

ATTACHMENT 1: COVER SHEET

MIDDLE SCHOOL LINKAGE REQUEST FOR INVESTMENT

School Information:

School name: Hamilton International Middle School

School address: 1610 N. 41st Street, Seattle, WA 98103

Application Components and Checklist (submit in this order)

- Cover Sheet
- Data Analysis Summary
- English Language Learner Self-Assessment
- Work Plan Summary
- Management and Oversight Plan
- Annotated Budget

Contact Information:

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Signature: _____

Date: _____

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ATTACHMENT 2: DATA ANALYSIS SUMMARY

ELL Data

- 1) English Proficiency:
 - Level 1/Beginning 3
 - Level 1/Intermediate 5
 - Level 1 Advance 14
- 2) We have 12 languages spoken within our school population.
- 3) We have 0 students who are Refugees and 4 who are Immigrants
- 4) 19 students (76%) made gains in English language proficiency on the WLPTII.
- 5) Our students are in the ELL program for 3.23 years on average.
- 6) 12 of our ELL students have been in the program for four or more years.
- 7) According to our MSP data from Spring, 2011, 46.4% of our ELL students are considered at a high risk in the area of math. 7.1% are ranked at medium risk in math. Together this adds up to over half (53.5%) of our ELL students slated to be at a medium to high risk in this area. Though their writing MSP scores indicate that over 75% of our ELL students are ranked in the medium to high risk categories, we already have supports in place in Language Arts and Social Studies classrooms with our co-teaching model. Furthermore, 21.5% of our ELL students are at medium to high risk of not passing their math courses.

1a) Data Analysis Outcomes

MSP

Math and Reading

Black and Hispanic Achievement

- 126 of our current students (15%) did not meet standard on last year's MSP Math test. Of all of our sixth graders who took last spring's MSP test, 15.6% of these students did not meet standard in **Math** and 10.7% of these students did not meet standard in **Reading**. At 6th grade, we have 38 students who did not meet standard in **Math** (12 at level 1 and 26 at Level 2). 17 of our 6th graders did not meet standard in Reading (4 at Level 1 and 13 at Level 2). 50% of our 6th grade students who identified themselves as **Black** (6 students) did not meet standard in **Math** and 33.3% of these same students (4 students) did not meet standard in **Reading**. 40% of our students who identified as **Hispanic** (11 students) did not meet standard in **Math** and 28.6% of this group of students did not meet standard in **Reading** (8 students). As for our current 7th graders, we have 40 students who did not reach standard on the Math MSP; 17 of these students scored at a Level 1. Four of these students identified themselves as **Black** and 9 identified themselves as **Hispanic**.
- The trend across time in Math is hopeful. For example, in the previous year (2009-2010), only 13.6% of our African American students met standard in Math. But this achievement gap is still unacceptable. (Last year, only 10.4% of our white, sixth grade students tested below standard in math, and only 5.8% of these students tested below standard in Reading.)

Special Education Achievement

- The trend of our Special Education students is also very promising; 65.2% of our Special Education students met standard on the Math portion of the MSP test last year (compared to only 41.9% the previous year) and 82.6% of our Special Education students met standard on the Reading portion of

the test (compared to only 46.9% in the previous year). 22 of our current 6th and 7th grade students with IEPs scored at a level 1 or 2 on the Math MSP.

ELL Achievement

- Of our **entire non-ELL** population last spring, 20% of our students are in the medium to high risk category for meeting standard on the MSP in math. This demonstrates a clear need in our school to provide supports in this area. In the same vein, 16.8% of our non-ELL population are in the medium to high risk category for meeting standard in Reading.

Writing

- In terms of Writing, last year's MSP for our 7th grade (current 8th grade students) resulted in 73.5% of our students meeting or exceeding standard. This is one percentage point reduction (negligible) from the previous year. That said, our African American students still performed below this average (59.2% meeting or exceeding standard) as did our Hispanic students (62.2% meeting or exceeding standard). We believe the supports we already have in place in our literacy-focused classrooms (co-teaching/inclusion model, alignment around the Common Core State Curriculum, common assessments, etc.) are targeted directly at addressing these gaps.

Science

- The MSP Science test is given only to 8th graders at the middle school level. Last year, 76% of all of our 8th grade students met or exceeded standard on the science portion of the MSP. Only 42.9% (15) of our students who identified themselves as Black met or exceeded standard on this test. 43.8% of students identifying themselves as Hispanic and 34.6% of our Special Education population met or met or exceeded standard in this area. Meanwhile, 86.6% of students identifying themselves as white met or exceeded the standard. We have also targeted resources in our school at addressing these gaps. For one, we have budgeted additional staffing and supports next year for students not meeting standard in Science.

1b) Data Analysis Indicators

MAP:

Our students only took the Winter MAP test this year. We do not have data for comparison purposes from the fall. From this test, though, it is clear that the supports we have in place this year (and we would like to continue with next year) are working. However, looking at the winter Map data allows us more up-to-date statistics on our population's sub-groups; from this, it is clear that our focus on reducing the achievement gap is working, at least in Math thus far. For example, while 56.5% of our white students made typical growth on the Math MAP test, 62.7% of our African American students and 57.6% of our Hispanic students also made typical growth. Meanwhile, 69.6% of our ELL population is also making typical growth in Math. Still, overall, our school average of making typical growth in math 58% falls below the district average 61.9%.

Passage of Core Courses:

Only 16% of our non-ELL students are at medium-to-high risk for passing core courses this year, with 23.4% of our African/African American students in this category ranking in the medium-to-high risk for passing core courses. 28.6% of our ELL population is at medium-to-high risk in this area.

Attendance:

At Hamilton, 12.8% of our students are considered to be at a medium to high risk for attendance. 29.7% of our African American/African students are at medium to high risk in this category, as are 17.9% of our Hispanic students and 28.7% of our white students, although Hispanic and Black students are more at risk for unexcused absences. 10.7% of our ELL population and 10.3% of our IEP population are at high risk for attendance.

Co-Teaching Math Model Data – (local school-level data)

Though it is clear that some of our students still have deficits in Math, we have a co-teaching model in our school that is closing the achievement gap and resulting in higher levels of student achievement for our targeted students. For example

- the disaggregated data from our school’s Risk Report shows that African American students in the co-teaching Math classrooms (11 students) scored at 15.5 RIT points higher on the Winter MAP test than African American students in the rest of our school.
- ELL students (8 students) in these co-teaching Math classes scored 3 RIT (218 compared to 215) points higher on the MAP test than ELL students not in the co-teaching classrooms.
- IEP students in the co-teaching classrooms (31 students) scored significantly higher (21 points) in the co-teaching classrooms than their counterparts in other math classes in the school (219 compared to 198). We are ecstatic about these outcomes because they show that the lower student-to-teacher ratio and the modifications and best practices that these teachers employ are making a difference in the academic achievement of a targeted group of students.

2) Outcomes and Indicators Foci

Our goals at Hamilton match the Families and Education Levy goal that states: “All students will achieve academically and the achievement gap will be reduced.” The outcome we hope to accomplish with our work plan is **that targeted African American, Hispanic, ELL and IEP students will move from Level 1 to Level 2 or beyond and from Level 2 to Level 3 or beyond on the 2012 Math portion of the MSP**. The indicators we will use are that these targeted students will 1) exceed annual typical growth on the Math MAP test and, 2) since it is obvious that students need to be in school to gain momentum, content and stamina academically, our second indicator will be that these targeted students will have 5 or fewer absences per semester, excused or unexcused.

3) Rationale

Our rationale for choosing these focus students is detailed in the data analysis above. Our African American, Hispanic, English Language Learners and students with IEPs still fall behind other student groups in their academic achievement. We see similar trends across the academic content areas of Language Arts, Science and math. We are leveraging other funding supports to build comparable co-teaching models in the content areas of Language Arts and Science. We have a functioning co-teaching model in our 6th, 7th and 8th grade Language Arts/Social Studies classes which, like Math, allows our ELL teacher and an extra Literacy teacher to provide instructional supports, both with large and small groups (based on skill needs). Co-teachers in Language Arts also use formative assessments to gain deeper understanding of individual student needs.

For this grant, our focus will continue to support Math. Our rationale is based on our data (MSP, academic grades, MAP RIT scores, and attendance) which show that this group of students needs continued, focused support in their Math classes with the co-teacher model.

- Our targeted students clearly also need targeted supports from our YMCA programs that augment student academic success and offer incentives for students to attend school daily.
- The strategies, modifications and lowered student-teacher ratio in our co-teaching Math classes, not only purposefully target students falling behind academically, but they are also an asset to all students in the co-teaching class; 150 students a day are accessing these extra supports.
- Additionally, since our co-teacher works with three different math teachers per day, the differentiated teaching and assessment strategies are having a “ripple effect” on the rest of their classes; these teachers also employ our math co-teacher’s expert strategies and supports with their other students throughout the day.
- This co-teaching model also offers some flexibility in time and supervision in that during our fourth period Homeroom period, one of the co-teachers is able to pull targeted students into her classroom (to re-teach a skill/concept based on formative assessments, make individualized modifications, provide test prep, etc.) while the other teacher continues teaching his Homeroom students – yet, another opportunity for individualized support and modifications.

In sum, we want to continue funding a model that, after one year, appears to be making a significant difference for students who truly need it and for a large population of students as a whole. With these levy dollars we will surely build on this success. Our attendance data also clearly confirms a need to provide supports and incentives to ensure students are in their classes daily, accessing crucial, sequenced curriculum and building stamina in their academic coursework.

ATTACHMENT 3: ENGLISH LANGUAGE LEARNER SELF-ASSESSMENT

Capacity of School ELL Program

1. We have a .6 ELL teacher, Ms. Chapman, and a full time I.A. who supports her. The certificated ELL teacher works with three Language Arts/Social Studies (LA/SS) general education (Gen. Ed.) teachers in a co-teaching model. This means that she shares responsibility with the Gen. Ed. teacher for the planning, teaching, and assessment of all of the students assigned to a co-teaching classroom. ELL students are clustered in their grade level LA/SS class and Ms. Chapman divides the majority of her day (four class periods) between these 6th, 7th and 8th grade ELL/Gen Ed. co-teaching assignments. She spends one class period providing direct instruction and support to her ELL students. The full-time ELL I.A. supports students outside of the co-teaching model in Gen. Ed. Math and Science classrooms. This model has led to improved ELL outcomes in many ways. For example, according to our school's most current Risk Report, 18 of our 22 ELL students (who are all in the Language Arts co-teaching classroom) either maintained a B or higher in their inclusion/co-teaching Language Arts classroom (compared to their last year's Language Arts grade) or improved to a B or an A. As for math, our ELL students have been supported by an ELL Instructional Aide who follows them through their Math and Science classes. Note: Not all of our ELL students are in co-teaching math classes this year. Our data analysis clearly shows how much better ELL students in co-teaching classes fare when compared to their ELL counterparts in non-ELL classes (see data analysis). Our plan with levy funding is to ensure ELL students are targeted students in the Math co-teaching classrooms next year.
2. Readers and Writers Workshop strategies are employed by both the Gen. Ed. inclusion classroom teacher and the ELL certified teacher in this co-teaching model. The use of Guided Language Acquisition Design (GLAD). Glad strategies model and encourage English language acquisition, academic achievement, and cross-cultural skills. These strategies are embedded in our instructional approach that align with our inclusion model and with Common Core State Standards. For example, the use and integration of vocabulary across disciplines.
3. Our principal has had professional development in Scale up 100 and 200. It is also our plan that our entire administrative team attends such trainings next year in order to support and lead our co-teachers and our ELL staff.
4. Our principal has provided oversight and leadership in instruction by first developing a C-SIP plan that directly addresses targeted students who are not achieving academically (For example, one strategy to meet our C-SIP reading goal: Co-teaching and inclusion for level 2/3 special ed. students and ELL students." Our C-SIP also sets goals to ensure all classrooms employ High Leverage Teaching Moves (HTLMs) for all students. Our principal has also overseen the monitoring of Teachers College Quick Assessments and comparing this data with students' MAP and MSP scores, ensuring that our students who typically are not achieving academically (including targeted ELL students) are monitored closely and are provided with the appropriate instruction, assignments and assessments to promote their learning on a differentiated basis. He has also led and supported our co-teaching program by providing co-teachers in the ELL classrooms with three release days this year and last summer to provide them with professional development in the co-teaching structure and to give them time to develop and differentiate lessons and assessments so students' needs are met. He ensured that this year's ELL students are supported throughout their day by creating a master schedule that tracks ELL students into co-teaching Language Arts/Social Studies classes and gives them either ELL or IA specialist support in all of their Math/Science core classes.

5. We have four Hamilton staff members who have had the Scale Up training. Next year, we plan to fund this training for the administrative team and any staff member (particularly our co-teaching staff members) who works with our ELL population.
6. For students in co-teaching Language Arts classrooms and in the ELL support class, teachers use Readers/Writers Workshop strategies across the board. The structure of the program requires that teachers scaffold reading and writing instruction, activities and assessments so they address the wide array of reading and writing skill levels in the classroom. Teachers also use strategies to assess and help augment students' vocabulary proficiency. In the math co-teaching classes, teachers support students with reading and understanding word problems, which are a significant component of our CMP math program. For example, teachers rephrase math problems to be more accessible to ELL students. They also use pictures when necessary to give students insight into the words or concepts that are unfamiliar to them. Finally, they spend significant time building background knowledge and academic vocabulary for students to continue to augment their capacity to approach a broader range of mathematical tasks.
7. Our ELL certificated teacher focuses most of her day on supporting literacy work in our LA/SS co-teaching classrooms. She supplements her students' learning opportunities with texts at their reading level that parallel the general education students' readings. Again, the Readers/Writers Workshop approach dictates that all teachers are attending to students' skill levels and providing resources that meet them where they are at. The Math co-teachers also assess student academic needs and provide modified, and in some cases, completely different assignments that get at the same basic skill to ensure ELL students understand the content and assigned task. Also, During the ELL skill building class, our ELL teacher give daily (M-Th) grammar lessons from Easy Grammar Plus, by Wanda C. Phillips. She also uses Teacher's College Reader's Quick Assessment to test and determine individual reading levels. She has a collection of fiction and nonfiction books for the ELL students to read and take home. On Fridays, computer grammar games are played and recorded or the students go to the library for lessons given by the librarian around Reader's Workshop themes.

Other Supports for ELL

1. For ELL students not academically on track, we have a few opportunities for support provided by our YMCA HOST program after school. The most direct support is provided by our Work-In-Now (WIN) Program. This program targets students who are struggling academically in their classes. Focused support by certificated Language Arts and Math teachers is provided three days a week, two hours a day to give these students access to a quiet work space and teacher help so they can complete work, develop skills, and cultivate confidence in their academic work. The emphasis is on support; this program is not meant to be punitive. After the students and their parents are targeted and invited into the program, it is voluntary to enter the program and it requires parent permission. We currently have five of our sixth grade ELL students regularly attending WIN. Their Language Arts and Math grades are currently: all at a C or above except for one student who's Language Arts grade is an "E" but is maintaining a B- in Math. The YMCA program also recruits targeted students to attend our Spring Break camp. Students who scored below standard on the last MSP test are invited to attend this four-day camp to develop test taking skills, develop Reading, Math, Science and Writing skills to help them reach standard on the test. ELL students have already been invited to attend this camp over spring break.
2. Activities that students take home are mostly provided through the co-teachers' curriculum which is tailored to student need. There have not been specific home-based activities designed for ELL students.

ATTACHMENT 4: WORK PLAN SUMMARY

		Area of Concentration #1 Math	Area of Concentration #4 Attendance
Focus Students	Who are your focus students?	1. All African American, ELL IEP ad Hispanic students who scored a Level 1 or Level 2 on the 5 th , 6 th and 7 th grade MSP in Math	1. All African American, ELL IEP ad Hispanic students who scored a Level 1 or Level 2 on the 5 th , 6 th and 7 th grade MSP in Math
	Why did you choose these focus students?	1. After looking at the data by grade bands and broken up by race/ethnicity and special populations, these groups represent the lowest performers but also represent making the most growth in the Math co-teaching classrooms when compared to these populations in same grade level, non-co-teaching classrooms.	1. These groups represent the highest risk amongst our student population for attendance.
	How many will you serve?	<ul style="list-style-type: none"> • 10 ELL Students + projected 6th graders • 20 current IEP students +projected 6th graders • 20 current Hispanic African American Students + projected 6th graders Total: 50 students	<ul style="list-style-type: none"> • 10 ELL Students + projected 6th graders • 20 current IEP students +projected 6th graders • 20 current Hispanic African American Students + projected 6th graders Total: 50 students
Outcomes & Indicators*	Baseline	1. 50 Incoming 6 th , 7 th and 8 th graders African American, ELL, IEP and Hispanic students at a Level 1 or Level 2 on the Math MSP.	1.50 Incoming 6 th , 7 th and 8 th graders African American, ELL, IEP and Hispanic students at a Level 1 or Level 2 on the Math MSP.
	Proposed Target	1. 50% of our African American, Hispanic, ELL and IEP students scoring at Level 1 will score Level 2 or higher on next year's MSP Math test. 2. 50% of this population scoring at Level 2 on the MSP Math test will score at a level 3 or higher on next year's MSP math test.	1. 50% of this population will have 5 or fewer absences for each semester. 2. 50% of this population will have no unexcused absences for the semester.
Strategies	What services will be provided?	1. Full time certificated math teacher providing five class periods of co-teaching ; each grade level represented in at least one class period. Content	1. Based on quarterly data, the YMCA will target students who are at-risk for attendance issues and create a cohort of students for whom they

		Area of Concentration #1 Math	Area of Concentration #4 Attendance
		<p>and differentiated instruction based on CMP2 curriculum.</p> <ol style="list-style-type: none"> 2. Strategies/services employed in these co-teaching classrooms: High Leverage Teaching Moves, standards based grading, academic vocabulary skill building, and reading strategies to break down text/story problems, formative assessments resulting in on-going targeted instruction, pull out interventions that do not impact class time (during homeroom time). 3. Our YMCA HOST after school program and Spring Break camps will provide academic support to address specific deficits for this targeted population in math achievement: <ol style="list-style-type: none"> a) Homework Club: HIMS staff and volunteers will assist students with homework, reading, and planner checks. b) Math Academy: This class is designed for students struggling in math and the MSP. Students will receive help with math homework and curriculum. Students will also be given tools to be successful with the Math MSP. c) Work-In-Now (WIN) program: targets students who are struggling academically in their classes and who did not meet standard on the MSP; students are provided access to a quiet work space and a certified teacher so they can complete work, develop skills, and cultivate confidence in their academic work d) Volunteers: the YMCA staff has managed the school wide volunteer/tutor programs, by recruiting, screening, placing and supporting volunteers coming in to Hamilton International 	<p>will develop strategies to solve the problem of absenteeism and tardiness. Students in this cohort will meet on a bi-monthly basis to understand the root causes of their attendance issues and develop strategies to solve these problems. The Y also has in place an incentive program for students to improve poor attendance or maintain their positive attendance patterns. For example, there is a quarterly award ceremony and prizes for students who have made significant improvements in attendance.</p> <ol style="list-style-type: none"> 2. The YMCAs approach to supporting students is based on sound research that shows that students who participate regularly in after school programs have better school day attendance. The Hamilton CLC has developed an incentive system to encourage student participating in programs, and has seen an increase in the number of students participating regularly in HOST programs.

		Area of Concentration #1 Math	Area of Concentration #4 Attendance
		Middle School. In 2010-2011, the YMCA supported 292 volunteers giving 8,161 hours of service to assist classroom teachers, meet one on one with students and lead OST programs.	
	Briefly summarize the frequency and duration of the support.	<ol style="list-style-type: none"> 1. Daily math co-teaching class (50 minutes) for two semesters. (full time co-teacher; five classes/day). 2. The above YMCA Host activities are offered two-four days/week. 	Strategies to address attendance issues are employed on a monthly basis as we monitor our school's at-risk report and target individual students and groups of students to support. The YMCA has quarterly awards and a range of other incentives to encourage students to improve attendance.
	Which Key Component does this strategy fit under?	<ol style="list-style-type: none"> 1. Extended in-school learning time 2. Out of school time/expanded learning opportunities. 	Social/emotional/behavioral and health support
	Explain your rationale for selecting this strategy.	Students need right-leveled curriculum and instruction in a more personalize environment with certificated, expert teachers on a lower student-to-teacher ratio so individual needs can be met.	Students often respond better to positive reinforcement than to harsh consequences. While the administration and counseling teams will be closely monitoring student attendance patterns and, at times having to apply disciplinary action for attendance and tardy issues, the administration and the YMCA team will also be providing students with incentives and strategies to make improvements in student attendance.
Key People	Who are the key people who will deliver the proposed strategies and what	<ol style="list-style-type: none"> 1. Certificated math co-teacher will work with three of our certificated Math teachers representing each grade level. These will be the same teachers who taught this course in the 2011-12 school year so they can build on their expertise. 	The YMCA manages our after school programs. Our YMCA staff have been trained in monitoring student data (academic, attendance, etc.) so that they can keep a close watch over targeted students in their program.

		Area of Concentration #1 Math	Area of Concentration #4 Attendance
	related experience do they have?	2. YMCA manages our after school programs. Math Academy and WIN are staffed by certificated Hamilton teachers. Homework Club is staffed by certificated Hamilton teachers and community volunteers. This organization also develops and manages our Spring Break camp for targeted students who did not meet standard on last year's MSP. This Break Camp is staffed by certificated Math, Science, Language Arts and Social Studies teachers.	
Partnerships and Collaborative Efforts	If a community partner is providing services, identify the organization and their role.	YMCA – manages and supports our after school (Out-of-School-Time) activities (see list of services above) and our Spring Break camp. Volunteers: the Y MCA staff has managed the school wide volunteer/tutor programs, by recruiting, screening, placing and supporting volunteers coming in to Hamilton International Middle School. In 2010-2011, the Y supported 292 volunteers giving 8,161 hours of service to assist classroom teachers, meet one on one with students and lead OST programs.	
	What is their specific expertise in helping you achieve your results?	Our YMCA staff have been trained in monitoring student data (academic, attendance, etc.) so that they can keep a close watch over targeted students in their program. They manage the classes in our after school program - there are, on average, 12 classes per day (some academically focused like WIN, some based on student interest like Junior Jazz Band). These classes serve on average 100-150 students per day.	The YMCA has conclusive data taken over the last three years that shows its services have had a positive impact on school climate, at least for students who participate in YMCA programs. For example, the YMCA's spring 2011 online youth survey for Hamilton International Middle School showed: <ul style="list-style-type: none"> ▪ 70% of participants agreed or strongly agreed that participating in the Y program made them feel more comfortable at school. ▪ 59% of participants agreed or strongly agreed that participating in the Y program

		Area of Concentration #1 Math	Area of Concentration #4 Attendance
			helped them want to be more successful in school.
	Why did you select this partner and what is your history with them?	Hamilton has a long-running relationship with the YMCA in our school. The Y has worked closely with administration to target students who are not succeeding academically or socially and provide them with opportunities and supports in the programs they offer.	Hamilton has a long-running relationship with the YMCA in our school. The Y has worked closely with administration to target students who are not succeeding academically or socially and provide them with opportunities and supports in the programs they offer. Also, the YMCA uses the Youth Programs Quality Assessment tool as one way to measure the quality of its programs. In the spring of 2011, the Y activities at Hamilton International Middle School were rated 4.79 out of 5 in the category of Safe Environment and 3.6 out of 5 in the category of Supportive Environment. In the area of Interaction, the Y at Hamilton scored 5 out of 5 for “Youth have opportunities to develop a sense of belonging” and 4 out of 5 for “Youth have opportunities to partner with adults.”
Leveraged Funds	If you are leveraging other funds to support these strategies, please identify them here.	PTSA	PTSA

		Area of Concentration #1 Math	Area of Concentration #4 Attendance
	How will this supplemental funding be used to support your strategy?	Funding will be used to finance the remaining dollars needed to support our YMCA HOST program.	Funding will be used to finance the remaining dollars needed to support our YMCA HOST program.

ATTACHMENT 5: MANAGEMENT AND OVERSIGHT PLAN

Tracking to Results

- 1) The process we currently have in place to guide staff in understanding our school data begins with our C-SIP. Our current goal in Math is that we will increase the percentage of all students reaching proficiency on the state MSP from 79% to 85%. We began our school year as a whole staff assessing the progress we had made; the principal shared our MSP data (which is included in the Data Analysis section of this document) and data points (MAP, MSP, Core Grades, Attendance, etc.) from the previous year. These data points are addressed at monthly staff and building leadership team meetings to show how our programs are progressing and where extra supports or new practice or supports are needed. Our principal also leads a mid-year review looking at these same data points, focusing on our targeted populations. Finally, our principal leads an end of year data review to inform our staff of progress we have made (same data points as above) and offers a structure by which our staff can begin to plan curriculum, strategies and supports to address deficits in our student achievement. The MSP results usually arrive over the summer and this data is also used to inform teacher planning at the beginning of the school year. Our inclusion co-teachers consistently track student progress through academic grades, end of unit assessments and consistent formative assessments (For example a) Teachers College Quick Assessments to gauge individuals' reading levels and skills and b) exit tickets in Math to quickly determine students' understanding of a skill or concept and to inform reteaching or modification opportunities for teachers. These are all consistent practices across Language Arts and Math classes.)
- 2) The Seattle Public Schools At-Risk Report comes out quarterly and provides us with access to pertinent data about student academic progress and attendance issues. The report is malleable and allows us to focus in on targeted groups of students in these areas of academics (core class grades, MSP scores, MAP scores), attendance and discipline. We will use the Risk Report and monthly attendance reports to focus in on our targeted students' attendance trends. This will begin in the first weeks of September so we can employ strategies (involving parents, incentive tactics, conferencing with students, etc.) that will stop the habit from galvanizing over time.

MAP data offers student progress data 2-3 times per year. (This year students only took the MAP test in the Winter and Spring in an effort to avoid testing fatigue and to decrease interruptions to teaching and learning.) MAP data also provides a RIT (Item Response Theory) score that gives teachers and administrators an indication of which students are on target to meet standard on the annual state test, Measurement of Student Progress (MSP). Again, this data informs teachers on a) how their strategies are making a difference and b) how targeted, at-risk students are progressing and what needs/skills are still essential to move students forward.

Finally, our Math co-teachers keep meticulous data spread sheets with up-to-date statistics on student MAP/RIT scores, MSP scores from the previous year, end-of-unit assessments and formative assessments. This data informs their work on a daily basis, informing them on how to provide individual and small group modifications. Every student in the Math co-

teachers' classrooms also has a notebook in which they keep their daily work and assessment results. These notebooks are kept in the classrooms and also help inform the co-teachers on how to differentiate and modify curriculum to better meet individual students' needs.

- 3) Administrators and YMCA staff will use MAP RIT scores throughout the year and students' Math core grades (both quarter and semester grades) to monitor student success. Students performing below standard or not achieving academically will be vigorously invited to attend our YMCA-directed, Work-In-Now Program (described above) and our Spring Break Camp. We will also monitor, on a monthly basis, student attendance trends on our Risk Report and through our ESIS data base. On a more consistent and timely basis, Math co-teachers will continue to maintain their data spreadsheets (as described above) to monitor student achievement in their classes. They will keep specific data analyses on the targeted students and share this on a monthly basis with the administrative team.

Leadership, Planning, and Implementation

1. Co-Teaching at Hamilton

Last year, our principal introduced the co-teaching model to our staff and provided edification on the topic that included professional readings and development to highlight its potential in our school. The staff, as a whole developed and consented to a vision for co-teaching at Hamilton and the concept was vetted and agreed to in the budgeting process last year; the staff reach the agreement that the co-teaching model should be a part of our master schedule because it is best practice for student achievement and that levy grant dollars should be applied to this endeavor.

YMCA at Hamilton

The YMCA has been an integral component to the Hamilton community for over ten years. It serves a vast range of students (100-150 students per day in our after school programs), and provides supports and incentives for academic, behavioral and attendance success.

2. We do not have a school-based health center at Hamilton
3. We have worked in tandem with the YMCA staff to structure a process to look at data (as described above) to target students and to continue to enhance structures and programs that we have in place to address our levy-students' needs. We have on-going data review sessions (starting in late summer) with this group to chart progress of our targeted students and make adjustments to programs, and strategies. For example, this winter our administration worked closely with the YMCA staff to revamp the Work-In-Now (WIN) program so that our staff has more insight into its purpose and structure. We developed a way for WIN students to consistently communicate with their academic teachers to track daily work that needs to be accomplished during their WIN time after school. We facilitated decision-making sessions with our WIN staff to ensure common best practices across every classroom in the WIN program. Our plan is to continue the ongoing data review and planning sessions throughout the year.

4a.

Key People	Roles	Expertise
Christopher Carter	Principal	As administrators, we will continue to lead the work of monitoring data (academic, attendance, behavioral) and directing changes in strategies that need adjustments based on data and staff feedback. Our expertise will also guide the design of our master schedule to ensure our co-teachers' schedules support the needs of our targeted group of students.
Shannon Conner	Assistant Principal	
Four certificated Math co-teachers	Math teachers in co-teaching classrooms	These teachers will build on their successes this year and use their meticulous data collection to determine how to improve their program/model for next year's students.
Two YMCA staff members	Manages the YMCA after school program, the Spring Break (academic/test-prep)camp, etc.	These staff members are seasoned experts in managing and monitoring the YMCA program at our school. They are astute at monitoring data and assessing where there are still gaps in student needs. They have partnered with us over the past 10 years to serve and monitor our targeted students (through levy funding).

4b. The **systems** we have in place to identify potential obstructions to the success of our programs are:

- i. Paid release days for our co-teachers (both over the summer and during the schools year) to offer time for reviewing data, and collaborating around adjusting/ improving practices based on that data. These release days also provide time for our co-teachers to learn more strategies in differentiating instruction and sharing best-practices in teaching to a diverse range of skills.
- ii. As described above, we have scheduled data review meetings across the school year with our YMCA staff to review the data and make adjustments for our targeted students.
- iii. We consistently review our attendance data and risk report data to monitor this group of students.

5.

- a. In terms of **attendance**, one potential challenge is in meeting the needs of some of our outlier students whose attendance data represents an aberration to the norm (we have a few who have been absent from school a majority of the school year). We are currently working with the legal system and other outside resources to attend to this issue. For the other students, our YMCA staff is developing more strategies to provide education about the importance of attendance and more incentives to encourage excellence in attendance for our targeted students.
- b. We truthfully do not foresee any challenges with our Math co-teaching program; the structures are already in place and the teachers have spent a year working on streamlining strategies to attend to low-performing students and differentiating for all students in their classrooms. Their data collection is meticulous and user-friendly. One challenge might be that this team is also in the midst of transforming its grading

practices into a Standards Based Grading (SBG) structure; in fact three out of four of the teachers have already shifted their grading practices to this format. These teachers are in the midst of educating students and families on what this means in terms of students having more ownership over their learning in their understanding of what they already know and what they still need to master. We are hesitant to call this a challenge, though; this team is enthusiastically embracing this shift and will represent a leadership team in our school on SBG.

6. Wendy London, Seattle Public Schools Director Curriculum Instruction Support

- a. Ms. London will act as a resource as we progress with our co-teaching model. She will support the work with professional development opportunities for our co-teachers and act in an advisory mode to our school leadership on how to enhance the program and support our students.

7. If our co-teaching position is funded, we will still need additional funding to finance our YMCA program. We will leverage funding from our PTSA to make up this difference.

Previous Success

1a. Math co-teaching: As stated in the data analysis section above, we have a co-teaching model in our school that has resulted in positive gains in student achievement for this targeted group of students (African American, Hispanic, ELL and students with IEPs). The work we have done to achieve this is first, working with our staff to endorse this program in our school and to create a master schedule that will support it. We then provided professional development so teachers were prepared to fully embrace the structures and philosophy behind the co-teaching framework. Finally, the staff developed curriculum, pedagogy and differentiated instructional tactics to address the broad range of students in their classrooms. The student achievement results have been very positive. For example, the disaggregated data from our school's Risk Report shows that African American students in the co-teaching Math classrooms (11 students) scored at 15.5 RIT points higher on the Winter MAP test than African American students in the rest of our school. ELL students (8 students) in these co-teaching Math classes scored 3 RIT (218 compared to 215) points higher on the MAP test than ELL students not in the co-teaching classrooms. And, IEP students in the co-teaching classrooms (31 students) scored significantly higher (21 points) in the co-teaching classrooms than their counterparts in other math classes in the school (219 compared to 198). Overall, then, the targeted populations of students in the co-teaching classrooms are fairing far better than their counterparts in non-co-teaching classrooms.

1b. The YMCA has provided programs for students for the past few years that directly address students' underachievement academically and in their school attendance. Their after school classes focused on academic achievement (WIN, Math Academy, Homework Club) provide targeted students with extra, structured time with certificated teachers on a lower student-to-teacher ratio. The work we have done to achieve results is engaging in ongoing data analysis to determine what structures and strategies or working for our targeted students (see WIN description above) and working with staff to ensure common best practices across the YMCA programs so students are offered every opportunity to succeed academically at our school. The

YMCA also continues to work on educational and incentive strategies to ensure students internalize the importance of their consistent school attendance.

2. We funded these programs through MSSP dollars and hope that our descriptions and data analysis speak to how these programs have served the students that the Families and Education Levy hopes to target. We are confident that we can build on the strong foundation we initiated this year.

ATTACHMENT 6: ANNOTATED BUDGET

Commitment Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes and Indicators
23201205	Teacher - Middle	\$71,560	\$71,560	Hire a 1.0 FTE math co-teacher to provide five class periods of co-teaching and timely and targeted intervention support. Targeted students will be scheduled into these classes. Content and differentiated instruction based on CMP curriculum will be provided. We cannot provide a low range budget for this Commitment Item as the program cannot continue without a 1.0 FTE in this position.	Math	<ul style="list-style-type: none"> Extended in-school learning time 	<p>50% of our African American, Hispanic, ELL and IEP students scoring at Level 1 will score Level 2 or higher on next year's MSP Math test.</p> <p>50% of this population scoring at Level 2 on the MSP Math test will score at a level 3 or higher on next year's MSP math test.</p>
7120	Contractual Services: YMCA Out-of-School Time	0	\$15,739	<p>YMCA HOST after school program and Spring Break camps provide academic support to address specific deficits for this targeted population in math achievement.</p> <p>Based on quarterly data, the YMCA will target students who are at-risk for attendance issues and create a cohort of students for whom they will develop strategies/incentives to solve the problem of absenteeism and tardiness.</p>	<p>Math</p> <p>Attendance</p>	<ul style="list-style-type: none"> Out of school time/expanded learning opportunities. Social/emotional/behavioral and health support 	<p>50% of our African American, Hispanic, ELL and IEP students scoring at Level 1 will score Level 2 or higher on next year's MSP Math test.</p> <p>50% of this population scoring at Level 2 on the MSP Math test will score at a level 3 or higher on next year's MSP math test.</p> <p>50% of this population will have 5 or fewer absences for each semester.</p> <p>50% of this population will have no</p>

							unexcused absences for the semester.
4011	General Benefits Staff	\$15,203	\$15,203	Benefits for staff listed above.			
4401	Medical Benefits Staff	\$9,998	\$9,998	Medical benefits for staff listed above			
	Mid-Year Indicator Performance Pay (7.5%) Earned in March	\$11, 250	\$11, 250	If we earn mid-year indicator performance pay, we will put the money toward the funding the YMCA after school programs and the Spring Break Camp experience.	Math	Extended Learning Time	Math Map MSP Math Test
	End-of-Year Indicator Performance Pay (7.5%) Earned in June	\$11, 250	\$11,250	If we earn end-of-year Performance Pay, we will devote this funding to Professional Development for math intervention.	Math		Math Map MSP Math Test
	End-of-Year Outcome Performance Pay (10%) Earned in September	\$15,000	\$15,000	In our current co-teaching model, although we effectively differentiate curriculum and modify assignments, we do not currently have a wide array of intervention curricula to meet the needs of our most at-risk students (Level 1). In our current model, we are not seeing as much growth in our Level 1 Math students as our Level 2 Math students. After year 2 of our co-teaching model, we will have more insight into curricular materials that can address these deficits. If we earn End-of-Year Outcome Performance Pay, we plan to put this funding toward intervention materials to further	Math		Math Map MSP Math Test

				support these Level 1 students.			
	Total	\$134,261	\$150,000				

(Budget also in separate attachment in excel format)

Hamilton Annotated Budget

Commitment Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes and Indicators
23201205	Teacher - Middle	\$71,560	\$71,560	Hire a 1.0 FTE math co-teacher to provide five class periods of co-teaching and timely and targeted intervention support. Targeted students will be scheduled into these classes. Content and differentiated instruction based on CMP curriculum will be provided. We cannot provide a low range budget for this Commitment Item as the program cannot continue without a 1.0 FTE in this position.	Math	<ul style="list-style-type: none"> Extended in-school learning time 	<p>50% of our African American, Hispanic, ELL and IEP students scoring at Level 1 will score Level 2 or higher on next year's MSP Math test.</p> <p>50% of this population scoring at Level 2 on the MSP Math test will score at a level 3 or higher on next year's MSP math test.</p>
7120	Contractual Services: YMCA Out-of-School Time	0	\$15,739	<p>YMCA HOST after school program and Spring Break camps provide academic support to address specific deficits for this targeted population in math achievement.</p> <p>Based on quarterly data, the YMCA will target students who are at-risk for attendance issues and create a cohort of students for whom they will develop strategies/incentives to solve the problem of absenteeism and tardiness.</p>	<p>Math Attendance</p> <p>Attendance</p>	<ul style="list-style-type: none"> Out of school time/expanded learning opportunities. Social/emotional/behavioral and health support 	<p>50% of our African American, Hispanic, ELL and IEP students scoring at Level 1 will score Level 2 or higher on next year's MSP Math test.</p> <p>50% of this population scoring at Level 2 on the MSP Math test will score at a level 3 or higher on next year's MSP math test. 50% of this population will have 5 or fewer absences for each semester. 50% of this population will have no unexcused absences for the semester.</p> <p>50% of this population will have 5 or fewer absences for each semester. 50% of this population will have no unexcused absences for the semester.</p>
4011	General Benefits Staff	\$15,203	\$15,203	Benefits for staff listed above.			

4401	Medical Benefits Staff	\$9,998	\$9,998	Medical benefits for staff listed above				
	Mid-Year Indicator Performance Pay (7.5%) Earned in May	\$11,250	\$11,250	If we earn mid-year indicator performance pay, we will put the money toward the funding the YMCA after school programs and the Spring Break Camp experience.	Math	Extended Learning Time	Math Map Math Test	MSP
	End-of-Year Indicator Performance Pay (7.5%) Earned in June	\$11,250	\$11,250	If we earn end-of-year Performance Pay, we will devote this funding to Professional Development for math intervention.	Math		Math Map Math Test	MSP
	End-of-Year Outcome Performance Pay (10%) Earned in September	\$15,000	\$15,000				Map Test	Math MSP Math
				In our current co-teaching model, although we effectively differentiate curriculum and modify assignments, we do not currently have a wide array of intervention curricula to meet the needs of our most at-risk students (Level 1). In our current model, we are not seeing as much growth in our Level 1 Math students as our Level 2 Math students. After year 2 of our co-teaching model, we will have more insight into curricular materials that can address these deficits. If we earn End-of-Year Outcome Performance Pay, we plan to put this funding toward intervention materials to further support these Level 1 students.				
	Total	\$134,261	\$150,000					