

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

School Information:

School name:	Graham Hill Elementary
School address:	5149 S. Graham Street, Seattle, Washington 98118

Principal's Contact Information:

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Signature:		Date:	January 13, 2013

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ATTACHMENT 2: SCHOOL NARRATIVE

Graham Hill Elementary, a neighborhood school located between the Rainier Avenue Corridor and Seward Park in southeast Seattle, resides in the heart of the 98118 zip code with nearly 400 students in grades kindergarten through fifth grade. Graham Hill's history for providing choices for families features two K-5 instructional methodologies, Contemporary and Montessori, and focuses on the balance between academic and social-emotional development. The school features longstanding relationships with community groups for enrichment and academic supports, a robust arts program that is strengthened by a partnership with Pacific Northwest Ballet, a comprehensive Physical Education and holistic wellness program, and a growing technology program.

Graham Hill serves a dynamic, growing, and changing student population. A *Seattle Times* report indicates that Graham Hill's demographics proportionally match the broader 98118 zip code. According to the 2011 Annual Reports, Graham Hill Elementary serves a higher percentage of Black (36%), Asian/Pacific-Islander (21%), and Multiracial (8%) students than the District subgroup averages. Graham Hill is near the District average for Hispanic students (10%) and is below the District average for White students (25%). Comparing School Reports across two years, the school has experienced an increase in Hispanic students (+ 3%) and an exceptional increase in English Language Learners (+10%). Special Education enrollment has stood consistent at 12%, which is just below the District average.

Across the last three years, Graham Hill has seen an increase of students qualifying for free and reduced lunch (FRL), from 54% to 62%. Initial estimates for the 2012-13 year suggest a FRL rate of 65%, which is nearly 20% above the district percentage, and a growth of over 10% in three years. Total enrollment trends indicate fluctuation across the last three years, so that typical counts waiver between 380-400 students. The pattern of attrition suggests that Graham Hill starts the school year at nearly 400 students, and predictably loses approximately 20 students across the academic year. This is consistent with the 2011 student mobility rate of 11%.

In the fall of each year, Seattle Public Schools (SPS) produces segmentation reports to monitor progress toward meeting the district-wide strategic targets. Segmentation Data is determined by how close the school is to the target and the rate of improvement. Across the years from 2009 to 2012, Graham Hill Elementary has remained a "Level Two" school, maintaining its medium-low absolute score (37%), with low growth (35%) and an increasing Achievement Gap (32%) for students qualifying for free and reduced lunch. Contrary to the district trend that shows a steady decline in the number of schools designated Level 2, Graham Hill has made little measurable growth since 2009, and remains one of ten elementary schools designated by Levels One and Two.

The year of 2012-2013 has begun a year of transition and innovation at Graham Hill Elementary. The new principal was hired by a staff and community who

sought an Instructional Leader who would mobilize quality teaching and learning, and to leverage strong community engagement. Specifically, she was approached based on her experience as the former Seattle Public Schools Early Learning Program Manager, her strong implementation of a high quality early learning investment at South Shore PreK-8, and her history, collaboration and leadership among other Southeast schools and the broader early learning community. The staff and community are excited for the school to be a pivotal provider for early education, part of an aligned pathway project for Graham Hill Elementary to Aki Kurose Middle School to Rainier Beach High School.

Graham Hill's Continuous School Improvement Plan (CSIP) articulates the staff's commitment for reinvigorating and improving teaching and learning in reading, math, writing and science. In the fall of 2012, the staff made significant edits to the existing CSIP by analyzing the data inconsistencies (vertical and horizontal data points) and aligning school-wide efforts for reading, math and interim data assessments/analysis. The result is a comprehensive plan that targets a 2012-14 school-wide implementation of the components of Balanced Literacy, including Reader's Workshop. The staff also opted to fund an early learning literacy intervention specialist this year, focusing on the support of K, 1 & 2 students in response to a deep review of 2011-12 data. Obvious across all components of the CSIP is the increased level of robust professional development. Building on her previous partnership with REACH Associates consultant, Cathy Feldman, the principal has launched a model of cohesive professional development that focuses on common habits of teaching and learning, as well as accessing a Teacher's College coach for instructional support and facilitation in Reader's Workshop. Both models build on the capacity of the staff and strengthen partnerships with two southeast schools that share professional development providers, distribute fiscal creativity and sustainability, and increase cross-school collaboration.

The teaching staff, school community and leadership agree that Graham Hill is moving in a promising direction that will launch an early learning reform initiative that inspires the school vision, *"One School, Serving All"*. Adjusting to a changing student demographic with strong models of teaching and learning while nurturing a safe, enriched and engaged community are Graham Hill's daily goals. Projecting students along a continuum of hopeful, aligned and responsive experiences that closes the achievement gap is the school's commitment.

The staff, Building Leadership Team, Levy team and PTA are grateful for the opportunity to collaborate on this application and are hopeful about the possibilities for implementing a strategic plan to better support students. Regardless of the outcome, the team and principal at Graham Hill have grown incredibly through this application process. By identifying target groups of students through intentional and intensive data analysis and pausing to consider appropriate strategies to leverage growth that matches expectations, together the Graham Hill community is poised to more strongly serve the "Great Blue Whales." Thank you for considering Graham Hill Elementary School's proposal.

ATTACHMENT 3: DATA ANALYSIS SUMMARY

Part I: Kindergarten Readiness Assessment Data

Currently, there is inconsistency among the tools, timeline and frequency of initial kindergarten assessment at Graham Hill. In the summer of 2012, two of the four kindergarten classrooms (Contemporary) used a modified version of the former SPS Kindergarten Inventory. This assessment focuses on beginning basic skills, and includes an interview with families. The other two kindergarten classrooms matriculated most students from PreK to K (Montessori), so that assessment in the fall built upon the PreK observational and assessment data. Beginning in late September 2012, the four kindergarten classrooms used multiple individual assessments to measure the following areas: social, emotional, physical and academic (beginning reading and math). What begins prior to kindergarten at Graham Hill, and what is perpetuated along the K-5 continuum, is the pervasive achievement gap between the Montessori and the Contemporary classrooms. Montessori PreK at Graham Hill, however, is discontinued, so that that the 2012-13 cohort is the final kindergarten group to move through the two-year PreK program (see Attachment 4). Although Graham Hill has not used the WaKIDS assessment, it is clear that it will provide consistency across all four classrooms.

Looking over multiple assessments (see Tables 3.1.1 – 3.1.5) data shows that about half of the kindergarten students are consistently not at standard in reading or math. Longitudinal data suggests that nearly the same number of students remain below standard, despite the number of students who are making annual typical growth (ATG). It appears that students who are below standard do not make multi-year growth to catch up and remain solidly at standard.

The fall entrance data is a testament to students' prior knowledge and school readiness bolstered from PreK and home experiences. Reading data shows that in the fall of 2011, 49% of students entered kindergarten below standard in letter identification and 73% of students entered kindergarten below standard in sound identification. In the fall of 2012, 33% of students entered kindergarten below standard in letter identification and 55% of students entered kindergarten below standard in sound identification (see Tables 3.1.2 & 3.1.3). Within these percentages, 63% of the students below standard are ELL students. This translates to 27 out of 28 of the kindergarten ELL students being below standard. Reflecting back on Spring 2011 data for early literacy (Table 3.1.4), it is noticeable that as the standard for kindergarten early reading grows across the year, the number of students meeting the standards decreases. As a result, the cohort had fewer students meeting mid-year and end-of-year learning targets.

According to the fall 2011 Kindergarten Entrance data for Math (Table 3.1.5), 48% entered below the readiness standard for number recognition. By winter of 2011, there was only an increase of +3%, so that still, nearly 50% of the kindergarten students did not see adequate growth on number recognition. In fall 2012, kindergarten students who were below standard hovered around 50%. It is

reasonable that this pattern of continuous “catch up” will perpetuate if more targeted math instruction and intervention is not in place.

Finally, in 2012, Graham Hill launched the Wellness Model that considers the social, emotional, academic and physical growth of *each* student once a month. The initial Wellness Scores for the kindergarten students (Table 3.1.1) spanned the rubric range of 1-4 (1 being low). Notable, however, is the extreme discrepancy between the scores of the children in Montessori (M) and the scores of the children in Contemporary (C), especially on the scores of 1 (below standard) and score of 4 (meeting/exceeding standard). The teachers not only used a common rubric system, they collaborated to rationalize the scores, again, reiterating the pervasive gap beginning at the earliest years at Graham Hill.

Part II: English Language Acquisition Data

In total, there are fourteen different languages represented at Graham Hill. In 2012, the one hundred and five English Language Learners (26% of the school population), who qualify for ELL services are broken down into six primary language groups: Somali, Spanish, Vietnamese, Tagalog, Amharic, and other (less than three students per language group: Nepali, Kmer, Swahili, Arabic, Wolof, Lao, Chinese, Sonike, Tigrinya). When looking at the number of students who speak a home language other than English but who do not qualify for ELL services, the numbers increase greatly across all groups (Table 3.2.1).

In 2010-11, 77.6% of the Graham Hill ELL students made expected progress on the WELPA. As a result, Graham Hill made Annual Measurable Achievement Objectives (AMAO 1), and exited 24% of the students (AMAO 2). According to the 2011-12 WELPA, 85 students at Graham Hill took the assessment, and scored across the 0-4 range, with most students receiving a score of 2 and 3 (Table 3.2.2). In 2011-12, only 66.7% of Graham Hill ELL students made expected progress, missing the AMAO 1 target of 67.2% by one half percent. The same year, however, 9.4% of the ELL students exited the program (AMAO 2), which surpassed the target of 7.1%.

According to a recent ESIS report for ELL qualification, 22 of the 116 ELL students qualify for the “three to five year” service model for bilingual instruction. Of the 116 students, 17 (15%) have been in the ELL program for four or more years. The reasons for longer durations are multi-faceted. First and foremost, is the research (Cummins) that suggests it takes 3-5 years for an ELL students to pick up “conversational” or “playground” English, while it may take 5-7 years for students to have fluidity in academic language that is comparable to the native English speakers. The circumstances for some of the ELL students, 10 of the 17 (59%) are complicated and chronic: some struggle with homelessness, some transition in and out of schools in search of stable housing, and some have exceptional circumstances related to poverty that interrupt their educational consistency. Most recently, Graham Hill is seeing an increase in students assigned mid-year who are arriving from relocation or refugee camps, some who have very minimal formal education experience, or have significant gaps in their

early education. Finally, seven (41% of the 17) receive language-related special education supports in addition to their ELL service. It will be important for Graham Hill to develop and articulate a three step, gradual-release strategic plan to preserve the longevity and success of ELL service. This plan should include access to high quality classroom instruction that is complimented with support, access to additional, differentiated support for practice and monitoring, and access to a transitional plan that allows for services from other funding (Title 1), to support and monitor students when students graduate from ELL services.

Part III: Data Analysis

To determine the outcome and indicators most in need of improvement and to identify target demographics and actual students, the team looked at cohorts of Graham Hill students who took MSP and MAP assessments across multiple years. Specifically, the team looked to identify the students who did not pass MSP and/or did not make typical growth on the MAP test, and then compared growth with other schools in the district average and the southeast region to identify broad patterns (**high level trends**). The team then focused on second tier groups such as ELL, non-ELL, FRL, and Special Education, and again compared them to district averages (**struggling sub populations**). The third analysis, focused on target groups of students by ethnic/cultural/language groups ($n \geq 10$), and triangulated the noticed trends with multiple school-wide data points, including the Kindergarten Inventory, Teacher's College Assessment, MAP strand analysis and Wellness indicators and again, and compared them with district trends (**primary skills gaps**).

High Level Trends

Overall trends indicate that Graham Hill Elementary has a school-wide achievement issue in **math**. According to the School and District report cards (Table 3.3.1), Graham Hill consistently scores more than 10% below the SPS average for combined third, fourth, and fifth grade MSP scores. Coupled with that, annual non-cohort data suggests that while SPS overall has made minor, yet steady increases in the percentage of students at standard, Graham Hill's data is inconsistent. Graham Hill did make progress from 2011-2012, increasing the percentage of proficiency in math by 7%. Among the elementary schools that are situated in the feeder pattern for Aki Kurose Middle School (Table 3.3.2), Graham Hill is in the mid-range of MSP proficiency compared to the other six elementary schools. Nearly all schools show a similar pattern of decreased math scores in 2011 followed by a slight rebound in 2012.

The school report cards, however, indicate that all of the schools have remained consistent on the number of students qualifying for FRL, *except* Graham Hill, who has seen an increase of nearly 10% since 2010. Additionally, Graham Hill is one of two schools that have seen a slight increase in the numbers of students qualifying for **ELL** service. More sobering, is the disaggregated trend among the smaller sub populations, specifically ELL, that suggest that coupled with the

lower progress, is a widening achievement gap (see Sub Population analysis) at Graham Hill.

In regards to **reading**, data sources indicate that Graham Hill also has a school-wide achievement issue in reading. Similar to math, Graham Hill consistently scores below the SPS average for combined third, fourth and fifth grade students, and in 2012, the gap widened by nearly 15% (Table 3.3.1). Graham Hill follows a similar trend for reading among the southeast school cluster (Table 3.3.2), with 2012 reading scores slightly higher than math, but still significantly dropping by nearly 12% since 2011. The trend is reiterated with the Spring MAP reading data (Table 3.3.3), which shows that Graham Hill is situated within the range of other southeast region schools with the median score of 191.9. Graham Hill is one point above the cluster average RIT for the general education students. Similar to the other schools, Graham Hill shares a predictable gap among **ELL** student achievement. Notable, however, is that among its school cluster, Graham Hill has the widest gap in the scores of ELL and non-ELL students, and is +3% wider than the cluster average.

Graham Hill has a school-wide **attendance** problem, falling below the district average for three consecutive years according to the school report, with an average attendance rate of 94%, however only 68% of students have had fewer than 10 absences (Table 3.3.4).

Struggling Sub-populations

As stated, even the broad overall trends indicate that Graham Hill has a widening, persistent achievement gap, specifically among the students who qualify for free/reduced lunch (FRL) and/or ELL services. While other subgroups were also analyzed, including special education and gender, the more obvious, significant and persistent gaps occurred with FRL and ELL

The achievement patterns for **math**, as indicated on the MSP, document that the percentage of proficient Graham Hill ELL students consistently falls below the SPS average, except in 2011-12, which saw a significant increase from 12.5% to 41.7% (Table 3.3.6). This anomaly, while certainly a celebration, is indicative of the fifth grade explicit focus on MSP problem solving in the months leading up to the assessment. This exact pattern is replicated among the students who qualify for free/reduced lunch. Again, the fifth grade math cohort is the only score that exceeds the SPS average (Table 3.3.7). Breaking down the ethnicity groups that represent the three primary language groups (other than English), a similar trend can be seen on the primary MAP math assessments for grades K, 1, 2 (Table 3.3.8). All three subgroups represent entire the cohort of Asian, African and Hispanic children who fall below the fiftieth percentile. While many students are making annual typical growth (ATG), the growth is not accelerated enough to meet standard when students are more than a year behind.

Similarly, **reading** scores show catastrophic trends for ELL students on MSP. Most concerning is the third grade decrease from 2011, resulting in only 7.7% of

ELL students at Graham Hill proficient on the state exam (Table 3.3.6). Third, fourth and fifth grade all fall below the district average, though fourth grade showed good progress from 28.6% proficient in 2011 to 37.5% proficient in 2012, just -.6% less than SPS average. Equally concerning is the widening gap for students who qualify for FRL (Table 3.3.7), again, specifically at third grade, which reduced from 69.4% proficient to 41.0% proficient. Fifth grade also depicts a staggering trend, with a 10% drop in proficiency between 2011 and 2012.

The reading trend is replicated on the K, 1, 2 MAP (Table 3.3.9), that reiterates that although many students in the primary sub groups are making ATG, it is not enough to push students above the fiftieth percentile to eventually meet standard. Table 3.3.10 shows that in the spring of 2012, third grade was most impacted by the widening RIT gap between general education and ELL, which is found to be a correlation of how students will fare on the MSP. In fact, the gap actually steadily decreases along the continuum from kindergarten to first to second grade, when the students are taking the “MAP for Primary”. The biggest difference between the “MAP for Primary” and MAP is that once students surpass “MAP for Primary”, typically at the start of third grade, auditory supports (listening to the directions and having the problems read aloud) are no longer available, so that students must read their own directions and problems. This widening gap may suggest that ELL students specifically struggle with this transition, which greatly impacts their score.

The trend for **ELL** students is replicated on the Teacher’s College reading assessments (Table 3.3.11). The baseline gap in the fall shows that ELL students do *less well* in comparison to the rising standard, as the year progresses. In first grade, the number of ELL students below standard significantly increases, while no ELL first graders are at standard on the TC assessments, as of January 11, 2013. More alarming, is the gap at third, fourth and fifth grade (3.3.12) where still fewer of the ELL students are at standard in the fall. Meanwhile, the majority of the non-ELL students are at the fall standard in all three grade levels, most noticeably, in third and fourth grade. What is not apparent on Table 3.3.12 is that students are making growth – some are even making annual typical growth – but as before, the current pace is not conducive towards students making enough growth to eventually meet the standard.

Finally, the sub-population analysis for **attendance** suggests a similar trend for Graham Hill students. The average percentage of students who have more than five absences is above the district average by nearly 15% (Table 3.3.13). For students who qualify for FRL, the numbers of students with 5+ absences is more than twice that of the students who do not qualify. When looking at the sub categories (3.3.13) that represent the three primary language groups, Vietnamese, Somali, and Spanish, ELL students make up one half to one third of the students who have more than five absences

Primary Skills Gaps

Having established the overall under-performance of Graham Hill in reading and math, determining *where* the exact gaps exist with which exact students is the final step in the data analysis. Digging deeper into the 2012 MSP, the four **math** skill areas are number and algebraic sense; measurement, geometry and statistics; problem solving; and procedures and concepts. Across third, fourth and fifth grade, Graham Hill is between 10-20% points below the district average in all strands. Most noticeably, is the low proficiency in all three grades on problem solving. The highlighted scores on Table 3.3.14 reflect the skill areas with the lowest scores for ELL students.

The gap between **ELL** students and non-ELL students is even more obvious when comparing the MAP scores in K, 1, and 2 (Table 3.3.15 – 3.3.17). Non-ELL students outperform their ELL peers on every skill. The skill areas with the greatest gaps between ELL and non-ELL show areas where 80% of the students are below the MAP norm. Beginning in Kindergarten (Table 3.3.15), the most significant gaps in math are in number sense and probability and data, which correlates with the earlier Kindergarten Inventory data (Table 3.1.5) on number recognition. The trend continues in first and second grade, where skill areas *most* below the MAP norm for ELL students include probability and problem solving for first grade, and probability for second grade.

Examining the **reading** strands for the 2012 MSP reinforces a familiar trend (Table 3.3.14). The third grade score for comprehension shows a gap of more than 20% below the district average. While Graham Hill sees an increase toward nearly the district average in fourth grade, fifth grade plummets 20% in comprehension, and up to nearly 25% below in the remaining strands: analysis, literary text and informational text. The same is evident when considering the strands that define the MAP assessment in K,1, and 2 (Table 3.3.15 – 3.3.17). While kindergarten and first grade show significant gaps across all strands, they both share nearly 90% of ELL students below the MAP norm for writing. Kindergarten also shows a below-norm score for reading comprehension. Second grade is exceptionally well below the norm in all strands, including concepts of print, reading comprehension, writing and vocabulary. 100% of all ELL second graders are below the MAP norm for vocabulary. The congruence between the triangulated data sources is remarkable. The consistent and persistent gap for Graham Hill's ELL students is a troubling trend.

A potential emerging trend with **attendance** may be impacting new Graham Hill families who arrive from out-of-the-country, namely from relocation camps. In early December, Graham Hill was assigned 4 such students with "limited to no-English" speaking skills, The students had school-assignments nearly a week prior to them arriving at the school. Following, their arrival, two of the four had sporadic attendance and arrival times for several weeks following. This pattern repeated with three other students in early January, The gap between assignment and enrollment is curious, as is the inconsistencies of initial attendance. It is certainly a potential trend that Graham Hill will pay attention to, especially with increasing enrollment with new-to-the-country students.

ATTACHMENT 4: DATA SAMPLE

Kindergarten Readiness (Attachment 3, Part I)

Table 3.1.1: Wellness Rubric Tracking (number of students), Fall 2012

	Below Standard (Rubric score of 1)	Approaching Standard (Rubric score of 2-3)	Meets/Exceeds Standard (Rubric score of 4)
Academic	4 (M), 11 (C)	5 (M), 36 (C)	17 (M), 3 (C)
Social	3 (M), 10 (C)	4 (M), 37 (C)	19 (M), 3 (C)
Emotional	1 (M), 16 (C)	8 (M), 29 (C)	17 (M), 5 (C)
Physical	1 (M), 15 (C)	10 (M), 30 (C)	15 (M), 5 (C)

Table 3.1.2: TC Early Literacy Assessment (number & percent of students)

	Letter Identification	
	Below Standard	At Standard
Fall 2011	36 (49%)	37 (51%)
Winter 2011	31 (42%)	42 (58%)
Fall 2012	27 (33%)	56 (67%)

Table 3.1.3: TC Early Literacy Assessment (number & percent of students)

	Sound Identification	
	Below Standard	At Standard
Fall 2011	53 (73%)	20 (27%)
Winter 2011	36 (49%)	37 (51%)
Fall 2012	46 (55%)	37 (45%)

Table 3.1.4: TC Reading Assessment (number & percent of students)

	Below Standard	Approaching Standard	At Standard
November 2011	NA	16 (64%)	11 (36%)
March 2012	7 (39%)	15 (32%)	5 (29%)

Table 3.1.5 Kindergarten Math Inventory (number & percent of students)

	Number Recognition	
	Below Standard	At Standard
Fall 2011	35 (48%)	38 (52%)
Winter 2011	37 (51%)	36 (49%)
Fall 2012	42 (51%)	40 (49%)

ELL (Attachment 3,Part II)

Table 3.2.1: Number of Students in Language Groups 2012-13

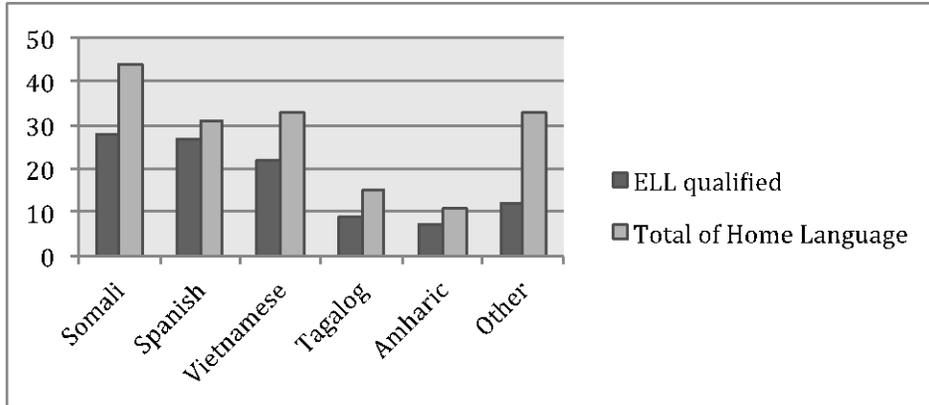


Table 3.2.2: WELPA Scores 2011-12

	Level 0	Level 1	Level 2	Level 3	Level 4
Total ELL Students	3	0	33	42	7
ELL Students who qualify for FRL	3		31	40	6

Table 3.2.3: WELPA Scores 2011-12 by Primary Language Groups

	Level 0	Level 1	Level 2	Level 3	Level 4
Spanish		3	8	3	0
Somali		2	10	21	3
Vietnamese		3	5	10	1

Data Analysis (Attachment 3, Part III)

High Level Trends

Table 3.3.1: Graham Hill and SPS MSP Proficiency Comparison

	GH 2010	SPS 2010	GH 2011	SPS 2011	GH 2012	SPS 2012
Reading	56%	71%	67%	74%	60%	74%
Math	53%	63%	50%	66%	57%	68%

Table 3.3.2: Aki Kurose Feeder Schools MSP 2012 (avg. percent proficient)

	2010 Read/Math	2011 Read/Math	2012 Read/Math
Dunlap	54.6% (R) 36.0% (M)	48.6% (R) 34.0% (M)	62.6% (R) 43.3% (M)
Emerson	48.0% (R) 32.6% (M)	56.6% (R) 34.0% (M)	48.6% (R) 29.3% (M)
Graham Hill	55.3% (R) 52.3% (M)	67.3 (R) 48.6% (M)	59.6% (R) 57.6% (M)
MLK	47.0% (R) 35.3% (M)	35.6% (R) 23.0% (M)	47.0% (R) 35.3% (M)
Rainier View			60.3% (R) 52.0% (M)
Wing Luke	58.3% (R) 60.0% (M)	70.3% (R) 57.3% (M)	70.0% (R) 63.6% (M)

Table 3.3.3: Average Reading RIT, 2012 (MAP) across SE Region

School	General Ed	ELL	Point Difference	Percentage Difference
Emerson	181.8	173.5	8.3	4.6%
Dunlap	190.6	172.8	17.9	9.4%
Graham Hill	191.9	167.0	24.9	13.0%
Rainier View	191.9	164.8	18.9	10.3%
Van Asselt	193.4	173.5	19.8	10.3%
South Shore	197.3	174.8	22.5	11.4%
Average	190.9	172.0	18.9	9.9%

Table 3.3.4: Graham Hill Attendance rates trends, less than 10 absences

	Graham Hill	Seattle Public Schools
2010	63%	70%
2011	62%	72%
2012	68%	76%

Struggling Sub Populations

Table 3.3.6: Percent of ELL Students Proficient on State Exams (MSP)

	2010-11 Graham Hill	2010-11 SPS	2011-12 Graham Hill	2011-12 SPS
Third Grade Math	0%	30.2%	15.4%	37.5%
Third Grade Reading	28.6%	41.3%	7.7%	29.9%
Fourth Grade Math	15.4%	24.4%	25.0%	27.2%
Fourth Grade Reading	28.6%	27.6%	37.5%	38.1%
Fifth Grade Math	12.5%	26.1%	41.7%	25.8%
Fifth Grade Reading	12.5%	27.7%	16.7%	25.6%

Table 3.3.7: Percent of FRL Students Proficient on State Exams (MSP)

	2010-11 Graham Hill	2010-11 SPS	2011-12 Graham Hill	2011-12 SPS
Third Grade Math	30.6%	44.8%	41.0%	48.4%
Third Grade Reading	69.4%	63.2%	41.0%	52.8%
Fourth Grade Math	32.3%	41.0%	41.9%	44.6%
Fourth Grade Reading	50.0%	50.1%	51.6%	59.0%
Fifth Grade Math	39.3%	26.1%	55.9%	47.3%
Fifth Grade Reading	46.4%	51.3%	38.2%	53.5%

Table 3.3.8: Spring 2012 Math MAP, Graham Hill ELL, below 50th percentile

	Asian	African	Hispanic
K	10/10 (9 making ATG)	4/5 (3 making ATG)	7/7 (2 making ATG)
1	7/8 (5 making ATG)	6/7 (3 ATG)	1/1 (1 making ATG)
2	4/5 (2 ATG)	9/10 (6 ATG)	0 – did not test

Table 3.3.9: Spring 2012 Read MAP, Graham Hill ELL, below 50th percentile

	Asian	African	Hispanic
K	10/10 (6 making ATG)	5/5 (1 making ATG)	7/7 (2 making ATG)
1	7/8 (5 making ATG)	5/7 (5 ATG)	1/1 (0 making ATG)
2	5/6 (2 ATG)	9/10 (5 ATG)	1/1 (1ATG)

Table 3.3.10: Average Reading RIT, 2012 (MAP), Graham Hill Elementary

Grade	General Ed	ELL	Points Difference	Percentage of Difference
K	155.9	140.4	15.5	9.9%
1	177.7	162.8	14.9	8.4%
2	191.6	176.9	14.8	7.7%
3	199.8	176.2	23.7	11.8%
4	209.1	185.8	19.1	9.2%
5	207.8	188.8	19.1	9.2%
K-5 Average	191.9	167.0	24.9	13.0%

Table 3.3.11: TC Reading Assessment Gr. 1 & 2 (number of students)

	Below Standard ELL	Below Standard Non ELL	Approach Standard ELL	Approach Standard Non ELL	At Standard ELL	At Standard Non ELL
1st FALL 2012	13	23	3	4	4	19
1st WINTER 2013	20	22	2	5	0	15
2nd FALL 2012	11	9	3	5	1	16
2nd WINTER 2013	2	5	3	4	2	25

Table 3.3.12: TC Reading Assessment Gr. 3,4,5 (number of students)

	Below Standard ELL	Below Standard Non ELL	Approach Standard ELL	Approach Standard Non ELL	At Standard ELL	At Standard Non ELL
3RD FALL 2012	11	8	3	4	2	27
4TH FALL 2012	13	7	2	8	1	34
5TH FALL 2012	6	6	0	2	0	8

Table 3.3.13: Attendance, Five + Absences, 2012

	Number of Students, GH	Average number of Students
Asian	42 (ELL 19)	
African	81 (ELL 24)	
Latino	23 (ELL 13)	
FRL	140	
Non FRL	63	
Special Education	29	
Graham Hill		61.0%
Seattle Public Schools		54.6%

Primary Skills Gaps

Table 3.3.14 MSP Strand Data 2012, Percentage of students at proficiency

READING	Graham Hill			Seattle Public Schools		
	3	4	5	3	4	5
Comprehension	51.6%	66.7%	40.7%	72.0%	69.0%	60.5%
Analysis	56.3%	55.0%	42.4%	67.6%	65.7%	67.3%
Literacy Text	50.0%	66.7%	39.0%	68.2%	70.0%	66.5%
Informational Text	56.3%	68.3%	39.0%	70.7%	73.2%	63.5%
MATH						
Number & Alg. Sense	52.4%	55.0%	45.8%	67.9%	66.4%	65.2%
Measure/Geo/Statistics	57.1%	50.0%	42.4%	67.3%	62.5%	60.3%
Problem Solving	49.2%	48.3%	33.9%	64.5%	64.9%	63.9%
Procedures & Concepts	61.9%	55.0%	50.8%	70.3%	63.4%	63.1%

Table 3.3.15: Percent of K students below MAP norm for Reading/Math

	ELL	Non-ELL
Concepts of Print	79%	50%
Phonics/Phonologic Awareness	75%	58%
Reading Comprehension	92%	53%
Vocabulary and Word Structure	75%	56%
Writing	92%	50%
Algebra	79%	64%
Computation	67%	56%
Geometry and Measurement	75%	42%
Number Sense	83%	56%
Probability and Data	92%	61%
Problem Solving	71%	56%

Table 3.3.16: Percent of 1st gr. students below MAP norm for Reading/Math

	ELL	Non-ELL
Concepts of Print	78%	57%
Phonics/Phonologic Awareness	60%	49%
Reading Comprehension	78%	51%
Vocabulary and Word Structure	78%	46%
Writing	89%	49%
Algebra	61%	27%
Computation	78%	24%
Geometry and Measurement	72%	32%
Number Sense	78%	35%
Probability and Data	83%	35%
Problem Solving	89%	35%

Table 3.3.17: Percent of 2nd gr. students below MAP norm for Reading/Math

	ELL	Non-ELL
Concepts of Print	90%	54%
Phonics/Phonologic Awareness	85%	45%
Reading Comprehension	90%	48%
Vocabulary and Word Structure	100%	48%
Writing	94%	48%
Algebra	45%	23%
Computation	45%	34%
Geometry and Measurement	70%	41%
Number Sense	75%	29%
Probability and Data	90%	50%
Problem Solving	75%	43%

School-wide Data Examples

Attachment 4.1: Initial Graham Hill School-wide SST (fall, 2012 sample).

Analysis: 42% of students K-5 are below 50% in reading and/or math

Student Name	Teacher	Grade	Level 1 /2 30-50%ish	Level 2 /3 20-40%ish	Level 3 0-19%ish	Tiered Intervention (READING)	Tiered Intervention (MATH)	Social-Emotional & Wellness	SST	IEP
Student A	xxx	1		M			Dreambox Tutor – Krsto (pm)	Classroom inconsistencies, Wellness monitor		IEP for beh. current
Student B	xxx	1	R		M	Naomi support in small group according to TC	Dreambox Tutor – Maryama (am)	SMH eligibility		
Student C	xxx	1		R	M	Naomi support in small group according to TC	Dreambox Tutor- Maryama (am)			Eval due 1/08
Student D	xxx	1	M/R			Tutor support - teacher monitor	Dreambox	Recess Friendship group (Morrison)	Jan.2 013	
Student E	xxx	1		R/W		Naomi support in small group				
Student F	xxx	1		R	M	Naomi support in small group based on TC	Dreambox Tutor – Maryama (am)			
Student G	xxx	1						FSW SMH Parent meeting ELL eligibility?	X possible	
Student H	xxx	1			M	Naomi support in small group according to TC	Dreambox Tutor – Maryama (am)	Recess Friendship group (Morrison)		
Student I	xxx	1		M			Dreambox Tutor – Maryama (am)		Parent Request	
Student J	xxx	1		M/R		Naomi support in small group	Dreambox Tutoring – Krsto (pm)			

Key: **M**=Math **R**=Reading **W**=Writing

Attachment 4.2: Graham Hill Wellness Tracking

Graham Hill Wellness Tracking System
 Student _____ Room _____

Date	Area	Rating	Concerns	Actions to be taken	Person responsible/ date due
	Academic	1			
		2			
		3			
		4			
	Social	1			
		2			
		3			
		4			
	Emotional	1			
		2			
		3			
		4			
	Academic	1			
		2			
		3			
		4			
	Social	1			
		2			
		3			
		4			

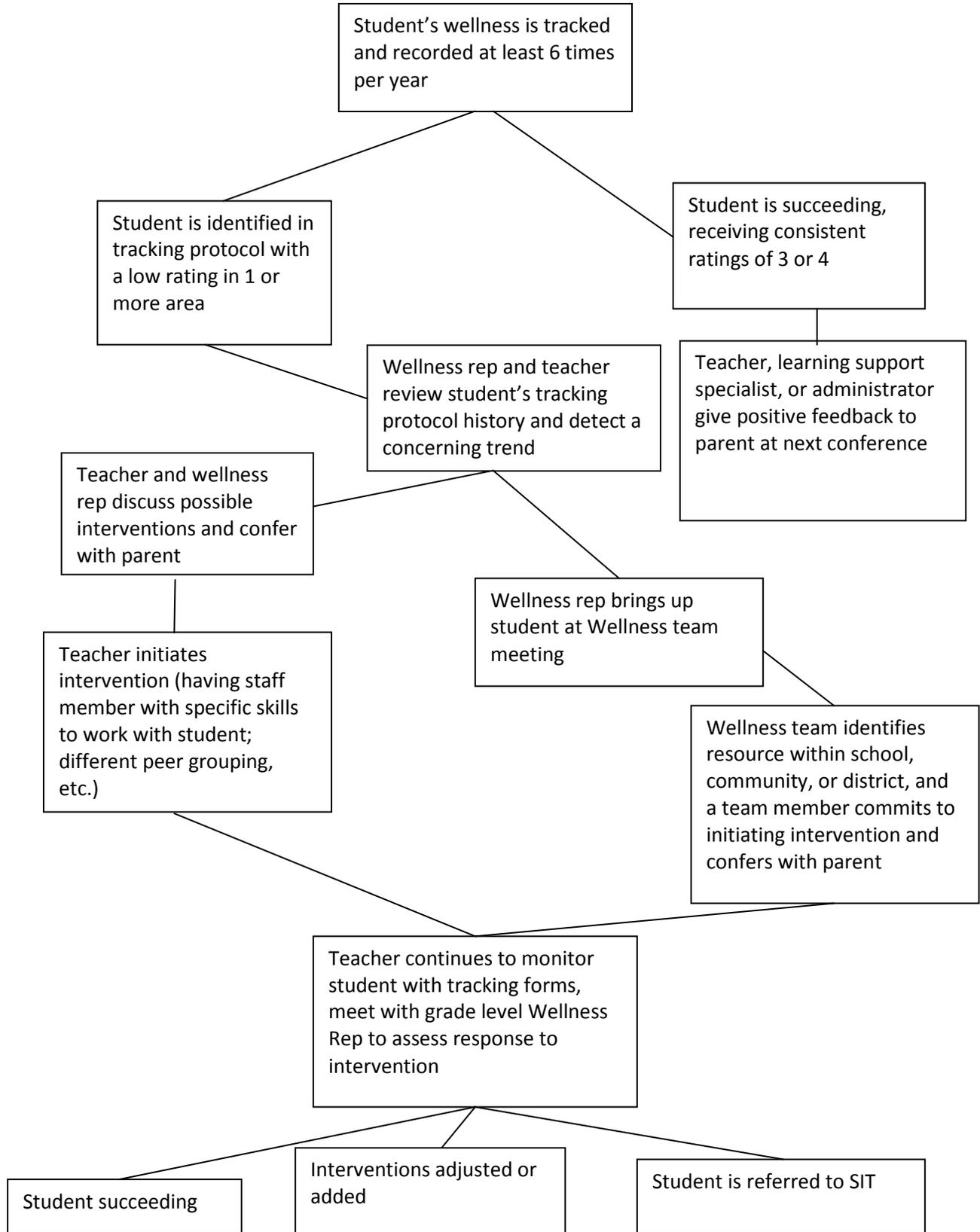
Graham Hill Elementary Wellness Reporting Form
 This form is completed by the teacher each month and given to the Wellness Rep for reporting to the team.
This form should represent your 3-5 students who you are recommending to the Wellness team for collaboration, problem solving, awareness and progress monitoring each month. Determination of referral is based on Wellness rubrics. Teacher should complete the first three columns.

Teacher _____ Date _____
 Wellness Representative _____

Student	Concern/Challenges (refer to rubric)	Seeking: Advice (A) Problem Solving (PS) Team Awareness (TA) Monitoring (M) Intervention (I)	Next Steps/Person Responsible (Wellness team will complete this section and return to the rep for distribution to the teacher)

Attachment 4.3: Graham Hill Wellness Model (adapted from South Shore)

Navigating the Wellness Process at Graham Hill Elementary



ATTACHMENT 5: PREK-3 ALIGNMENT AND COLLABORATION EFFORTS

Graham Hill Elementary is laying a foundation for stage one of a PreK-3 Reform Effort: *Developing an Approach* (Kauerz, 2012). Ultimately, Graham Hill's multi-year strategic plan intends to meet the five goals of the Seattle's PreK-3 Action Plan: expand access to quality PreK and full day kindergarten; increase the quality of education across PreK-3 through strong professional development; implement aligned learning standards using predictable interim assessment schedules based on the Common Core State Standards (CCSS); create seamless transitions with increased in-school time in August (Title One funds); and sustain a flexible and rigorous data, prevention and intervention system.

Graham Hill's history with on-site PreK has been both rewarding and challenging. For the previous eleven years, Montessori has included PreK students who matriculated into Montessori kindergarten. This model yielded cohorts of students who had strong relationships among their peers and teachers, and families who confirmed a long-term investment to Graham Hill for 8 years. In the spring of 2012 the Montessori PreK lost its subsidized funding, and the program was eliminated. The result of the loss has been two-fold: the Montessori families and teachers are grieving the loss of a significant part of the Montessori framework, yet, without the barrier of a tuition-based PreK, the Montessori kindergarten has increased capacity that allows choice options for *all* families.

Conversely, in the two Contemporary classrooms, only 20% (10 of 50) of the students in the 2012-13 cohort attended a PreK program. The teachers report that this is typical based on the last five years. Given that the Contemporary classrooms serve a significantly higher number of students who qualify for free/reduced lunch, bilingual instruction, special education supports and who more frequently seek family support services, it must be determined what the barriers are for children who do not attend PreK. The trend describes the access-gap that persists throughout a student's tenure at Graham Hill, and reiterates the urgent need to provide strong wrap-around and prevention services. The school community is convinced that the "silver lining" of the loss of the Montessori PreK will bring greater diversity to the K-5 Montessori program overall, will provide an opportunity to implement a PreK model for all students, and will bridge the two service models into a stronger, more cohesive school.

Currently, Graham Hill does not have a Step Ahead or other Seattle Early Education Collaborative (SEEC) preschool provider co-located within the school. Graham Hill Kids Company (Kids Co.) provides on-site preschool, before and after school care, and a Play and Learn Cooperative for infants and toddlers. As part of the Shared Space Agreement, the staff at Kids Co. is invited to attend early literacy professional development with the Graham Hill staff, and recently, the school hired members of the Kids Co. staff for enrichment and intervention supports during the school day. Kids Co. brings transitioning students to visit the classrooms each spring, however, very few Kids Co. students enroll at Graham Hill. Graham Hill leadership is presently analyzing its space with SEEC PreK

providers to determine the possibility of implementing a shared-space SEEC program to be potentially launched during the 2013-14 school year.

Graham Hill does not have a consistent approach for recruitment from and engagement with other PreK programs, however strong, reciprocal relationships are one of the primary Family Engagement Action Team (FEAT) goals. In January 2013, a triangulated collaboration between the FEAT, the Parent Teacher Association (PTA) and Primary Interventions and Family Supports (FSW), will launch a series of grade level transition events. As a member of the SEEC PreK-3 Pilot group, the principal has initiated contact with Causey Learning Center (Van Asselt, Dearborn Park), Community Day School Association, and Head Start (MLK Elementary, New Holly).

Collaboration among the kindergarten teachers and PreK providers is beginning. Teachers participate in joint PreK-3 professional development with the SPS Department of Early Learning, sharing alignment strategies, planning and analyzing student work. With the investment of Balanced Literacy and Reader's Workshop, the K-3 staff has initiated horizontal and vertical alignments with the CCSS. According to Graham Hill's professional development calendar, multiple dates have been designated for this work in the winter and spring of 2013. Additionally, the K-2 staff is attending ongoing professional development to align math instruction, the Everyday Math curriculum, and assessment with the CCSS.

The limited partnership and the small numbers of kindergarten students who attend PreK programs impacts the reciprocity for exchanging student information between PreK and K. With support from SPS Department of Early Learning, Graham Hill is poised to pilot WaKIDS in all four classrooms, in the fall, 2013. A common assessment with programs using Teaching Strategies Gold will increase the effectiveness of sharing information and understanding development along an early continuum. Graham Hill is also interested in piloting the CLASS tool, which will provide effective feedback to the classroom teachers and serve to unify Graham Hill with SEEC and Head Start providers who are using the tool.

Graham Hill is obviously in the initial stages of imagining an Early Learning (PreK-3) Alignment Strategy that is appropriate to all students. To evaluate its progress, collaboration is underway between Seattle (Graham Hill), Edmonds and Everett school districts through the Gates Early Learning Coalition. Four primary resources will guide the investment: *Framework for Planning, Implementing and Evaluating PreK-3 Approaches* (Kristi Kauerz), *Seattle's PreK-3 Five Year Action Plan*, *SPS Strategic Plan*, and *Graham Hill CSIP*. All four offer perspectives and measurement tools related to access, quality, alignment, engagement and prevention/intervention. Specifically, Graham Hill will consider the following performance measures to document a successful strategy:

- Increase number of students who attend PreK for at least one year
- 95% of Kindergarteners meet developmental milestones on WaKIDS
- Reduce K-3 students with prolonged "beginning" ELL services
- Reduce K-3 students with prolonged Wellness scores below "two" on all measures (see Tables 3.1.1 and 4.4).

ATTACHMENT 6: ENGLISH LANGUAGE LEARNER OVERVIEW

Description of ELL Program

Graham Hill's ELL instructional model has traditionally included both Aligned Sheltered Instruction (ASI) and Collaborative Co-Teaching. This allows students to receive instruction in their classrooms and in strategic groups for cohesive teaching that maximizes time for in-class learning. Having a shared understanding of the CCSS, the teaching point of each lesson, and the overall scope and sequence (specifically with the newly implemented Reader's Workshop) strengthens in-class and targeted instruction, so that ELL strategies reinforce the classroom instruction with an infusion of language objectives.

During the initial year of administration of WELPA, scores across Washington state showed a decrease overall, as compared to previous WLPT. It is, therefore, challenging to pinpoint an exact trend of progression or challenge, and Graham Hill's two-year data depicts the inconsistency (see page 5). The variances are not surprising when considering the overall low proficiency of ELL learners across multiple assessment measures, in both reading and math.

Graham Hill has implemented a master schedule that capitalizes on time students are at school so that they have increased time with bilingual staff, that time is not interrupted with supervision and translation responsibilities. Small groups are differentiated across K-5 for developmental appropriateness, building on conversational and casual language skills toward higher-level academic language. The small group format allows students sheltered opportunities to manipulate expressive language and to grapple with concepts that require high cognitive demand for understanding, with greater frequency and varied pace.

Graham Hill's principal has attended and facilitated an array of professional development for best practices that serve all learners. She completed the comprehensive GLAD training, which coincided with her years as a trainer with the National Urban Alliance (NUA). Recently, in her role as the Program Manager for Early Learning, the principal developed the SPS partnership with Cathy Feldman, which outlines eight core habits of teaching and learning for *all* students, and which is implemented across SPS and with City of Seattle education partners. The Core Habits are grounded in strategies that increase opportunities for oral language development, vocabulary development, comprehension that requires high cognitive demand, and student discourse. The principal has received professional development in Scale Up 100-300, SIOP, English Language Development Standards (aligned with CCSS), High Scope (problem solving and oral language development) and Reader's Workshop Coaching for ELL staff and students. The principal directly observes and supervises the Bilingual Instructional Assistants and the two certificated teachers and has set a calendar with routine classroom observations. Twice a month, the principal meets with the ELL team to reinforce literacy practices. Weekly, the principal and the Reading Specialist meet with the K-2 team to review data, consider adjustments, and clarify the teaching points for Reader's Workshop.

Eighty-one percent of the Graham Hill staff has completed professional development for ELL students, including Scale Up 100-300, Reader's Workshop for ELL students, cultural competency, GLAD and Enhancing ELL Learning. Increasingly, the ELL staff and the classroom teachers are attending professional development together, which allows for the teams to collaborate on ways to strengthen general classroom instruction, bolstering it with strong vocabulary and language development (i.e.: Cathy Feldman professional development).

Typical habits for scaffolding include prioritized seating, repeating and rephrasing, providing visual cues and common anchor charts, building peer-to-peer engagement by growing the strategy of *turn and talk* to *turn and question* to *turn and claim* (with evidence). Recently, one ELL teacher began working with the classroom teachers to align supplemental and accelerated instruction with the classroom content as an "activating" exercise. The results suggest initial success, as classroom observations are showing greater in-class participation with the ELL students. Graham Hill's CSIP articulates that the teaching staff will increase its implementation of and analysis of "exit tickets" for ongoing, formative assessment, which can easily be adapted by and shared with the bilingual teachers to measure understanding with more immediacy.

Other Supports for ELLs

Accelerations specifically for ELL students are growing at Graham Hill. Extended learning times are being implemented for the winter and spring for second through fifth graders, including before school tutoring in reading and after school tutoring in math, both with certificated teachers. A growing relationship with Powerful Schools and Communities in Schools provides academic and enrichment programs strategically designed for a multi-cultural student body. The bilingual staff is allocated to the kindergarten classrooms during the literacy block to emphasis phonemic awareness, oral language development and vocabulary. Providing support to students beyond tutoring "pull-outs" is a paradigm shift for many on the Graham Hill staff. The school is too early in the investment to notice marked growth, however, it intends to interrupt the historical achievement patterns documented in Attachment 3.

Lastly, Graham Hill's family engagement campaign is underway, specifically targeting ELL and underperforming students. Weekly, translated robocalls from the principal highlight the progression of Reader's Workshop and remind students and families of ways to increase their reading achievement. Collaboration between the FEAT, PTA and bilingual department have hosted family events that prepare families for conferences, support the understanding of segmentation data, and navigate Reader's Workshop. Additional topics across the 2012-13 year will include accessing early algebra, deciphering MAP and MSP, and knowing grade level expectations (CCSS). Nearly all communication about student learning and family engagement is provided with translations, including the Elementary Report Card, the Segmentation Data, the monthly principal report and the weekly kindergarten homework.

ATTACHMENT 7: SOCIAL, EMOTIONAL, BEHAVIORAL & FAMILY SUPPORT

Case Management Support

Case Management Support for Graham Hill is a whole staff endeavor that is complimented by developing community investments. This is Graham Hill's first year without a counselor on staff and the absence is a noticeable gap. This change requires creativity, responsiveness and cooperation in order to provide seamless supports for children across multiple developmental domains. Through the partnership with the principal, teachers, nurse, specialists, attendance secretary, Family Support Worker, and community-based providers (Sound Mental Health, Big Brother/Big Sister, Community in Schools), the newly implemented, comprehensive "Wellness" program identifies students with high needs and initiates and monitors responsive case management for academic, physical, social and emotional support. The Family Support Worker (FSW) connects students and families to social and health resources in the community through a referral and intake process while maintaining a consistent caseload of 30 students/families. The FSW works directly with the principal to ensure that both academic and non-academic interventions are coordinated within the school and integrated into the overall Levy work plan.

Graham Hill's mission is to support students toward becoming accomplished readers, writers, mathematicians and scientists. Yet, academic excellence is only part of the holistic development that needs nurturing along the continuum from early childhood toward adolescence. Graham Hill recognizes that children also need to be socially skillful, physically healthy, and able to effectively express and regulate their emotions. Graham Hill's Wellness Program, replicated from South Shore P-8 model, is designed to ensure that students grow in these domains as well as the academic domain. The Wellness Program serves all students and was designed to:

- Frequently track each child's academic, social, emotional, and physical well-being
- Implement academic acceleration plans for students
- Identify, evaluate, and reduce barriers that interfere with a child's learning
- Focus on prevention, early intervention and treatment
- Ensure that the school's climate promotes positive relationships among all school community members

The structure of the Wellness Team features:

- Two investment teams: the Grade Level Team and the Wellness Leadership Team comprised of support staff members and principal
- A theoretical foundation in the Response to Intervention model
- A common rubric system to rate each student in four domains: academic, social, emotional and physical (see Attachment 4.2)
- Allocated time each month for each classroom teacher to monitor growth
- Individual intervention plans for struggling students and progress monitoring

- Frequent communication with families
- A referral process for the Student Intervention Team (SIT) if a pattern of need is documented beyond the scope of Wellness Team interventions. The SIT triggers the involvement of District-level resources to compliment the school services (Attachment 4.4)

School and Family Connection

Graham Hill has a robust PTA and FEAT who routinely seeks new ways to represent the entire school community and who builds cross-region collaboration through memberships with the Southeast Region PTA, Southeast Seattle Education Coalition and the Road Map Project. Since August 2012, Graham Hill leadership, FEAT and PTA have increased the intentionality for access and advocacy for all families, including an Induction Event for all new to Graham Hill students (including incoming kindergarten) and all bilingual families. During the summer, the school allocated Title One funds for kindergarten teachers to meet with each new family. Additionally during the summer, the new principal visited many students, who are served with Special Education supports, in their home. Title One funds for Summer, 2013 have been reserved to grow these efforts.

The growing partnership between the PTA and FEAT is prioritizing academic content at the monthly PTA meetings and providing translation for the primary language groups. Topics across the year include Segmentation Data, MAP data, Reader's Workshop ("Just Right Books"), eMode Math (Norman Alston), Parent-Teacher Conferences, and Transition/Enrollment. Already, there is a noticeable increase of bilingual families present at school events, especially among the Vietnamese, Somali and Spanish language groups. As a school with a new instructional leader, the principal will host a mid-year "State of Graham Hill" to share data trends and outline a strategic focus across the next three years. Using Title One funds, Graham Hill is developing a Family Resource Lending Library, that includes books translated in multiple languages, "just right" books to read at home, games and materials for math and literacy, parenting and educational texts, as well as a computer for families to check the SPS Source, log onto Dreambox, and access on-line supports.

Finally, together with South Shore Prek-8 and Rainier Beach High School principals, the Graham Hill principal launched an intentional focus to strengthen school relationships with the Somali community, following feedback about misconceptions and perceived low expectations from parents, community members and school staff. The response has been promising, and already leadership among the Somali families is increasing; one parent joined the BLT and another designated as the PTA liaison. Three events across the year are planned with the principal and a group of Somali mothers: an Introduction Night (dinner and open forum for feedback), Mother's Night Out (dinner and Cultural Competency), and a "Data-in-a-Day" finale in the spring, where the mother's will provide feedback to the school based on classroom observations.

Transition Support

Early learning research cautions of “fade out” for early investments that do not have responsive, predictable and aligned transitions for children to navigate throughout their education. Graham Hill is in the initial stages of growing the transition into kindergarten beyond the summer assessment and family conference, and intends to implement a broader “Jump Start” program to align with the implementation of WaKIDS in August 2013, using Title One funds. An outgrowth of this implementation will define stronger relationships with our community PreK network.

A priority for January 2013 is to support families with information and classroom visits, prior to SPS Open Enrollment, so that they can make mindful choices about the instructional methodology their children would most benefit from (Montessori or Contemporary). Graham Hill has created translated information for families describing the two instructional models, which will be shared and explained at the January PTA meeting. Also in January, two southeast middle school principals will host a transition meeting for Graham Hill families to hear about the pathway project from Graham Hill to Aki Kurose to Rainier Beach, as well as learn about the P-8 Option School, South Shore. A second information night with the Aki Kurose math department and community partners, Zeno and Norm Alston, is scheduled for the spring, so that families can understand the gateway to algebra for college-bound math. This will be followed by middle school visits to South Shore, Aki Kurose and Mercer Middle schools.

Mental and Physical Health Referrals and Services

Graham Hill’s universal screening for health and mental health needs begins with the school-wide Student Support Team in the fall and is monitored and adjusted with the Wellness model. Currently, attendance is monitored by the attendance secretary and the principal, however, greater intentionality for interrupting the root causes of unexcused absences, coupled with viable transportation options once school has started, is needed. This is especially important for kindergarteners and recent immigrants. The school nurse, assigned to Graham Hill one day a week, works closely with the FSW and principal to monitor chronic health conditions, most frequently: acute asthma, seizure disorders, oral health problems, attention deficit and hyperactivity disorder, vision problems and bowel disorders. Multiple partnerships support the students and families with needed wrap services, including King County Health, who provides dental screening and sealants for all second graders, Community in Schools who connects children with Big Brothers and Sisters as well as Reading Buddies, and Sound Mental Health, who supports twelve of Graham Hill’s highest needs students, including four students who currently reside in foster care. The FSW is Graham Hill’s advocate for connecting families with additional services for social-emotional health, including children who live with substance abuse, children with incarcerated parents, children being raised by grandparents and/or other family members and children who have experienced extreme trauma due to violence, displacement and the inconsistencies of homelessness.

ATTACHMENT 8: WORK PLAN SUMMARY
ATTACHMENT 8A: MATH WORK PLAN SUMMARY

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
Kindergarten students meeting age-level expectations in WaKIDS (math)	Kindergarten ELL students: Somali, Spanish, Vietnamese	*(28 from current assess)	(7%)*	*(1 from current assess)	*(3%)	12	45%
1 st and 2 nd grade students making annual typical growth on MAP (math)	1 st and 2 nd grade ELL Students: Somali Spanish, Vietnamese	32	12.5%	4	12.5%	20	65%
3 rd grade students meeting standard on state (math) assessment	3 rd grade ELL students: Somali, Spanish, Vietnamese	13	3%	2	15%	**N/A until 2014/15	**N/A until 2014/15

**WaKIDS is currently not implemented. Target (number) is based on current assessment(s)*

***Strategies will focus on a K-2 Early Learning Strategic Plan, so that by achieving outcomes in Kindergarten, First and Second grade in 2013-14, beginning in 2014-15 Graham Hill will observe the impact of the investment*

I. Focus Students

Graham Hill has identified 60 (Somali, Spanish, and Vietnamese) K-2 students for an early learning investment. In third grade (13 students), there is overlap between third graders who qualify for ELL and who may qualify for FRL, so that impacting the ELL students will also impact the FRL subgroup. The Early Learning Investment will not specifically target the third graders, however, Graham Hill is using third grade state assessment data as an outcome to measure the K-1-2 intervention, as students matriculate.

II. Strategies

1. Strategy: A .5 Math Specialist who will provide coaching and co-teaching with teachers (1/3 of time), including planning with the CCSS and analyzing exit tickets. Specialist will also provide support to K-2 students in small groups and in class support (2/3 of the time), following Graham Hill’s MTSS. Level 1-2 in-class support will be in the form of guided math groups. Level 2-3 small groups will be targeted interventions, and will focus on math vocabulary, number sense and problem solving.

Key Component(s): PreK-3 Alignment and Collaboration, Extended in-school learning time

Frequency & Duration: In class supports daily, small group supports 3-4x/week. Teacher collaboration and coaching 1x/week.

Rationale: Aligned teaching practice and intervention will provide students with seamless acceleration plans to make growth. The Math Specialist will be the “Case Manager” for the target students receiving math supports, so that there will be a centralized individual who is tracking on student progress on a personal

level, and who manage adjustments with immediacy so that the student is receiving responsive supports. Working alongside the teachers will bolster the core instruction. A recent school-wide SST, showed that 44% of *all* Graham Hill students were below 50% proficiency on the MAP and/or MSP math. When such a level of intervention is needed, it makes sense to recalibrate core instruction.

2. Strategy: After-school math support for first and second grade Somali students

Key Component: Expanded Learning Opportunities

Frequency/Duration: 2 days/week in three 8 week sessions across the year (fall, winter, spring).

Rationale: Focused language-based support of homework for Somali Students by Somali IAs from Graham Hill, South Shore and Rainier Beach (Afrique Service Center)

3. Strategy: Professional Development: Core Habits of Teaching and Learning (REACH Associates) for teachers and instructional assistants. Carole Wentz, SPS ELL coach will co-support the PD sessions with PD provider so that teaching points have an included Language/Vocabulary objective.

Key Component: PreK-3 Alignment & Collaboration/Extended in-School Learning

Frequency/Duration: Monthly professional development

Rationale: Core Habits of Teaching and Learning to address engagement and participation (goal of 90%), oral language development, student-to-student discourse and using exit tickets (written response), robust core instruction to target students (and all learners) for deeper access to math understanding.

4. Strategy: Implement common, frequent and reliable assessments for K-2: WaKIDS (and progress monitoring) for K and Interim Assessments that measure number sense and problem solving for first and second grade. The strategy includes release time for teachers to collaborate on the data and strategize appropriate adjustments in teaching.

Key Component: Extended in-School Learning Time/PreK-3 Alignment & Collaboration.

Frequency: WaKIDS, twice a year (fall and spring) followed by progress monitoring that is aligned with WaKIDS domains. Interim Assessment for first and second grade 3-5 times a year, based on number sense & problem solving.

Rationale: High quality instruction must be matched with high quality frequent assessment. K-2 teachers have had training on the math CCSS already, so this will be a reasonable next step to create assessments that measure progression toward standard on mastery items, across the continuum, including number sense and problem solving.

5. Strategy Provide access to translated math resources, assessment information and homework (Kindergarten).

Key Component: Social, Emotional, Behavioral, Family Support

Frequency: Kindergarten homework translation will be weekly. Three times a year (October, January, March) Graham Hill will host Math Information “coffee chats” for families.

Rationale: When families understand grade level expectations, assessments, and how to access supports, they can better support their children by knowing what questions to ask teachers, knowing how to read the report card, and understanding homework.

III. Key People

Lead Levy Facilitator (see Attachment 9)

Role: Team Leader for Levy Intervention Implementation

Responsibilities: Directly reports to the principal each week on Implementation progress; Liaison between all levy participants and partners; Manages data system for tracking progress

Math Intervention Specialist

Role: Lead facilitator for math implementation; Case manager for K-2 math students; Team Member on Levy Leadership Team.

Responsibilities: Triangulate math efforts between classroom teachers, ELL staff, and CBO providers; Provide coaching and collaboration to the teachers; Manage the lab schedule for Dreambox; Collaborate with eMode Early Algebra Project (third grade) for alignment; Provide direct instructional support to students; Meet with teachers bi-monthly during planning periods for a “dipstick debrief” on interventions, instruction, planning and assessment. Graham Hill uses a 22-minute protocol for these meetings

Certificated Teachers (Classroom and ELL)

Role: Provide responsive math instruction to students.

Responsibilities: Attend weekly meetings with math specialist; Attend professional development (substitute release); Implement WaKIDS and interim assessments; Attend CCSS training (if not done already);

ELL Instructional Assistants; Strategize schedule with support providers

Role: Support students and their families to navigate the English language and math vocabulary and conceptual understanding.

Responsibilities: Attend professional development (substitute release); Provide translations; Attend ELL team meetings (2x/month); Attend CCSS training, Participate in Family Engagement events for math (3x/year)

IV. Partnerships and Collaborative Efforts (non Levy – see Leverage funds)

Community Organization: REACH Associates

Role: Provide PD to staff & Strategic Planning with principal

Rationale: Builds on a five year relationship between principal and PD provider who developed an expansive PD initiative in SPS and City of Seattle; PD is rooted in early learning strategies and alignment; Graham Hill teachers are already in two cohorts, one with the Department of Early Learning (math PD) and one with another southeast school. Teachers build on collaboration

Evidence: Research-based strategies, historical trends, and studies to reinforce rationale, and a common framework for teaching and learning (Core Habits)

V. Leveraged Funds

Title One transportation for after school programs, site license for Dreambox.

Baseline & Grant with partnering school: Early Learning PD

ATTACHMENT 8B: READING WORK PLAN SUMMARY

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
Kindergarten students meeting age-level expectations in WaKIDS (reading)	Kindergarten ELL students: Somali, Spanish, Vietnamese	*(28 from current assess)	*(7%)	*(1 from current assess)	*(3%)	12	45%
1 st and 2 nd grade students making annual typical growth on MAP (reading)	1 st and 2 nd grade ELL Students: Somali, Spanish, Vietnamese	32	8%	5	15.6%	20	65%
3 rd grade students meeting standard on state (read) assessment	3 rd grade ELL students: Somali, Spanish, Vietnamese	13	3%	1	7%	**N/A until 2014/15	**N/A until 2014/15

**WaKIDS is currently not implemented. Target (number) is based on current assessment(s)*

***Strategies will focus on a K-2 Early Learning Strategic Plan, so that by achieving outcomes in Kindergarten, First and Second grade in 2013-14, beginning in 2014-15 Graham Hill will observe the impact of the investment*

I. Focus Students

Multi-year data analysis shows that ELL students consistently score lower on assessments, even compared with their similar demographic peers at other southeast schools. Patterns indicate that ELL students who begin kindergarten below the readiness standards have a low success rate for meeting standard at Graham Hill (MAP and TC assessments). Graham Hill identified 60 students from the three largest language groups Somali, Spanish and Vietnamese in K, 1, 2.

II. Strategies

1. Strategy: A 1.0 Reading Specialist (.5 Levy funded, .5 Leverage funds) who will provide coaching and co-teaching with teachers (1/3 of time), including planning with the CCSS and analyzing exit tickets. Specialist will also provide support to K-2 students in small groups and in class support (2/3 of the time), following Graham Hill's MTSS. Level 1-2 in-class support will be in the form of guided reading groups for comprehension skills. Level 2-3 groups will be targeted, and will focus on vocabulary, phonemic awareness and phonics.

Key Component(s): PreK-3 Alignment & Collaboration/Extended in-school learning time

Frequency & Duration: In class supports daily, small group supports 3-4x/week. Teacher collaboration and coaching 1x/week.

Rationale: Aligned teaching practice and intervention will provide students with seamless acceleration plans to make growth. The Reading Specialist will be the "Case Manager" for the target students receiving reading supports, so that there will be a centralized individual who is tracking on student progress on a personal level, and who can manage adjustments with immediacy so that the student is receiving responsive supports. At recent school-wide SST, it was noted that 44%

of all Graham Hill students were below 50% proficiency on the MAP and/or MSP in reading. When such a high level of intervention is needed, it makes sense to recalibrate the core instruction.

2. Strategy: In-School intervention with Sound Partners (Powerful Schools), which provides one: one tutoring, using a researched based curriculum.

Key Component: Extended In-School Learning Opportunities

Frequency/Duration: 4 days/week for 30 weeks.

Rationale: Targeted intervention for early literacy skills, including phonemic awareness and phonics, especially a gap for ELL learners.

3. Strategy: Professional Development: Core Habits of Teaching and Learning (REACH Associates) for teachers and instructional assistants. Carole Wentz, SPS ELL coach will co-support the PD sessions with PD provider so that teaching points have an included Language/Vocabulary objective.

Key Component: PreK-3 Alignment and Collaboration, Extended in-School Learning

Frequency/Duration: Monthly professional development

Rationale: Core Habits of Teaching and Learning that increase student engagement and participation (goal of 90%), oral language development, student-to-student discourse and using exit tickets (written response), will provide robust core instruction to target students (and all learners) for deeper access to literary elements that impact comprehension (inference and prediction).

4. Strategy: Implement common, frequent and reliable assessments for K-2: WaKIDS (and progress monitoring – letter and sound identification) for K and Interim Assessments that use running records and error analysis. The strategy includes release time for teachers to collaborate on the data and strategize appropriate adjustments in teaching.

Key Component: Extended in-School Learning Time, PreK-3 Alignment and Collaboration.

Frequency: WaKIDS, twice a year (fall and spring) followed by progress monitoring that is aligned with WaKIDS domains. Interim Assessment for first and second grade 3-5 times a year, using running records and error analysis.

Rationale: High quality instruction must be matched with high quality frequent assessment. K-2 teachers will have training on language arts CCSS this spring, so this will be a good next step to create assessments that measure progression toward standard on mastery items, across the continuum, decoding, sight words and comprehension.

5. Strategy Provide access to translated literacy resources, assessment information and homework (K), and access to Family Resource Center materials.

Key Component: Social, Emotional, Behavioral, Family Support

Frequency: Kindergarten homework translation will be weekly. Three times a year (November, February, April) Graham Hill will host Math Information “coffee chats” for families.

Rationale: When families understand grade level expectations, strategies to increase reading levels, assessments, and how to access supports, they can

better support their children by knowing what questions to ask teachers, knowing how to read the report card, and understanding homework.

III. Key People

Lead Levy Facilitator (see Attachment 9)

Role: Team Leader for Levy Intervention Implementation

Responsibilities: Directly reports to the principal each week on Implementation progress; Liaison between all levy participants and partners; Manages data system for tracking progress

Reading Intervention Specialist

Role: Lead facilitator for reading implementation; Case manager for K-2 reading students; Team Member on Levy Leadership Team.

Responsibilities: Triangulate reading efforts between classroom teachers, ELL staff, and CBO providers; Provide coaching and collaboration to the teachers; Manage Reader's Workshop materials (book room – non Levy funded); Provide direct instructional support to students; Meet with teachers bi-monthly during planning periods for a “dipstick debrief” on interventions, instruction, planning and assessment. Graham Hill uses a 22-minute protocol for these meetings (piloted with Reading in 2012-13)

Certificated Teachers (Classroom and ELL)

Role: Provide responsive reading instruction to students in Balanced Literacy and Reader's Workshop.

Responsibilities: Attend weekly meetings with reading specialist; Attend professional development (substitute release); Implement WaKIDS and interim assessments; Attend CCSS training (if not done already – non Levy funded); Maintain a conferring strategy and documentation that is differentiated for student needs – set conferring schedule using this; Attend Reader's Workshop Professional Development (non-Levy funded)

ELL Instructional Assistants

Role: Support students and their families to navigate the English language and comprehension strategies.

Responsibilities: Attend professional development (substitute release); Provide translations; Attend ELL team meetings (2x/month); Attend CCSS training (if not done already); Participate in Family Engagement events for math (3x/year); Strategize schedule with support providers

Powerful Schools/Sound Partners

Role: Provide targeted intervention for K, 1 and 2 (3%) students with phonemic awareness and phonics curriculum

Responsibilities: Negotiate, manage and monitor contract with principal; Recruit, train, and retain qualified and reliable tutors; Establish schedule; Provide service to students; Feedback look with teachers and families

IV. Partnerships and Collaborative Efforts

Community Organization: Powerful Schools

Role: Facilitator for one: one tutoring program including training, service, assessment, and feedback loop to classroom teacher

Rationale: Research-based intervention program; Consistent, qualified tutors; Builds on existing partnership with Powerful Schools; 2010-11, served 86% of them were children of color, 28% were ELL, 68% of the students qualify for FRL
 Evidence: Kindergarten – Third grade students gained 17 points between first and last MAP test in reading

V. Leveraged Funds

Baseline: Professional development contract with REACH Associates and Reader’s Workshop Coach (shared among two other schools and complimented by Foundation grant)

Bilingual and Special Education: Targeted materials and curriculum

PTA and small grants: Classroom Libraries, Family Lending Library

ATTACHMENT 8C: ATTENDANCE WORK PLAN SUMMARY

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
Students absent fewer than 5 days per semester, excused and unexcused	All K-5 students	400	50.7%	197	49%	280	70%

I. Focus Students

Graham Hill has a school-wide attendance problem; all subgroups have more than 50% of students with more than 5 absences, with more vulnerable student sub groups (ELL, Special Education and FRL) above 60% of subgroup populations. Graham Hill identified all four hundred students for the attendance outcome to strengthen the capacity of the “Be Here Get There” school-wide attendance campaign.

II. Strategies

1. Strategy: School-wide participation in the Mayor’s Attendance Campaign

Key Component: Social, Emotional, Behavioral and Family Supports

Frequency: Daily Attendance, weekly Robo-call, monthly Attendance Assemblies and Celebrations.

Rationale: Initial pilot year with the Campaign suggests that it is making an impact on student and family awareness and understanding. Students with excused pre-arranged absences are creating a work plan and returning it to the classroom teacher and principal with fidelity; Students frequently approach the principal to discuss their attendance; Students and families seen analyzing the Attendance data display frequently.

2. Strategy: Implement Attendance Call Center and Mobile Response to pick students up who are tardy, or have an unexcused absence (missed bus, slept in)

Key Component: Social, Emotional, Behavioral and Family Support

Frequency: Daily

Rationale: The school often knows within thirty minutes about students who had a logistical problem getting to school. Rather than waiting the day, a plan will be in place to arrange for students to get to school

3. Strategy: Attendance Home Visit Project: Schedule home visits for students who are chronically absent/tardy and/or who have known barriers and/or reluctance to come to school. Home Visits for attendance are arranged by the Family Support Specialist, Bilingual Instructional Assistant, and principal.

Key Component: Social, Emotional, Behavioral and Family Supports

Frequency: Trimester

Rationale: Tier 3 students, who have exceptional barriers to school success, can benefit from additional ways to bridge relationships and understanding. The Home Visit project is meant to enhance strength based perspectives about children and families, bridge the gap between school and home, and build a culturally appreciative and sensitive relationship.

4. Strategy: Provide Tier 3 supports to target families with exceptional barriers to regular attendance and school success.

Key Component: Social, Emotional, Behavioral, and Family Supports

Frequency: 1x/week

Rationale: Tier 3 students, who have exceptional barriers to school success, can benefit from additional ways to bridge relationships and understanding. Students and families who will benefit from wrap around services with a greater intensity (may include homelessness, new to country, traumatic event, pervasive stressful circumstances) will have a safety net of consistent support.

III. Key People

Lead Levy Facilitator (see Attachment 9)

Role: Team Leader for Levy Intervention Implementation

Responsibilities: Directly reports to the principal each week on Implementation progress; Liaison between all levy participants and partners; Manages data system for tracking progress

Attendance Secretary

Role: Manage daily attendance reports, initiate phone inquiry for absence

Responsibilities: Call absent students within 30 minutes; Communicate and enforce Attendance policies; Provide Levy Coordinator and Family Support Specialist an attendance report each month

Family Support Specialist

Role: Wrap Around Services and Case Manager for Attendance

Responsibilities: Call absent students: Arrange/provide transportation; Work with families to address barriers; Coordinate with teachers about missed classwork and homework: provide tutoring catch-up support

Sound Mental Health Provider

Role: Wrap-around services for Tier 3 students

Responsibilities: Negotiate additional community and health supports and collaborate with school nurse

IV. Partnerships and Collaborative Efforts

Community Organization: Sound Mental Health

Role: Support services for student and families

Rationale: Build on existing relationship

Evidence: Current relationship demonstrates that students and families trust partnering organizations that are consistent, collaborative and solution-oriented. Families with chronic attendance problems will frequently make sure their child is at school on the day that they receive SMH services.

V. Leveraged Funds

Baseline and WSS funds for school nurse and attendance secretary

ATTACHMENT 8D: ENGLISH LANGUAGE ACQUISITION WORK PLAN SUMMARY

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
English language learners making gains on state English proficiency test	K-3 ELL students (all languages)	86	21.5%	56	65%	68	80%

I. Focus Students

86 of the 116 ELL students (2012) are in grades K-3. The growth rate is based on the 66% of *all* ELL students who demonstrated growth on the WELPA. By including third graders in the target group, Graham Hill hopes to avoid the “fade out” of the earlier K-2 investments, so that strategies are in place to gradually release students who may be vulnerable when challenged with increasingly complex academic language.

I. Strategies

1. Strategy: PreK-K transition Home Visit Program (teachers and ELL staff)

Key Components: Early Learning Alignment & Collaboration and Social, Emotional, Behavioral and Family Supports, Expanded Learning Opportunities

Frequency: In August before Kindergarten begins; As needed

Rationale: Home visits and sharing the understanding that families are the first teacher in a child’s life will strengthen relationships between home and school.

2. Strategy: Shared professional development with teachers and ELL staff with a focus on vocabulary and oral language development and Cultural Competency

Key Component: PreK-3 Early Learning Alignment and Collaboration

Frequency: 3 times/year

Rationale: Building on Early Learning PD and Reader's Workshop, staff will attend additional ELL professional development provided by ELL Coach on Language Outcomes (this is being piloted in February, 2013)

3. Strategy: Small groups of K students in the classroom facilitated by an adult and have heterogeneous groupings of ELL and non-ELL students. This will require that Graham Hill have an aligned schedule so that classrooms can organize "self directed" or small group learning to build social, problem solving and conversational skills, and encourage manipulating language.

Key Component: PreK-3 Early Learning Alignment and Collaboration; Social, Emotional, Behavioral and Family Supports; Extended in-school Learning

Frequency: Master schedule designated 2x/week in kindergarten classrooms

Rationale: Strengthen "playground" English skills with modeling, questioning, and robust vocabulary to scaffold expressive and receptive language; Provide a balance of academic intervention approaches with developmentally appropriate acceleration strategies through language "play"

II. Key People

Lead Levy Facilitator (see Attachment 9)

Role: Team Leader for Levy Intervention Implementation

Responsibilities: Directly reports to the principal each week on Implementation progress; Liaison between all levy participants and partners; Manages data system for tracking progress

Certificated Teachers (ELL and Classroom)

Role: Provide service to students for core instruction and targeted supports

Responsibilities: Collaborations, prioritizing oral language development opportunities, exchange data (including observational data)

ELL Bilingual Assistants

Role: Support to Tier 2 students and translations

Responsibilities: Ongoing communication with families; attend PD; Collaborate with Speech/Language & Music teacher for language games; Teach games to families

III. Partnerships and Collaborative Efforts

Community Organization: Powerful Schools

Role: Partnering Organization with Afrique Service Center

Rationale: The Somali community at Graham Hill has expressed concern about lack of strong relationships and shared high expectations for children.

Evidence: Strengthening the relationship between the school and community and will provide more responsive teaching and expectations in the classroom.

Community Organization: SEEC Collaborative

Role: Provide networking resources for Kindergarten teacher

Rationale: The principal was a member of this pilot team. Graham Hill is interested in widening the net of PreK providers and developing a PreK on site.

Evidence: PreK opportunities and relationships will bridge the existing gap we have with area PreK providers.

I. Leveraged Funds

Bilingual Funds: Professional Development and translations

ATTACHMENT 9: MANAGEMENT AND OVERSIGHT PLAN

Leadership, Planning and Implementation

The planning for the 2013 Request for Investment application began in the Spring of 2012. Graham Hill Elementary initially submitted a Request for Investment application for the initial round of Investments. At that time, a group of teacher leaders spearheaded the application process, self-directing their data analysis, collaborating with the Building Leadership Team and determining the focus areas and budget priorities. Although the team was not awarded an Innovation grant, their commitment for implementing a strategic intervention plan was obvious, and the learning about student needs, which became obvious early on in their Graham Hill tenure, was profound. The team took the opportunity to meet with the City of Seattle Education office to hear feedback, and never once did they waiver about submitting another application. The groundwork and deep data analysis that was done on the initial submission helped shape and guide this current application.

To launch the strategic process for collaborating on the application, the principal convened the former Levy Committee to review the previous application, review the feedback and to re-analyze the data and work plan. A schedule for investigation and inquiry was determined across 6 weeks. Following that meeting, 6 staff members, including the Reading Specialist, an ELL teacher, a Special Education teacher, two classroom teachers, an Instructional Assistant (also the Family Engagement Action Team coordinator) and the PTA president agreed to pursue the intentional scope and sequence the principal proposed. First, team members read several articles on Early Learning Strategic Plans, including the Seattle's PreK-3 Action Plan. This set the foundation of thinking about early prevention, alignment and seamless transitions. The work of FEAT and PTA began to mimic some of the strategies, to anchor some strong practices to build upon.

The data analysis process in the Fall of 2012 at Graham Hill was two fold: the new principal needed to look deeply at the data of the school to familiarize herself with the CSIP and current investments and trends; and the requirement for the Levy application was a deep dive focus that articulated specific student needs. Lead through a Tiered Data Analysis, the staff first looked at the Southeast "feeder pattern" trends for all Elementary schools that "feed into" Aki Kurose. An overview of the Feeder Pattern Data and the Segmentation Data was provided to the school community at a PTA meeting. Next, the staff looked at the Graham Hill School Report for 2011-12. Once the regional and school-wide data was understood, the staff began looking at individual grade band patterns. What was missing in this process was looking at cohorts of students overtime, following MSP and MAP scores across multiple years as students move across grades. Grade level data, instead, was year by year, so the comparisons were with different groups of students. Finally, the third step of the analysis was to look at specific students in each grade, using both Spring MAP and MSP.

This set the staff up well for the school-wide SST process, where teachers looked at their specific homeroom and service-provided students. While Graham Hill has implemented the school-wide SST model for multiple years, what was missing was the understanding and application of Multi-Tiered Support Systems. Creating an organization rubric for categorizing student needs matched with a key for provided services helped shift the staff from “blanket year long tutoring” to targeted, monitored interventions. Because the result of the fall SST resulted in over 40% of Graham’s Hill students falling below the 50% proficiency threshold, thus launched the school’s focus on core instruction and high quality professional development for classroom teaching and learning, since without a quality baseline dose, interventions applied on their own, would be largely ineffective. The reality of 40% needing a significant level of interventions and the stagnation of the Segmentation Data were the “tipping” point for buy-in from the whole staff, BLT and PTA.

The principal and members of the staff met with several community partners during the data analysis phase, with an intentionality for strengthening existing relationships. One priority of the staff was to not get overwhelmed with multiple small partnerships, but rather find out if existing partnerships had capacity to grow. Graham Hill has strong, historical partnerships with three of the Levy approved organizations: *Powerful Schools*, *Communities in Schools* and *Sound Mental Health*. The principal met with each of these three organization to audit what was already in place, determine what service matched Graham Hill’s needs, and considered complimentary resources to grow the partnerships. Additionally, the principal maximized her relationships with the early learning community to nurture new partnerships with PreK providers through the SEEC Collaborative. The principal also attended the Community Partners forum sponsored by Seattle Public Schools and the City of Seattle to determine if there were new partnerships to develop. It seems reasonable that two new partnerships Graham Hill will want to grow across the course of the Levy is *Asian Counseling and Referral Services* and *El Centro de la Raza*, to expand the *East African Services* (Powerful Schools) investment to include all three primary target languages. Additionally, Graham Hill is particularly interested in developing an on-site PreK program, so that a relationship with *Community Day School Association* has been initiated.

Graham Hill is a school that is deeply rooted in shared-decision and teacher leadership. There are multiple staff members that will be assets to the Levy Leadership Team, including the Levy Application team, which was a broad representation of the diverse school service models. The Principal, Dr. Laura Morrison, will provide Levy oversight, feedback, and a strategic plan for continuous improvement. An important leader with the Levy will be a newly-hired Levy Coordinator (Head Teacher). The role of this position will be to provide oversight to all components of the implementation, and develop frequent data monitoring systems that will be shared between the school staff and partners. Perhaps one of the most critical aspects of the Levy Coordinator will be the seamless relationship and communication with the Principal. Currently, there is

not someone identified on the staff for this work, however, there are teacher leaders who will be very capable in shaping and supporting this new role. Despite not receiving Levy funding for the requested position in 2012-13, the staff voted to hire an Early Literacy Intervention Specialist, who is already targeting K,1,2 students in the role of intervention coaching support. Graham Hill will hire a new Math Specialist for Levy Leadership. Defining this position, will be supported by a classroom teacher, who previously worked as a math coach. Additionally, Graham Hill has a nurse one day a week, a Family Support Worker, a Speech and Language specialist, a school psychologist, and a Special Education team Leader who already participate in, and manage additional support services and monitoring (Wellness and SST). These roles and individuals will likely continue to shape the monitoring and feedback loops for Levy implementation.

Partnering relationships will also be essential to a successful intervention. The principal has a long-standing partnership with Tre Maxie, Executive Director of Powerful Schools. Director Maxie has introduced the Principal to leaders of the Afrique Service Center, including Mr. Mohammed Sheikh Hassan. The principal has a new relationship, with Shira Rosen and Xalia Lewis, at Communities in Schools, who have been connected to Graham Hill for multiple years. Dr. Morrison brings a lasting relationship with multiple SEEC providers, including Sharon Knight. Finally, the school has a long-standing relationships with Sound Mental Health providers. It cannot, however, be underestimated that a team of SPS Central Office and School Leadership support providers will benefit the Graham Hill Levy Implementation and have been consistent source of support: Bree Dusseault, Southeast Executive Director; Kimberly Kinzer, Director of Early Learning; Kevin Corrigan, Director of Grants; and Carole Wente, Bilingual Coach; Keisha Scarlett, Principal of South Shore PreK-8 School and Kelley Aramaki, Principal of Beacon Hill International School. Overlapping relationships and a significant focus on Graham Hill's success is evident among all the stakeholders.

A strong instructional leader understands that any strategic plan requires a scope of inquiry to nurture a continuous improvement cycle. An inquiry cycle puts strategies in motion, establishes monitoring systems to determine effectiveness, and instills reflection and respond. The most effective strategy for determining teaching and learning effectiveness, is to collaborate among invested providers while looking at student evidence (assessment, written response, and data). Graham Hill currently has bi-weekly PLCs that are anchored in reviewing evidence of learning. All PLCs are situated around content related to the CSIP. Additionally, regardless of a Levy investment, Graham Hill will be moving toward an Interim Assessment Schedule in 2013-14, and has piloted a test version of the assessment and the process, across the 2012-13 school year. A strong example of collaboration that shows great responsiveness is the current weekly Team Meetings with the K-2 teachers and the Reading Specialist. In 22 short minutes, the principal and the specialist facilitate a conversation that results in a brief review of an example of student learning from the week to determine adjustments in pacing or strategy groups, shared overview of the upcoming week Reader's Workshop plan, clarifies questions about workshop teaching points,

and reviews progress monitoring for students receiving an intervention. By creating a predictable routine, the teachers can expect to leave the meetings, scheduled during their PCP, with information to monitor and adjust.

The challenges that seem most obvious are communication and accountability. The success of the Levy implementation *requires* fidelity to established communication agreements, and, perhaps even more importantly, to agreed, aligned strategies. Communication must be routine, ongoing and agreed upon by all invested. Communication with families will be essential, especially to build trust, understanding and advocacy. Accountability among all stakeholders, especially in a system that is rooted in alignment and cohesion, will be critical. To support these two challenges, the Levy Coordinator will be the designated individual to monitor the implementation, communication and effectiveness. A balance of shared leadership with a hierarchical system that maintains fluid, reliable communication and continuous feedback for accountability will be benefit the multiple “Case Managers” of Math, Reading, Attendance and ELA services.

Tracking Results

Graham Hill’s newly implemented Wellness System is developing into a strong, consistent and reliable measure of intervention supports (see Attachment 4.2). Previously, Graham Hill used the trimester benchmarks of the Elementary Progress Report and the MAP assessment to determine student success and intervention needs. Following the three school-wide SSTs, students would receive “blanket” interventions that often pulled students out of class, and that had little opportunity to evaluate progress and adjust. The new Wellness Model looks at all students once a month, across four domains. What is unique about the Wellness model is that the SSTs initiate broad based trends with students and grade levels, while the Wellness model anchors the grade level trends into actual students. When the team meets each month, the current “Caseload” is reviewed, citing interventions tried, growth, and changes, and then anticipates whether to continue, adjust or advance services. After multiple months, the Wellness team has a history of tried-interventions that can be referenced if a child is moved forward in the process onto the SST where the psychologist, family and team determine higher levels of service and/or assessment. A specific example of when this has worked effectively is when a third grade student was being monitored for “flat lining” on his reading progress, which was in conflict of his previous strong gains. Before inserting a reading intervention, the teacher looked closely at the Wellness data, and saw a pattern of low scores on social, emotional and recently a drop in physical. This prompted the Wellness team to look at attendance, consult with the Family Support Worker, and support team, who determined as opposed to a *reading* intervention, the student actually needed additional wrap around services – his family was recently evicted, he was not getting adequate sleep or nutrition, and the displacement resulted in the family losing their pet. What could have been an over-simplified solution to provide a reading intervention, based on the initial data, what Wellness helped the team determine was that it was actually *not* a reading

problem, but rather a social-emotional and physical barrier that was slowing his progress down. Therefore, an appropriate intervention was applied that addressed the root cause of his temporary academic struggles.

As Graham Hill moves into a school-wide implementation of Interim Assessments, an interactive data wall will be initiated. The data wall will feature pocket charts with leveled colors: red (unsuccessful), yellow (monitor) and green (proficient). Each student will have a monitoring card that will contain initial assessment data. Following each Interim Assessment, student-monitoring cards will be relocated to the achievement band of red, yellow and green, so that broad grade level trends are obvious, as are individual student performance. The data wall system is modeled after the systems in place at Broadview Thompson and Aki Kurose. A similar monitoring system will be in place for Levy target students, using the data wall for the school staff (for tangible manipulation) and will be replicated on a digital pivot table, to share with the Levy Leadership team and partners.

Sharing individual student data will be carefully monitored through a Data Sharing Agreement. The Levy Team will work to create system with family permission that does not violate FERPA. Possible alternatives to sharing individual student names from partner to partner will be to create a monitoring identification for students, so that trends and impact can be seen, but without violating protection agreements. A data base will be created by the Levy Coordinator, and will be shared with the individual "Case Managers" to enter specific assessment information. Ultimately, data collection and response will be a triangulation between the teacher, the case manager and the service provider. The data base will include pivot tables that address the four areas, and provide parameters to measure growth to the outcome. Weekly meetings with the Levy Team will center around the data sharing, and the tracking toward the outcomes.

A comprehensive, seamless approach for monitoring and effectiveness, that matches a comprehensive, seamless PreK-3 strategy will ensure that not only will Graham Hill experience a successful implementation, but ultimately, the children of Graham Hill will experience stronger school success.

