.:</b> Expertise in coordinating extended day and extended year academic and culturally-affirming activities

		<p><b>UTSS</b> – Providing college-enrolled tutors who provide “push-in” tutoring to students identified by our math coach. Our math coach also makes sure that the tutoring is focused on areas of need identified by the most recent data.</p>		<p><b>City Year</b> – Corps members are between the ages of 17 – 24 and therefore uniquely able to provide near peer relationships with students. Corps members provide frequent differentiated tutoring.</p> <p><b>Communities in Schools - CIS</b> specializes in coordinating academic resources for students both in school and within the community</p> <p><b>Neighborcare -</b> Neighborcare is the largest SBHC sponsor in Washington State, operating six SBHCs in middle and high schools. They provide Denny students with on-site health and counseling support</p>	<p><b>City Year</b> – Corps members are between the ages of 17 – 24 and therefore uniquely able to provide near peer relationships with students. Corps members provide frequent differentiated tutoring.</p> <p><b>Communities in Schools - CIS</b> specializes in coordinating academic resources for students both in school and within the community</p> <p><b>Neighborcare -</b> Neighborcare is the largest SBHC sponsor in Washington State, operating six SBHCs in middle and high schools. They provide Denny students with on-site health and counseling support</p>	<p><b>UTSS</b> – Providing college-enrolled tutors who provide “push-in” tutoring to students identified by our math coach. Our math coach also makes sure that the tutoring is focused on areas of need identified by the most recent data.</p>
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				so that they are able to stay at school, without missing whole days for appointments.	so that they are able to stay at school, without missing whole days for appointments.	
	Why did you select this partner and what is your history with them?	<p><b>CLC Parks</b> –We have a long-standing and very successful partnership with Parks as our CLC provider. Strong previous data results are evident.</p> <p><b>UTSS</b> – We have had four years of successful partnership with UTSS. Our math achievement growth reflects this.</p>	<p><b>CLC Parks</b> –We have a long-standing and very successful partnership with Parks as our CLC provider. Strong previous data results are evident.</p>	<p><b>CLC Parks</b> –We have a long-standing and very successful partnership with Parks as our CLC provider. Strong previous data results are evident.</p> <p><b>City Year</b> – We are in our second year as a Diplomas Now Partnership school. City Year Corps Members are making a remarkable positive difference for our students—academically, with attendance, and socially/emotionally</p> <p><b>Communities in Schools:</b> Similar to City Year, CIS is a key component to our two-year-old</p>	<p><b>CLC Parks</b> –We have a long-standing and very successful partnership with Parks as our CLC provider. Strong previous data results are evident.</p> <p><b>City Year</b> – We are in our second year as a Diplomas Now Partnership school. City Year Corps Members are making a remarkable positive difference for our students—academically, with attendance, and socially/emotionally</p> <p><b>Communities in Schools:</b> Similar to City Year, CIS is a key component to our two-year-old</p>	<p><b>CLC Parks</b> –We have a long-standing and very successful partnership with Parks as our CLC provider. Strong previous data results are evident.</p> <p><b>UTSS</b> – We have had four years of successful partnership with UTSS. Our math achievement growth reflects this.</p>

				<p>Diplomas Now partnership. The services provided to students and their families have been very beneficial—multiple data points illustrate this success.</p> <p><b>Neighborcare:</b> We have had a long and successful partnership with Neighborcare as our SBHC provider. Daily, they do great things for our scholars and school community.</p>	<p>Diplomas Now partnership. The services provided to students and their families have been very beneficial—multiple data points illustrate this success.</p> <p><b>Neighborcare:</b> We have had a long and successful partnership with Neighborcare as our SBHC provider. Daily, they do great things for our scholars and school community.</p>	
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Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
Leveraged Funds	If you are leveraging other funds to support these strategies, please identify them here.	<p><b>CLC:</b> \$20,000/SY in direct service resources primarily in support of afterschool activities. \$60,000/year in administrative supports.</p> <p><b>UTSS:</b> Leveraged funding from UTSS will include covering the cost of 5 tutors who will be placed at Denny International without any expense to the school. Secondly, as a result of our partnership with UTSS, Seattle Pacific University will provide funds for three field trips each academic year – one each for grades 6, 7, and 8 – to South Seattle Community College, the University of Washington, and Seattle Pacific University.</p>	<p><b>CLC:</b> \$20,000/SY in direct service resources primarily in support of afterschool activities. \$60,000/year in administrative supports.</p> <p><b>UTSS:</b> Leveraged funding from UTSS will include covering the cost of 5 tutors who will be placed at Denny International without any expense to the school. Secondly, as a result of our partnership with UTSS, Seattle Pacific University will provide funds for three field trips each academic year – one each for grades 6, 7, and 8 – to South Seattle Community College, the University of</p>	<p><b>CLC:</b> \$20,000/SY in direct service resources primarily in support of afterschool activities. \$60,000/year in administrative supports.</p> <p><b>City Year’s</b> programming has the unique ability to leverage significant funds in addition to the support the City of Seattle and Denny can provide resulting in a significant return on investment. The Corporation for National and Community Service provides approximately 30% of our funding through AmeriCorps and City Year is committed to privately raising an additional one-third</p>	<p><b>CLC:</b> \$20,000/SY in direct service resources primarily in support of afterschool activities. \$60,000/year in administrative supports.</p> <p><b>City Year’s</b> programming has the unique ability to leverage significant funds in addition to the support the City of Seattle and Denny can provide resulting in a significant return on investment. The Corporation for National and Community Service provides approximately 30% of our funding through AmeriCorps and City Year is committed to privately raising an additional one-third</p>	<p><b>CLC:</b> \$20,000/SY in direct service resources primarily in support of afterschool activities. \$60,000/year in administrative supports.</p> <p><b>UTSS:</b> Leveraged funding from UTSS will include covering the cost of 5 tutors who will be placed at Denny International without any expense to the school. Secondly, as a result of our partnership with UTSS, Seattle Pacific University will provide funds for three field trips each academic year – one each for grades 6, 7, and 8 – to South Seattle Community College, the University of Washington, and Seattle Pacific University.</p>

			Washington, and Seattle Pacific University.	through diverse private funds including generous individuals, foundations and corporations.  <b>Communities in Schools:</b> CIS will provide \$34,000 of funding for school year 2012-13 to leverage for passing classes and attendance.  <b>Neighborcare (SBHC):</b> To support the needs of our community, Neighborcare leverages significant dollars amounts to enhance the number of types of services available.	through diverse private funds including generous individuals, foundations and corporations.  <b>Communities in Schools:</b> CIS will provide \$34,000 of funding for school year 2012-13 to leverage for passing classes and attendance.  <b>Neighborcare (SBHC):</b> To support the needs of our community, Neighborcare leverages significant dollars amounts to enhance the number of types of services available.	
	How will this supplemental funding be used to support your strategy?	<b>CLC:</b> Additional academic and cultural offerings available to students, increased number of days in operation.	<b>CLC:</b> Additional academic and cultural offerings available to students, increased number of days	<b>CLC:</b> Additional academic and cultural offerings available to students, increased number of days in operation.	<b>CLC:</b> Additional academic and cultural offerings available to students, increased number of days in operation.	<b>CLC:</b> Additional academic and cultural offerings available to students, increased number of days in operation.

		<p><b>UTSS:</b> Increased number of students being served through tutoring; funding a key component, campus field trips, of our college and career readiness plan.</p>	<p>in operation.</p> <p><b>UTSS:</b> Increased number of students being served through tutoring; funding a key component, campus field trips, of our college and career readiness plan.</p>	<p><b>City Year/Communities in Schools:</b> The \$50,000 included in our levy budget represents less than 10% of the total cost of this partnership which includes: 15 City Year Corps Members and full-time people from both Communities in Schools and Johns Hopkins University. This partnership is very important in helping us to meet our growth targets.</p> <p><b>Neighborcare:</b> Expanded services for our kids means more kids who are able to focus on learning.</p>	<p><b>City Year/Communities in Schools:</b> The \$50,000 included in our levy budget represents less than 10% of the total cost of this partnership which includes: 15 City Year Corps Members and full-time people from both Communities in Schools and Johns Hopkins University. This partnership is very important in helping us to meet our growth targets.</p> <p><b>Neighborcare:</b> Expanded services for our kids means more kids who are able to focus on learning.</p>	
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**\* These must be aligned with those in the Outcomes and Indicators section of the RFI. You will be held accountable for the proposed targets in your contract with the City’s Office for Education.**

## ATTACHMENT 5: COLLEGE AND CAREER READINESS PLAN

**Strategy #1: Please describe the curriculum you will use.** We will use the Navigation 101 curriculum, a guidance and life planning program for students in grades 6 through 12. Navigation 101 has been designed to help students: Develop clear plans for what they would like to do with their lives after high school; and learn what they need to accomplish today—while they are still in school—to reach those dreams. The free curriculum is available at [Washington.Navigation101.com](http://Washington.Navigation101.com). The Navigation 101 curriculum provides 20+ lesson plans for each grade level from 6 through 12. Also provided is a Resource Guide with a “Scope & Sequence” for that year’s lessons, information on the outcomes students will achieve through the Navigation lessons, and suggestions for advisors on supplemental activities and resources for students and their families.

In addition to Navigation 101, we will use ConnectEDU for the administration and interpretation of career and interest inventories and to include financial literacy skills. ConnectEDU is not a curriculum, however it is an ideal compliment to an overall college and career readiness strategy that includes Navigation 101 and student-led conferences, and can serve as a portfolio for students. ConnectEDU provides a single location from which school staff, students and families are able to explore, research, and ultimately apply to post-secondary options. Students are able to track their academic progress, explore their interests and skills, set goals, research potential career and college options, learn financial literacy skills, record service hours, awards and work experience, etc. The ConnectEDU on-line platform is provided in both English and Spanish, and the student and family registration materials are translated into the top four languages in SPS. ConnectEDU is supported by the Seattle Public Schools student information system and will “follow” students as they transition to high school or move to a new school within our district.

**Please describe your implementation model:** We will create advisory time in our schedule to teach our scholars “college knowledge” and positively engage with them in planning for their futures. This will be done by using a one-hour advisory schedule once per month to create a 45 minute “advisory” time for staff to do this with our scholars. In addition to the use of the Navigation 101 and ConnectEDU, the advisory will be a connection to our families and student-led college-bound conferences (please see below).

**Enrollment of eligible 7<sup>th</sup> and 8<sup>th</sup> graders in the College Bound Scholarship program:** We are very committed to getting all of our eligible scholars signed up for the College Bound Scholarship. Denny has been successful in doing this by reaching out to families and helping our scholars to see the magnitude of this incredible opportunity. Last year, Denny signed up 100% of eligible 7<sup>th</sup> and 8<sup>th</sup> graders, 381 students. We plan to do the same every year.

**College Campus Visitations:** In order to give our scholars a better chance of knowing what colleges and universities offer, each grade of students will be going on a campus visit field trip each year. All 6<sup>th</sup> graders will visit South Seattle Community College. All 7<sup>th</sup> graders will visit Seattle Pacific University. All 8<sup>th</sup> graders will visit the University of Washington.

**Please see our attached calendar of the implementation schedule we will follow.**

**Strategy #2: Please describe your plan for ensuring this process is meaningful for students and families.** We will provide this important opportunity in three ways, two that we have been doing for six years, August Home Visits for all new families and Report Card Conferences, and one that will be new next year, student-lead college-bound conferences. Home visits are done every August for all new families (all 6<sup>th</sup> graders and new 7<sup>th</sup> and 8<sup>th</sup> graders). Two Denny staff members visit each family—what families share is inspiring—the relationships that are formed are positive and lasting.

The second opportunity comes after first quarter reports cards are ready. Students and their families are invited to come to school from 2:30 to 4:30 or from 5:30 to 7:30 to meet with every teacher and discuss academic progress.

We are very excited about a new opportunity that we have planned: student-lead college bound conferences. Each scholar will meet with an advisor and a parent/guardian. The scholar will be leading the discussion relating to her/his plan and college-bound progress. We will use the ConnectEDU system to guide these discussions.

***Strategy #3: How will you identify focus students to be served?*** After reviewing the disaggregated data of students not graduating with Chief Sealth H.S. staff, we have selected Latino students, the group of students currently the most at-risk of not graduating, as our focus group for our intensive case management system for college and career readiness. We will review our risk report to select 90 Latino students (30 from each grade) for case management. We are not starting with just 6<sup>th</sup> grade, but doing this with all three grades because we see this as an urgent problem—with no time to waste.

**Please describe the structure and schedule of case management:** Services will be provided in our school-based program, Proyecto Saber, during the school day and after school. Identified students will be signed up for Proyecto as a class that will meet every day for a full class period. Our Proyecto Saber teacher will collaborate with a College and Career Readiness Coach from El Centro de la Raza who will be coming to Denny one day per week. The El Centro de la Raza coach will co-teach classes, do presentations, and help to case manage students.

**What will be the role of case managers?** Our Proyecto Saber teacher will be serving as the case manager: planning lessons to address student math and literacy needs, creating culturally affirming experiences, connecting with families, guiding students with the use of ConnectEDU, and monitoring attendance, grades and MAP growth results. **How many students will each case manager serve?** 100 **How often will case managers meet with students?** Daily for 47 minutes (one class period). **How will you identify if students are getting on track for graduation and post-secondary activities?** Identified Latino students will be selected based on the risk report, specifically focusing on passing core classes, being absent less than 5 days per semester and meeting growth targets on MAP. We will review their data weekly and adjust accordingly. **How will case managers be integrated into the structure of your school/collaborate with school staff regarding academic supports?** She is a full-time teacher and collaborates with teaching colleagues daily. **How will you set outcome and indicator targets for these focus students?** Students passing all core classes, students with 5 or fewer absences per semester, students meeting growth targets on the reading and math MAP.

***Community Partnerships Partner #1:*** El Centro de la Raza will be providing a one-day per week College and Career Readiness Coach to partner with our Proyecto Saber teacher. **Partner #2:** University Tutors for Seattle Schools will be providing funding to cover the costs of the campus visit field trips and collaborating with Denny staff on the structure of each visit. **What is their specific expertise in helping you implement this strategy?** El Centro de la Raza: Last year all 84 students in the program applied for college. University Tutors for Seattle Schools: Staff have extensive experience developing partnerships between K-12 school and colleges and universities. **Why did you select this partner, and what is your history with them?** El Centro de la Raza has data to support their success; we have worked with them as a partner for seven years. University Tutors for Seattle Schools has been a strong partner for Denny for the last five years—we have full confidence in their ability to help us plan campus field trips and appreciate them providing the funds to cover the costs.

Attachment A

Denny International Middle School  
College and Career Readiness  
Special Dates 2012-2013

Advisory Schedule Days

Sept. 26  
Oct. 31  
Nov. 21  
Dec. 12  
Jan. 16  
Feb. 6  
Mar. 6  
Apr. 10  
May 15  
Jun. 12

Conferences

Report Card Conferences, Nov. 15

Student-led College-bound Conferences,  
Apr. 25

Campus Trips

6<sup>th</sup> grade to South Seattle Community College, TBD

7<sup>th</sup> grade to Seattle Pacific University, TBD

8<sup>th</sup> grade to University of Washington, TBD

## ATTACHMENT 6: SCHOOL-BASED HEALTH CENTER (SBHC) PLAN

### **Collaborative Planning**

Denny International Middle School and our SBHC partner, Neighborcare, have effective systems and strategies for ongoing communication, covering a multitude of topics

#### **1. How will the SBHC and school communicate with each other about:**

**Available SBHC services** – SBHC staff do presentations at staff meetings and evening school events. We send home information, including a brochure of services and registration materials to all families in English, Spanish, Somali, and Vietnamese. Additionally, classroom presentations are made so that all students are aware of all of the available services.

**Policies and procedures** – Daily consultation occurs between the school nurse and the SBHC team. Other policies and procedures are documented in the staff handbook, reviewed annually, and discussed collaboratively whenever a change is needed.

**Health or related initiatives or special projects** - Teachers invite SBHC staff to go into classrooms and engage with students on various health-related topics. SBHC staff and school staff collaboratively plan student outreach on topics ranging from healthy eating portions during lunchtime to healthy lifestyle choices.

**Joint professional development/staff educational opportunities** – SBHC staff are included in relevant professional development along with school staff; topics include: cultural competency and language lessons and how to contribute to the school C-SIP (academic achievement plan).

**Concerns** – The Clinic Coordinator serves as a liaison for trouble shooting concerns with the principal. More complicated concerns are addressed between the program manager and principal.

#### **2. How will the SBHC play a role in:**

**The school's overall plan for academic success, including academic/student support teams and groups within the school**

- Participate in our SAST (Student Academic Success Team) weekly meeting structure to identify students who are at-risk of not passing all classes or missing five or more days of school within a semester.
- Collect data for students who are served in the areas of passing core classes and attendance (monitored through the SOURCE).
- Sign students up for academic support services, such as extended day and extended year offerings, to promote the number of students passing one or more grade-level state tests (math and reading).
- Eliminate barriers to learning by promoting emotional and physical well-being through on-site counseling and health services.

### **Family outreach and education**

- Join school staff in participating in home visits prior to the school year beginning.
- Attend school events and family meetings to build relationships and provide information.
- Conduct health insurance outreach and enrollment for students and families, including identifying students who are eligible through free and reduced lunch lists.
- Provide language support through translator/interpreter support in many languages.
- Work with bilingual parent involvement coordinators to support families.
- Coordinate basic need services with school staff and Communities in Schools.

### **Emergency and other plans**

- Participate in monthly safety planning meetings.
- Participate in emergency drills and coordinate roles in triage planning.

**3. Please identify the intersections between the work of the SBHC and the school nurse, including specifics regarding responsibilities, planning, and communication.** The school nurse works very closely with all SBHC staff as a member of the Health Center team. The school nurse provides nursing and safety-related services for all students in a complimentary fashion to the diagnostic and prescriptive services

provided to registered students by the SBHC team. Communication and collaboration occur daily as well as through weekly SAST meetings and monthly Health Center Team meetings.

### **Targeted Referral and Follow-Up Process**

**How will school staff identify and refer students to the SBHC? How will they differentiate the need for a referral to the SBHC vs. another service provider?**

- Weekly review of student data generated by the Risk Report, attendance reports, the SOURCE, and MAP growth reports will result in appropriate referrals every week made by our Multi-Tier System of Support (MTSS) Coordinator, Patricia Rangel. This level of intensive data review ensures that no child slips between the cracks.
- Other referrals come through the SAST system (facilitated by MTSS Coordinator) and inclusive of all of our CBO and school staff support service providers.
- Other referrals come from families or students themselves.
- Referrals are made to the SBHC vs. another service provider by understanding the roles and offerings of our different options. Priority is given to linguistic/cultural connections, availability of service time (summer service or not, for example) and level of expertise in needed area. Our MTSS Coordinator ensures that referrals are appropriately matched.

**Describe the process for school staff to follow up on referrals made to SBHCs.**

Our MTSS Coordinator monitors data and level of success in implementing student intervention plans weekly. If progress is not being made, adjustments are made, including adding additional service and/or changing case managers/service providers.

**How will the school receive referrals from SBHC staff for students who need academic support services/other supports?**

- Through participation in the SAST team structure.
- Direct referrals/consultation with the MTSS Coordinator.

**How will school staff follow up/through with referrals from SBHC staff for academic support services/other supports?**

MTSS Coordinator will implement needed adjustments to Student Learning Plans, coordinate with teaching teams, and arrange for needed services to be provided.

**In addition to making and receiving referrals, what role will the SBHC play in helping to support academic success?**

- Help to eliminate barriers to learning by providing on-site social-emotional and health support services to keep students at school and feeling positive about their lives and futures as college-bound scholars.
- Involve our families in the work with their children.

### **Data Sharing & Targets**

**How will the SBHC and school share student information in order to support academic success?**

**Include HIPAA and FERPA considerations.**

Parent and student signs FERPA forms sent home in first day packet. The SAST structure provides regular updates of pertinent information and data with clear means of two-way communication in place.

**How will the SBHC contribute to your Levy targets?**

SBHC services will directly contribute towards meeting levy targets in the following areas: students missing less than five days of school per semester, students passing all core classes, students making gains on state tests.

**Logistics: Who is your key SBHC contact? Who is your key school contact for the SBHC?**

SBHC: Karen Lehman, Clinic Coordinator; Colin Walker, Program Manager

DIMS: Kathy Quimby, School Nurse; Patricia Rangel, MTSS Coordinator; Jeff Clark, Principal

**Attached is our meeting schedule with SBHC staff**

**Denny SBHC Meeting Calendar 2012-13**

**SAST**

Sept. 12, 19, 26

Oct. 3, 10, 17, 24

Nov. 7, 14, 21, 28

Dec. 5, 12, 19

Jan. 9, 16, 23, 30

Feb. 6, 13, 20, 27

Mar. 6, 13, 20, 27

Apr. 3, 10, 24

Jun. 5, 12

**SBHC Team (including School Nurse)**

Sept. 17

Oct. 15

Nov. 19

Dec. 17

Jan. 22

Feb. 25

Mar. 18

Apr. 29

May 20

Jun. 10

**Principal/Program Manager Meetings**

Nov. 9

Feb. 22

## ATTACHMENT 7: MANAGEMENT AND OVERSIGHT PLAN

### Tracking to Results

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

### Weekly Collaborative Meetings—A Key to Our Students’ Success

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

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

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

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

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

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

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

We have benefitted enormously from current levy investments in the area of math. As a

result, we have chosen math as a sample of how we track results and make adjustments for individual students. The diagram below illustrates the cycle that is used throughout Denny.



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

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

<b>Step 1</b>	<b>All</b>	students self-correcting their tests using <b>Test Correction Form</b>
<b>Step 2</b>	<b>less than 50% meeting goal</b>	whole group intervention usually taught by math coach
	<b>more than 50% meeting goal with 4 or more learning targets</b>	Small group intervention (broken into small groups) to be taught by math coach and teacher in separate locations
	<b>more than 50% meeting</b>	Peer-coaching intervention pair up a students who met and did Not meet standard to work together.

	<b>goal with 3 or less learning targets</b>		
<b>Step 3</b>	<b>Level 2 score (2 out of 4) Level 1 score (0/1 out of 4)</b>	Teacher Choice Time (during school) 8 <sup>th</sup> period Math (after school)	

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

### Classroom-based Summative Assessments

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

### Data Collection/Tracking Tool Used By Teachers

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

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

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

### Data Collection/Tracking Tool Used By Students

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

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

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

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

**Attendance:** Weekly review of the Attendance Student Watch List (see sample below).

Intervention plans are created at the teaching team level under the facilitation of the MTSS Coordinator. If problems persist, our SAST team, including all of our major CBO partners adds elements to the intervention plan and continues to monitor progress.

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

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

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

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

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

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

**What decision-making process have you gone through in your school to get buy-in from your staff and allow for implementation of your proposed strategies?** Elements of this proposal have been discussed with teacher leaders, support staff, and the staff as a whole. All staff have had an opportunity to hear proposals, ask questions, provide input, and indicate their level of support for each idea presented. The summary of staff input is that it has been extremely positive, with each idea presented receiving a large majority of support. In addition, at a family meeting, ideas have also been presented in English, Spanish, and Somali. Families have expressed enthusiastic support for our ideas.

### **How did you include your school-based health center in the RFI planning process?**

Our SBHC Program Manager and I have met collaboratively to draft levy proposals. He and other SBHC staff have been involved in our RFI planning.

**How did you include community partners in the RFI planning process?** Interested partners were invited to submit ideas as to how they could partner with the school to contribute towards Levy outcomes. Meetings were held with individual CBOs as well as with those in attendance at the RFQ-Approved Providers and Principals Networking Meeting on March 22. We will continue to meet quarterly to review our progress and make adjustments.

### **Who are the key people within your school who will lead your Levy-funded strategies?**

Key Denny Staff: Jeff Clark, Principal Patricia Rangel, MTSS Coordinator; Kyung Chung, Math Coach; Artise Burton, Literacy-Focused AP; Kathy Quimby, School Nurse Liz Olsen, Proyecto Saber Teacher. Key CBO Staff: Will King, Lead, Parks CLC; Denise Pérez, El Centro de la Raza; Collin Walker, Program Manager, Neighborcare (SBHC); Greg Fritzburg, UTSS; Simon Amiel, Diplomas Now, City Year; Shira Rosen, Diplomas Now, C.I.S.

**Please describe the systems you have in place to identify the components of a strategy that are or are not working.** We are constantly reviewing student data—if the data isn't reflecting real progress, we will change what we are doing. We review all of our initiatives and systems of support quarterly—this includes doing a review process with all of our major partnerships.

**What challenges do you anticipate and what steps will you take to increase your chances of achieving your results?** Three challenges we have faced this year that we are continuing to work on include: absenteeism, grading reform, and creating a seamless Kindergarten through College Graduation Pathway in Southwest Seattle. **Absenteeism:** This year we have launched several inter-related efforts to improve attendance. We have exciting competitions, incentive programs, and fun public recognition strategies with our scholars. We still have much more to do—one example is that families take their child out of the country to visit extended family. Next year, during home visits and with phone calls, we will be doing multi-lingual outreach to encourage these trips to be taken during break time if at all possible. **Grading reform:** We have begun a major shift in how we use grades and what grades mean. We will continue to prioritize this in professional development time to support our staff with making a complete shift to standards-based grading. We know that change will have a profound positive impact. **Creating a seamless Kindergarten to College Graduation Pathway in Southwest Seattle:** We are working with Roxhill and West Seattle Elementary Schools, Chief Sealth International High School, and South Seattle Community College to make a seamless and aligned pathway for our scholars. Specifics of this work include: Curriculum alignment work in core subjects and Proyecto Saber (our levy-funded math coach will play a big role with this); Support systems and case management alignment, including alignment of the SBHCs' services, City Year, and including a collaborative approach amongst the CLCs; Extended year program alignment,

students from Roxhill and West Seattle Elementary will be attending part of the Denny summer school; Professional development, Denny and Sealth teachers have participated in “Studio Days” together; and College and Career Readiness alignment with both curricular materials, Navigation 101 and ConnectEDU, and with student-led college-bound conferences.

**If applicable, who within the school district will be supporting your school in achieving your results? What is their expertise and specific role?** We will continue to work closely with Aurora Lora, Executive Director of West Seattle Schools; Mark Teoh, Executive Director of Strategic Planning and Partnerships; Wendy London, Director of Curriculum and Support Services; Veronica Gallardo, Director of ELL and International Programs; Bernardo Ruiz and Mohamed Robles, Office of School and Family Partnerships

**What other funds do you plan to leverage to support this work to achieve your results?** Nesholm Family Foundation, funding for Literacy-focused AP and Columbia Teachers College Readers/Writers Workshop Project; Diplomas Now, funding for City Year, Communities in Schools, and Johns Hopkins University Staff; Gates Foundation, funding for Intensive School Partnership Grant; University Tutors for Seattle Schools, funding for additional tutors and campus visit trips; El Centro de la Raza, other partner-funded activities; South Seattle Community College, partner-funded TRIO program; City of Seattle, Youth Violence Prevention Initiative; Seattle Police Department, Department-funded School-based Office Program;

**Previous Success: What work have you done in the past that has resulted in achieving results with your proposed outcomes and indicators?** Our comprehensive efforts have led to our scholars demonstrating significant growth in their MSP scores (see MSP Analysis attachment). Dan Gallagher, SPS manager for Math and Science, completed a data report that tracked the change in individual student MSP Scale scores from 5<sup>th</sup> to 8<sup>th</sup> grade and then combined the data based on where students attended middle school. Of the 19 middle schools and K-8s in Seattle Public Schools, Denny was #1 in math growth and #5 in reading growth (see MSP Growth Data attachment). Being first in the city in MSP math growth can be largely attributed to significant Levy investment in the current levy. Additionally, measures of previous success include: the percentage of scholars meeting the MAP Growth Targets in all three grades is higher than the national average for all sub-groups: general education, ELL, IEP, and Advanced Learning in both reading and math (see MAP Growth Data attachment). Additionally, both our attendance rates and the number of students passing all core class have consistently risen in recent semesters.

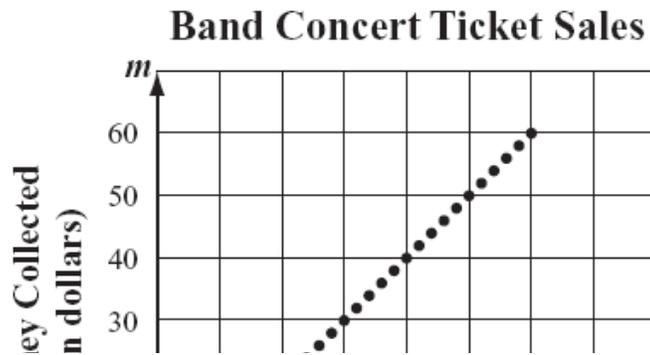
**Describe how you leveraged resources to achieve results:** At Denny, our students need us to continue to dramatically accelerate their academic growth and support them with a wide variety of social and emotional challenges relating to poverty. We write as many grants as we can and are consistently seeking out new partnerships. These grants are all under one clear data-driven plan. All partnerships are managed through the SAST system. We have the structures in place to take advantage of partnerships and leveraged funds (listed above) to make positive change for large numbers of our scholars. We have proven that in the previous Levy with both the number of students served and the outcomes achieved. The Innovation funding support we received in the previous Levy has been the centerpiece of our progress and is linked to improved outcomes for hundreds of Denny scholars! We hope to receive continued high-level support from the City of Seattle to continue to make rapid progress in an accelerated fashion—and eliminate the achievement gap. Thank you for believing in our scholars and their limitless potential as future college graduates!

POW

Period: \_\_\_\_\_ Name: \_\_\_\_\_

**Learning Target: 7.2.E**

1. The graph below shows the relationship between the number of tickets sold for a band concert and the amount of money, in dollars, collected from the sales of the first 30 tickets.



Test Correction

Block: \_\_\_\_\_ Name: \_\_\_\_\_

**My Strengths...I got these Problems Correct!**

To identify your areas of strength, write down the problems you felt confident about and got right.

Problem #	Standards/Problem Description

**What I Need to Review...Oops! I made mistakes but I can fix them on my own.**

Go ahead and fix your mistakes directly on your test. Cross out the incorrect work and solve the problems over without making mistakes this time.



Problem #	Standards/Problem Description

**My Highest Priority for Studying...I Can't Solve These Problems On My Own. Need HELP!!**

To determine what you need to study most, write down the problems you got wrong, NOT because of simple mistakes).

Problem #	Standards/Problem Description

MSA Post Assessment (7.1.E, 7.1.F, 7.2.E, 7.2.F)

Period: \_\_\_\_\_ Name: \_\_\_\_\_

**Learning Target 7.2.E**

**Represent proportional relationships using graphs, tables, and equations, and make connections among them**

1. The table below shows how many scoops of hot chocolate mix are needed in order to make different numbers of cups of hot chocolate.

Hot Chocolate Mix Recipe	
Number of Cups of Hot Chocolate ( <b>c</b> )	Number of Scoops of Mix Needed ( <b>s</b> )
2	4
4	8
6	12
8	16

For the data in the table, which of the following equations can be used to calculate **s**, the number of scoops of hot chocolate mix needed to make **c** cups of hot chocolate?

MSA Retake Assessment (7.1.E, 7.1.F, 7.2.E, 7.2.F)

Period: \_\_\_\_\_ Name: \_\_\_\_\_

**Learning Target 7.2.E**

**Represent proportional relationships using graphs, tables, and equations, and make connections among them**

1. The table below shows a linear relationship between  $x$  and  $y$ .

<b>x</b>	<b>y</b>
1	5
2	8
3	11
4	14

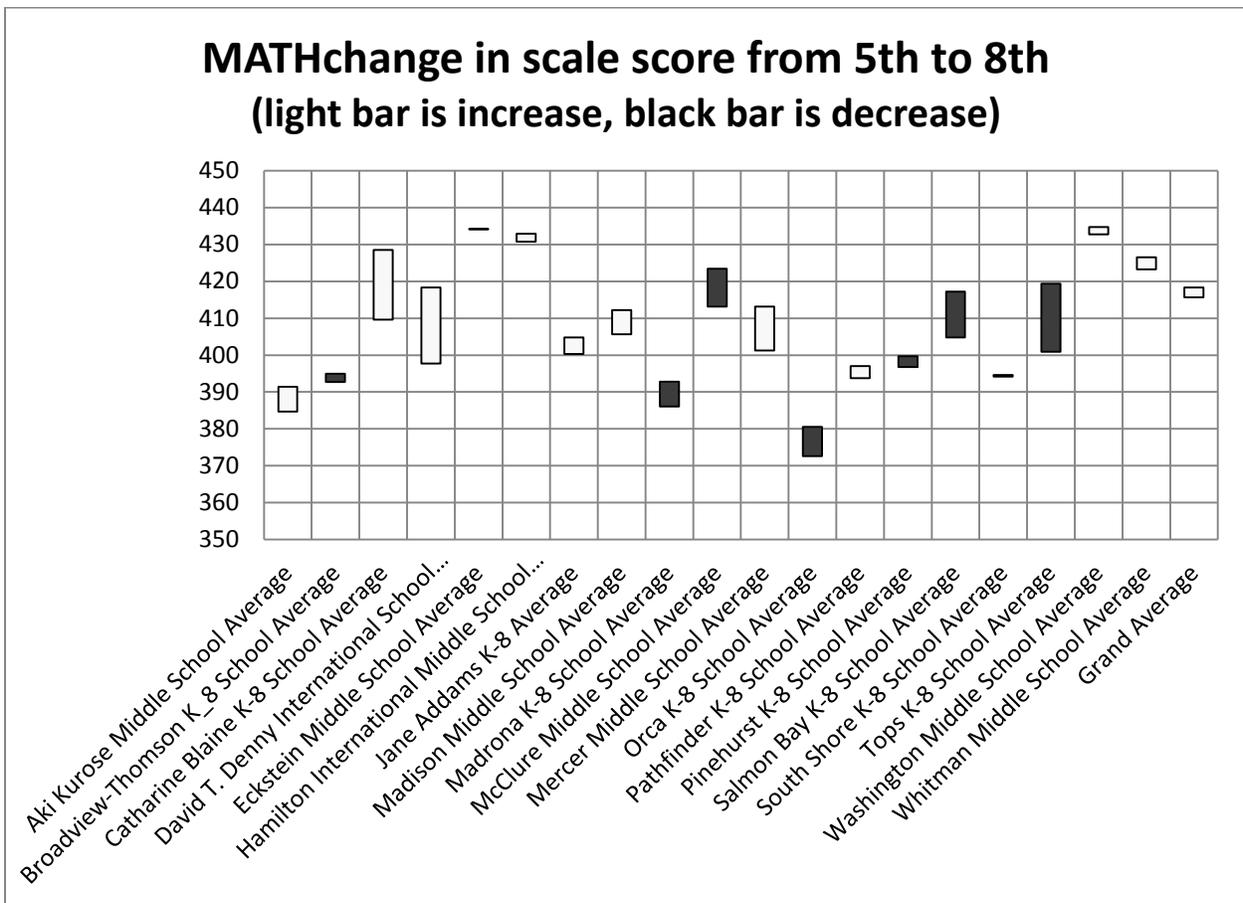
Which of the following equations can be used to represent the relationship between  $x$  and  $y$ ?

MSP Growth Data Attachment

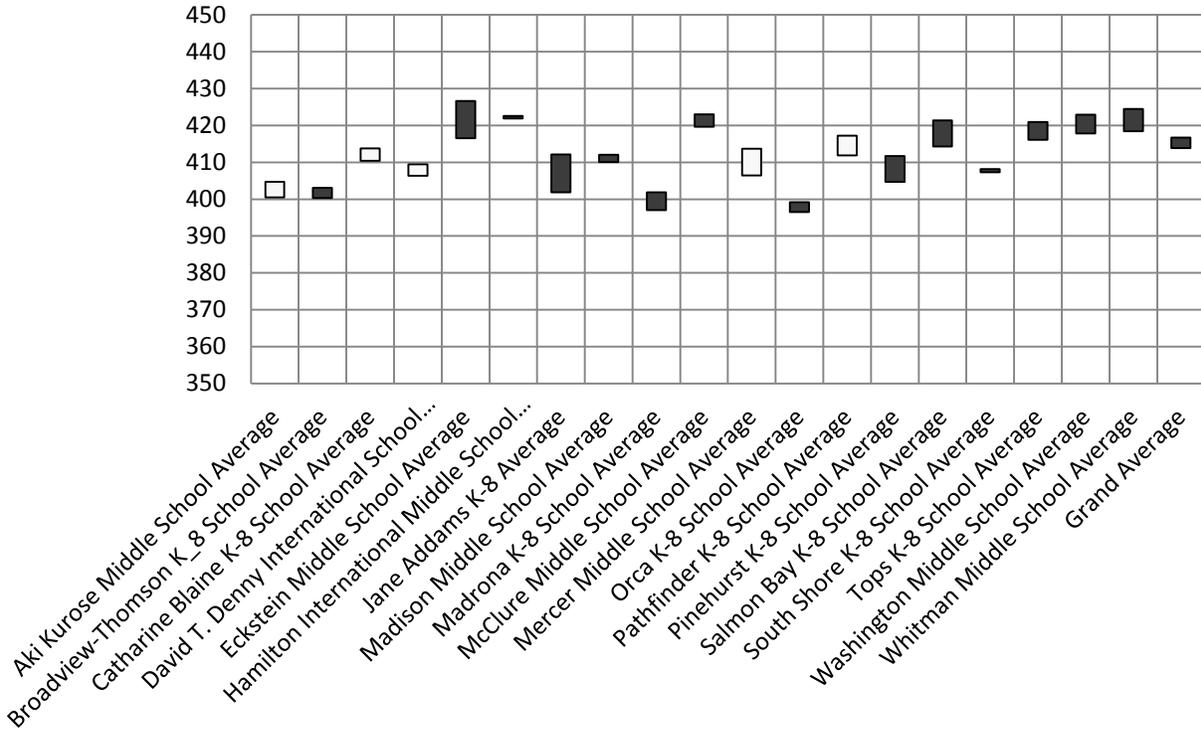
Dan Gallagher, Seattle Public Schools Math and Science Program Manager, explains how he put together the data below:

“From the OSPI database, I downloaded data from all students who took the 8th grade MSP last spring (2011) in SPS. I then downloaded 5th grade Science MSP scores from this same cohort (spring 2008 5th grade tests). I filtered the list to look at data from only students that took both the 5th grade and 8th grade tests in SPS. The measure I looked at was scale score. A score of 400 is passing.

I grouped students by school in which they took their 8th grade test (i.e., middle school and K-8) and then calculated the average 5th grade and 8th grade MSP scale scores for each middle/K-8 school’s cohort. In the attached graphs, the bottom of the white vertical bars shows the average 5th grade score of a school’s cohort and the top of the white vertical bar shows the average 8th grade score of a school’s cohort (this is reversed for the black bars—these schools show drops in scale score, so the top is 5th and the bottom is 8th).”



## READING change in scale score from 5th to 8th (light bar is increase, black bar is decrease)



MAP Growth Data Attachment

**Student Growth Summary - Fall 2010 to Spring 2011**

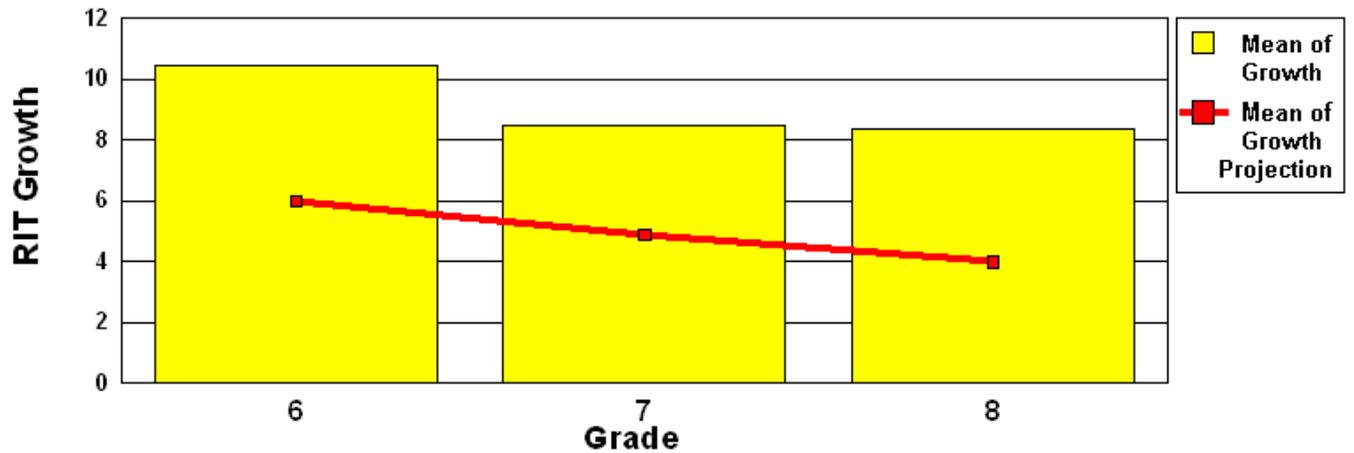
School: Denny Middle School

Option Grouping: GENDER  
 ^ (Small Group Summary Display is Off)

Mathematics		Fall 2010		Spring 2011		Growth			Mean **			Count	Percent
Grade (Spring 2011)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth	Growth Index	Percent of Projection	Meeting Growth Projection	Meeting Growth
<b>Grade 6</b>	253	214.7	17.7	225.4	19.3	10.7	8.1	0.5	6.0	4.7	180.7	183	73.2
Female	133	214.9	17.0	226.1	17.5	11.2	7.4	0.6	6.0	5.1	185.5	103	77.4
Male	120	214.4	18.6	224.7	21.2	10.3	8.9	0.8	6.0	4.3	175.4	80	68.4
<b>Grade 7</b>	225	222.1	20.4	230.6	20.6	8.5	8.2	0.5	4.9	3.7	176.9	161	72.2
Female	113	223.7	19.1	232.1	19.4	8.4	7.4	0.7	4.9	3.5	171.1	84	74.3
Male	112	220.4	21.6	229.2	21.7	8.8	9.1	0.9	4.9	3.9	183.0	77	70.0
<b>Grade 8</b>	223	226.3	19.5	234.7	18.9	8.4	8.2	0.6	4.0	4.4	210.8	158	71.2
Female	101	226.9	18.5	234.3	18.3	7.4	7.8	0.8	4.0	3.4	185.1	69	68.3
Male	122	225.9	20.4	235.1	19.4	9.2	8.5	0.8	4.0	5.2	232.2	89	73.6

School Overview including all students – Fall 2010 to Spring 2011

**Mathematics**



## Student Growth Summary - Fall 2010 to Spring 2011

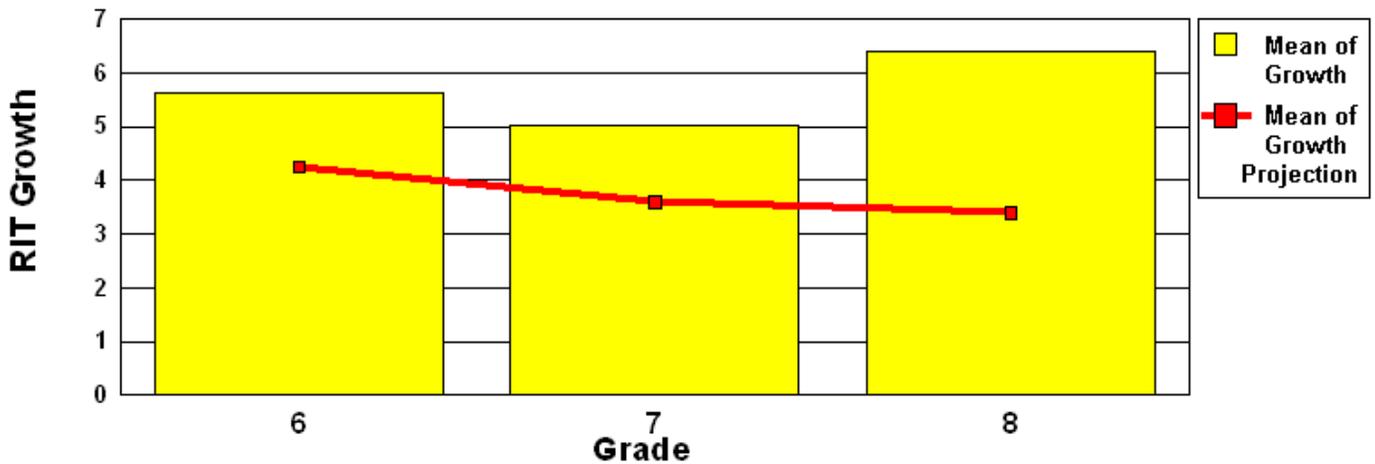
School: Denny Middle School

Option Grouping: GENDER  
^ (Small Group Summary Display is ON)

Reading		Fall 2010		Spring 2011		Growth			Mean ^^ Growth Projection	Growth Index	Percent of Projection	Count Meeting Projection	Percent Meeting Growth Projection
Grade (Spring 2011)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
<b>Grade 6</b>	<b>253</b>	<b>208.2</b>	<b>17.1</b>	<b>213.9</b>	<b>17.4</b>	<b>5.7</b>	<b>8.4</b>	<b>0.5</b>	<b>4.2</b>	<b>1.4</b>	<b>135.7</b>	<b>145</b>	<b>58.0</b>
Female	132	210.0	15.3	215.3	16.5	5.3	7.4	0.6	4.2	1.2	127.7	72	54.5
Male	121	206.3	18.7	212.3	18.3	6.0	9.4	0.9	4.3	1.7	144.4	73	61.9
<b>Grade 7</b>	<b>228</b>	<b>213.4</b>	<b>18.9</b>	<b>218.2</b>	<b>17.2</b>	<b>4.8</b>	<b>8.6</b>	<b>0.6</b>	<b>3.5</b>	<b>1.3</b>	<b>137.6</b>	<b>133</b>	<b>59.1</b>
Female	116	216.4	17.8	220.7	17.0	4.3	8.5	0.8	3.4	0.9	128.2	70	60.3
Male	112	210.4	19.5	215.7	17.1	5.3	8.8	0.8	3.7	1.6	146.7	63	57.8
<b>Grade 8</b>	<b>224</b>	<b>215.8</b>	<b>16.9</b>	<b>222.3</b>	<b>15.3</b>	<b>6.5</b>	<b>9.2</b>	<b>0.6</b>	<b>3.4</b>	<b>3.1</b>	<b>193.9</b>	<b>146</b>	<b>65.5</b>
Female	101	218.5	15.9	224.8	14.2	6.3	7.6	0.8	3.2	3.0	194.8	70	69.3
Male	123	213.7	17.4	220.3	16.0	6.6	10.4	0.9	3.5	3.2	193.1	76	62.3

School Overview including all students – Fall 2010 to Spring 2011

### Reading



**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

Commitment Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes & Indicators
30597352	Tutoring	0	15,600	Funding for tutoring partnership with UTSS to be used in a push-in model for ELL and math. Low end would only include the five tutors supplied by UTSS as leveraged dollars. High end includes four more additional tutors. Our tutors are helping to produce great results.	Math/Science, English Language Acquisition	Extended in-school learning time	Students making gains on state tests (math), ELLs making gains on state English Proficiency test
23201205	Big 5 Academy Teacher (2 days per week)	34,323	34,323	Two days per week we would have a teacher to run the BIG 5 Academy, an alternative to suspension program that supports students academically and with their college-bound planning.	Passing Classes, Attendance	Social/emotional/behavioral/health support	Students passing all core classes each semester, Students absent fewer than 5 days per semester
CBO	CLC	90,000	90,000	Funding for our Parks Department Community Learning Center. Provides extended day and extended year academic and culturally-affirming opportunities for our scholars--a key part of our strategy.	Math/Science, Reading/Writing, English Language Acquisition	Out-of-school time/expanded learning opportunities	Students making gains on state tests (math and reading), ELLs making gains on state English Proficiency test
20210551	Math Coach	85,810	85,810	Our math coach position has been instrumental in accelerating our math growth. This position coordinates our many math learning opportunities and links planning directly to the needs of individual students through progress monitoring.	Math/Science, English Language Acquisition	Extended in-school learning time, Out-of-school time	Students making gains on state tests (math), ELLs making gains on state English Proficiency

CBO	Diplomas Now (City Year, Communities In Schools, Johns Hopkins)	50,000	50,000	Diplomas Now is a collaborative with City Year, who provide 15 Corps Members, and Johns Hopkins and Community In Schools, who provide two full-time staff members, including the MTSS Coordinator. This amount represents less than 10% of the actual cost--all other costs are leveraged. The data supporting this partnership is very positive.	Passing Classes, Attendance	All	Students passing all core classes each semester, Students absent fewer than 5 days per semester
30597357	Volunteer Coordinator	0	14,348	Our volunteer coordinator is a bilingual Somali speaker and community organizer--she is a very important part of our family involvement team. The high end allowed for 19 hours per week. The low end eliminates this position.	All	Family Involvement	All
39406922	.1 Health Training Specialist	0	7,379	This bilingual Spanish-speaking health educator does very important health outreach to our Latino ELL students and their families--pregnancy prevention and dropout prevention are the focus. The high end supports this half a day a week. The low end eliminates this position.	Passing Classes, Attendance	Social/emotional/behavioral/health support	Students passing all core classes each semester, Students absent fewer than 5 days per semester
CBO	.1 College Readiness Coach	0	5,104	We hope to partner with El Centro de la Raza to bring a college readiness coach to Denny one day per week to partner with our Proyecto Saber teacher in providing the extra focus college and career readiness coach to the 100 identified Latino scholars. The high end supports this one day a week. The low end eliminates this position.	College and Career Readiness, Attendance	Out-of-school time/expanded learning opportunities, Family Involvement	Students passing all core classes each semester, Students absent fewer than 5 days per semester
20592800	Ext Day/Year Extra Time	0	18,061	This funding goes to running our extended day math and reading programs and our four-day winter break academic camp. The low end eliminates these programs.	Math/Science, Reading/Writing, English Language Acquisition	Out-of-school time/expanded learning opportunities	Students making gains on state tests (math and reading), ELLs making gains on state English Proficiency test
5100	Literacy Materials	0	0				
7099	Literacy PD	0	0				
	Mid-Year Indicator Performance Pay (7.5%) - Earned in March	26,250	33,750	If we meet our performance targets, these funds will be used to add additional UTSS tutors, increase program funding for the CLC, and run our Spring Break camp.	All	Extended in-school learning time, Out-of-school time	Students making gains on state tests (math and reading), ELLs making gains on state English Proficiency test

	End-of-Year Indicator Performance Pay (7.5%) - Earned in June	26,250	33,750	<i>If we meet our performance targets, these funds will be used to run our summer school, add additional UTSS tutors, fund summer professional development with Columbia Teachers College and purchase high-interest culturally-relevant classroom library books.</i>	<i>All</i>	<i>Extended in-school learning time, Out-of-school time</i>	<i>Students making gains on state tests (math and reading), ELLs making gains on state English Proficiency test</i>
	End-of-Year Outcome Performance Pay (10%) - Earned in September	35,000	45,000	<i>If we meet our performance outcomes, we will use this funding to increase the number of UTSS tutors, expand our after school academic programs for math and reading in the fall, purchase additional needed literacy, math, and ELL curriculum materials, and send teachers to the Washington Association of Bilingual Education Conference.</i>	<i>All</i>	<i>Extended in-school learning time, Out-of-school time</i>	<i>Students making gains on state tests (math and reading), ELLs making gains on state English Proficiency test</i>
	District Indirect (3.77%)	13,125	16,875	<i>District Indirect (3.77%)</i>			
<b>Total:</b>		<b>\$360,758</b>	<b>\$450,000</b>				