

ATTACHMENT 1: COVER SHEET

ELEMENTARY SCHOOL INNOVATION RFI

School Information:

School name:	Highland Park Elementary
School address:	1012 SW Trenton St Seattle WA 98106

Principal's Contact Information:

Name:	Ben Ostrom		
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Signature:		Date:	

Additional Staff Member's Contact Information:

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Signature:		Date:	

ATTACHMENT 2: SCHOOL NARRATIVE

Highland Park Elementary School is a diverse, committed community filled with opportunity and challenge. 80% of its approximately 425 students are eligible for free and reduced lunch. 30% percent of families report Asian/Pacific Islander decent (Vietnamese American is the largest subgroup), 27% are Hispanic, 17% African American, 16% White, and 4% American Indian. 25% of Highland Park students are eligible for English Language Learner support, and 14% receive Special Education services. There are K-2nd and 3rd-5th grade inclusion programs for students with Emotional Behavior Disabilities. 87% of families feel positive about how Highland Park engages them in their child's learning, and that the school provides a quality education.

Highland Park has undergone a significant transformation over the past 2.5 years. A new principal joined 17 new staff members for the 2010-2011 school year. Replacing five retiring teachers since then, the majority of Highland Park's staff is new. Not unsurprisingly, the staffing upheaval in 2010-2011 was accompanied by significant declines in reading, math, and writing scores on state tests. Building shared instructional practice and more effective support services resulted in cohort growth that reversed those declines (as measured by year-to-year growth on state reading and math tests) for the 2011-2012 school year.

A clear vision for equity and learning are driving Highland Park's turn around. Principal Ben Ostrom defines equity as mastery of critical learning standards by each and every student. In the preceding 2 years, Highland Park Staff implemented a workshop model for instruction and worked to align curriculum with state/Common Core standards. Workshop pedagogy includes a short mini-lesson to teach key skills, and independent practice/small group work where differentiation is provided to address a range of student needs. Seattle's High Leverage Moves provide scaffolding for a range of learners to participate in the lesson, including a clear learning point, explicit vocabulary support, opportunities for structured discourse, public records of important learning strategies, and ongoing formative assessments. Teacher-led Professional Learning Communities, (PLC's), comprised of staff at each grade level, plan standards-based units of instruction and look at assessments to guide teaching and target interventions. This approach helps staff and student identify "the next step." Based on evaluation, goal setting and reflection, "next step" identifies a key skill students (or staff) are ready to learn. Highland Park has also developed an inclusion program to support students with Emotional Behavior Disorders.

Highland Park's welcoming environment, diversity, and needs also attract partnerships and support. New partnerships with City Year (10 staff members), Washington Reading Corps (6 staff members), and Neighborcare Health (3 partial FTE) increased the number of staff and support ser-

vices for the 2012-2013 school year. Other partnerships with America Scores, Seattle Youth Symphony, Pacific Northwest Ballet, Navos Mental Health Solutions, University of Washington (Pipeline, Carlson Center, America Reads/Counts), and numerous volunteers help support intervention and enrichment programs at Highland Park.

Highland Park is working towards each and every student mastering critical learning standards. To achieve high levels of success as a school and within subgroups there is still significant work to be done. The performance of students who receive Special Education services is one major concern. In August of 2012, Highland Park was named a WA State Focus School for Special Education students. Subsequently Highland Park initiated a comprehensive Student and School Success Plan that uses the widely-researched *9 Characteristics of High Performing Schools* to improve outcomes for struggling students. Therefore Special Education students are not a target of Levy-funded interventions. Incoming Kindergarten students, especially ELL students, demonstrate a lag in reading skills as evidenced by more than 50% entering school scoring below WA Kids Gold age level expectations for literacy, only 9% of ELL students meeting age level expectations for Language. A large number of 4th and 5th grade students are scoring at level 2 on Reading and Math standards as measured by Measure of Student Progress (MSP) scores, and need to be pushed to standard. ELL primary students are not making expected progress on the Washington English Language Proficiency Assessment (WELPA). Attendance concerns for both K-1 and intermediate students with more than 10 absences are also correlated with academic struggles. A high percentage of students in poverty demonstrate unmet medical, physical, and social needs that create both behavioral and academic challenges. The data, Levy key components, work plan, and budget in this RFI support strategic interventions for subgroups of Highland Park students that will improve overall student achievement.

Highland Park has numerous national, state, school, city, and community expectations to meet. Highland Park's Elementary Innovation RFI has carefully crafted levy investments to complement existing strategies and partnerships. Highland Park is continuing to take the next step towards each and every student achieving mastery of critical standards.

ATTACHMENT 3: DATA ANALYSIS SUMMARY

Part I: Kindergarten Readiness Assessment Data:

(Kinder Readiness Assessment Data utilizes Fall 2012 Data unless specifically noted otherwise)

1. Percent and number of Kindergarten students meeting age-level expectations in 5 Domains of WAKIDS Gold:

- Social-Emotional: 59% or 48/81 students meeting age level expectations
- Cognitive: 26% or 21/81 students meeting age level expectations
- Physical (Gross Motor): 51% or 41/81 students meeting age level expectations
- Physical (Fine Motor): 47% or 38/81 students meeting age level expectations
- Literacy: 44% or 36/81 students meeting age level expectations
- Language: 23% or 19/81 students meeting age level expectations

2. At Highland Park many students enter kindergarten with little to no pre-school experience. A total of 81 Highland Park Kindergarten students took the WA Gold assessment in the Fall. Over 50% performed below age level expectations on multiple domains of WaKIDS Gold. The largest deficits show up in the Language, Cognitive, and Literacy domains. Within Language, many ELL Kindergarten students evidence limited vocabulary, non-conventional grammar, and lower conversation skills. Within the Language Domain, on 3/33 or 9% of ELL Kindergarten students met grade level expectations.

Part II: English Language Acquisition Data:

1. On the Spring 2012 Washington English Language Proficiency Exam (WELPA) 47% of Highland Park ELL students made gains (Annual Measurable Achievement Objective 1 [AMAO-1]). The state goal is for AMAO-1 is 67.2% of ELL students making gains. Highland Park also did not make the goals for the number of students exiting (AMAO-2). 2.9% exited from ELL services, below the state target of 7.1%. These gain and exit concerns led to changes in how Highland Park delivered ELL services. ELL Instructional Assistants (IA's) taught mixed groups of students in Highland Park's supplemental intervention block during the 2011-2012 school year. This year ELL IA's support ELL students in classrooms during core instructional periods. We also conducted walkthroughs with District and building ELL staff using a walkthrough tool based on Aligned Sheltered Instruction practice to assess classroom teachers instructional practices supporting ELL students. Many areas showed up as strengths, such as, Rich and Engaging Discourse - present in 78% of classrooms and use of Public Records - present in 81% of classrooms. Explicit Attention to Academic Language was - present only in 51% of classrooms, and while most non-Kindergarten classrooms had posted content objectives - 85%, none had language objectives. This walkthrough data was used to drive commitment to the Scale-UP professional development included under the ELL work-plan. A summary of ELL Walkthrough data is included in *Attachment 4: Data Sample*. On a positive note, Highland Park ELL students met AMAO-3 proficiency targets for grade level academic standards, which the WA State as a whole did not. Kindergarten students performed at the lowest level, particularly on writing and speaking components.

2. Highland Park students are enrolled in ELL programs on average for 5.31 years. Note additional analysis in #3 below.

3. 24 Highland Park students have been enrolled in the ELL program longer than 4 years. A few different factors affect many of those students. 13% of ELL students at Highland Park also qualify for Special Education Resource room services with an identified disability affecting academic performance. 31% of Highland Park's special education Resource Room students are ELL students. Also 7 of those students are in second grade and did not receive ELL services in preschool or Headstart. Those seven are receiving their third year of ELL support (they were assessed in preschool, but do not receive services until Kindergarten). Additionally, with a new language assessment administered, WELPA, AMAO-2 was lower statewide.

Part III: Data Analysis

(Data was pulled from OSPI and City spreadsheets from 2011-12 school year)

A. Math/Science

1. 58% of our current Highland Park 4th/5th graders did not meet standard on the Math MSP in 2012. 30% of current 5th grade students who participated in STAR increased a level on the Math MSP (the current 4th graders were 3rd graders and do not have a yearly MSP growth to measure). To increase that success, Highland Park's STAR program added instruction by certificated teachers and incorporated ST Math, an adaptive computer program that builds mathematical comprehension on common core math standards and allows teachers to target different mathematical strands for individual students. 29% of the 58% of 4th/5th grade students who did not pass the MSP were ELL. Only 4% of Highland Park's current 4th/5th grade Special Education students met standard on the MSP. Special Education students have been targeted this year by Highland Park's Student and School Success plan, and are not addressed in our Levy RFI. Two subset areas that were demonstrated as challenges in our MAP data were Computation with 65% of our students below level in typical annual growth and Number Sense with 69% of students below typical annual growth.

2. As noted above, only 4% of Highland Park's current 4th and 5th grade Special Education students met standard on the Math MSP. 20% of current 5th grade ELL students met standard and four of those current 5th grade ELL students also qualify for Special Education services. Current ELL 4th graders actually outperformed their peers on the Math MSP. Current Latino and African American 4th/5th grade students at Highland Park students met standard below the school average for the Math MSP, particularly 5th grade African American boys who met standard. A large number of 4th/5th graders scored at a Level 2 on the Math MSP across all subgroups – around 37 students. Approximately 15 students scored a low level 2 (375-394). 70% of these students are boys. Our math MAP data showed our upcoming 4th and 5th graders as needing the biggest support in with only 23% and 19% making typical growth. The performance of ELL students is further detailed under the current *Attachment 3: section D. English Language Acquisition* below.

3. Approximately 15 4th and 5th graders scored a low level 2 on the Math MSP (375-394) on the MSP. Differences in strand performance and strong cohort differences between the two grade levels make it difficult to generalize regarding specific skills, but both grades scored lower on *Problem Solving and Reasoning* and *Measurement*, and current 5th graders scored lower on *Geometric Sense, Probability and Statistics*. Strand data was not available for ELL students from the state or district. ST Math allows teachers to target different mathematical strands for individual students.

B. Reading/Writing

1. 55% of Highland Park's current 4th/5th graders met standard on the 2012 Reading MSP. Current 4th grade students who participated last year in Highland Park's STAR before/after school tutoring program saw 100% of the students meet MAP expected growth scores. 80% of current 5th graders who participated in STAR increased their MSP score by at least 1 level. 60% of our student body struggles with Reading Comprehension as shown in our MAP Reading sub-strands with ELL performing worse than the non-ELL students (see Attachment 3 Section D).

2. 21% of the current 4th/5th grade students who did not meet standard on the Reading MSP were English Language Learners. Only 15% of Special Education students met standard. 27% of 5th grade ELL students met standard. Four 5th grade English Language Learners also qualify for Special Education services. 42 % of current ELL 4th graders met standard on the Reading MSP, slightly below their peers. Only 13% of current African American 5th graders met standard on the Reading MSP. Similar to math, a large number of 4th/5th graders scored at a level 2 on the Reading MSP— approximately 44 students. Notably, 95% of the students not meeting standard on the Reading MSP are students of color. The MAP data had an interesting correlation when looking at the percentage of SPED students in grade and the percentage of SPED students that made expected growth. For grades that had a large ratio of SPED students they had less students (SPED or typical) make typical growth. An example is 4th grade who had 20% SPED students, 0% SPED students make growth and 35% grade level make growth. Verses 5th grade who only had 16% SPED students, 11% SPED students make growth and 46% grade level make growth. This pattern held true for the other grades as well.

3. Approximately 15 current 4th/5th graders scored a low Level 2 on the Reading MSP-- scoring within a 375-393. Strand data shows both the 4th/5th graders who did not meet standard were less successful analyzing text features, comparing/contrasting, identifying cause/effect (analysis skills), and finding the main idea, summarizing, inferring/predicting, and vocabulary (comprehension skills). Our ELL sub-strand reading data for our struggling kindergarteners and 1st graders can be explored in Section D of this Attachment.

C. Attendance

(There are discrepancies between data reported by OSPI & provided by the City of Seattle. Our analysis uses OSPI data).

1. A large number of Highland Park students had 10 or more absences (hereafter defined as *excessive*) during the 2011-2012 school year: 157/431 or 36%. The numbers are reported for each grade in the chart below.

Grade	Kindergarten	1 st grade	2 nd grade	3rd grade	4 th grade	5 th grade
#, %	31, 39%	32, 43%	21, 27%	25, 38%	25, 35%	24, 38%

Additionally, 47/431, or 11% missed 20 or more days. Students participating in before/after school clubs had increased attendance. None of the students in Highland Park's SCORES (soccer, poetry & community engagement program) had excessive absences. The Family Support Worker was able to increase the attendance rate for 71% of her focus students. As of January, 2013, using ESIS data, 40% (170/422) of Highland Park students continue to have attendance concerns (being absent 7 or more days with 40% of our school year completed).

2. Kindergarten and 1st graders have the highest absence rate, contributing to 40% of the excessive absences. Of the 157 students with excessive absences 95 are still attending Highland Park this year. 34% of students with excessive absences were English Language Learners, who make up 22% of the school population. As of January, 2013, 45% of the students with 7 or more absences are in Kindergarten or 1st grade, and 39% are ELL.

3. Students who attend school learn more and perform higher on state assessments. 4th graders had a 16% higher rate of meeting standard on the MSP, and 5th graders had a 12% higher, if they missed 2 or less days. Students who participate in school programs are also more likely to attend school. Of approximately 30 3rd, 4th, and 5th graders participating in the STAR before/after school program, only 3 had excessive absences, and none of our SCORES participants had excessive absences. For approximately half of students with 20 or more absences, we were able to identify a specific circumstance, including homelessness, foster care, mental health disorder, or extended vacation to country of birth.

D. English Language Acquisition

1. As mentioned earlier, a disproportionate number of ELL students also qualify for Special Education – 31% of ELL students have IEP's. The high number of ELL students with IEP's and 7 second graders who were identified in preschool but did not receive ELL services, contribute to the large number of ELL students (24) who have been in the program for more than 4 years. A positive trend was Highland Park ELL students meeting AMAO-3 goals for academic skills on the WELPA, even

though the state as a whole did not. Possible reasons included the academic skills targeted by collaborative teaching models, and a supplementary instruction block focused on academic skills

2. 3-5th grade ELL students meet expected growth at a higher rate than non-ELL students on the Measure of Academic Progress (MAP). This was not true for 1st and 2nd grade ELL students (there is no expected growth data for Kindergarten students. However, as reported under *Part 1: Kindergarten Readiness Assessment Data*, only 3/33 or 9% of Kindergarten ELL students met age level expectations for the Language domain of WA KIDS Gold.

On Highland Park's 2011-2012 MAP Reading data:

In Grade 1 27% of ELL students made expected growth compared to 50% of non-ELL students

In Grade 2 20% of ELL students made expected growth compared to 73% of non-ELL students

In Grade 3 32% of ELL students made expected growth compared to only 31% of non-ELL

In Grade 4 46% of ELL students made expected growth compared to only 31% of non-ELL

In Grade 5 52% of ELL students made expected growth compared to only 38% of non-ELL

3. Based on data the district ELL department sent, our ELL students struggled on the MAP reading portion in all subtests areas in comparison to non-ELL students. The ELL Kindergarteners especially struggled in Phonics (only 23% meeting growth), Vocabulary (only 20% meeting growth) and Writing (only 26% meeting growth). Our Grade 1 English Language Learners struggled mainly in Reading Comprehension (only 19% meeting growth), Concept of Print (only 19% meeting growth), and Writing (only 19% meeting growth).

ATTACHMENT 4: SCHOOL DATA SAMPLE

The 3 charts below are examples of data analysis used last year to select focus students for our STAR program (referred to *Attachment 3 Data Analysis, Attachment 6 ELL Overview & Attachment 8 Work Plan*).

Bolded numbers show subject area of highest concern

3rd Grade HOT LIST Focus Students

MENTOR	FRL	SPED	ELL	ABSENT /LATE	MATH MAP FALL	MATH MAP WIN	READ DRA	READ MAP FALL	READ MAP WIN	TC FALL	TC WIN
KH	X	x		4/6	162	180	?	155	154	C	D/E
KH	X	x		0/1	175	178	4 (DRA)	163	168	F	G
AW	X		x	1/12	185	189	18 DRA	186	180	N	P
RC	X		x	0/3	-	157	4 DRA	-	166	F	L
RC	X		x	4/19	198	194	20 DRA	187	187	N	P
PR/SES	X		x	3/10	154	169	3 DRA	164	171	H	J
RC	X		x	2/35	181	181	18 DRA	177	184	M	N
PR	X	x		8/5	173	176	-	175	178	I	L
RD	X	x		2/5	188	191	12 DRA	177	167	G	J
RD	X		x	3/9	201	194	20 DRA	195	212	P	P
DR		x		1/0	202	204	20 DRA	192	184	N	Q
TN	X		x	13/3	173	175	8 (DRA)	184	174	L	L
RC	X	x		5/1	180	182	14 DRA	168	173	L	L
TN	X	x		0	189	194	18 DRA	168	179	L	L
TN	X		x	3/4	193	203	18 DRA	198	199	N	N
TN	X		x	12/0	197	173	18 DRA	183	170	N	N

4th Grade HOT LIST Focus Students (Passing Score is 400)

MENTOR	FRL	SPED	ELL	ABSENT /LATE	MATH MSP	MATH MAP FALL	MATH MAP WIN	READ MSP	READ MAP FALL	READ MAP WIN	TC FALL	TC WIN
PR	x	x	x	1/4	348	176	189	363	172	186	L	M
BO	x	x		2/2	375	180	206	367	176	178	N	P
TW	x		x	2/9	371	188	193	391	180	181	M	N
KH	x			15/5	391	199	209	409	203	208	Q	T
PR	x	x		0/2	411	201	208	391	188	195	Q	T
AW	x			6/0	407	207	216	394	212	218	Q	U
RW	x		x	0/2	367	179	196	384	167	190	K	N

RD	x		x	0/1	353	181	186	377	187	187	J	N
RC	x		x	7/4	363	188	174	367	170	176	I	L
DR	x	x		5/6	353	192	196	370	186	198	L	M
PR	x		x	1/0	383	193	199	413	190	205	M	O
AW	x		x	0/7	363	196	195	409	195	202	O	P
SP	x			0/1	375	201	208	388	184	201	M	O
SP	x			3/2	379	203	202	394	194	195	Q	R
AW	x	x		1/1	375	172	177	370	178	187	M	N
RC	x		x	3/27	375	195	203	405	166	198	N	R
BO	x	x		7/4	395	164	160	377	185	153	K	

5th Grade HOT LIST Focus Students (Standard Score is 400)

MENTOR	FRL	SPED	ELL	ABSENT /LATE	MATH MSP	MATH MAP FALL	MATH MAP WIN	READ MSP	READ MAP FALL	READ MAP WIN	TC FALL	TC WIN
BO	x		x	2/10	391	197	207	400	185	205	T	U
KH	x		x	4/1	402	199	204	390	207	193	P	Q
KH	x		x	1/0	347	202	204	378	201	205	Q	R
RD	x		x	2/2	340	206	220	396	206	204	P	Q
SP	x		x	0/1	391	210	213	390	207	202	T	U
MH	x			3/4	433	228	230	388	214	216	U	V
KH	x	x	x	10/12	318	181	186	373	176	185	M	N
TW	x		x	5/1	309	200	198	385	195	203	M	O
BO	x		x	0/2	375	206	205	385	201	207	Q	Q
TW	x		x	0/10	381	217	218	367	206	205	M	N
TM	x			2/7	391	223	217	404	213	205	Q	R
KH		x		2/3	286	175	178	367	162	166	L	L
PR	x		x	0/2	400	197	210	388	198	188	N	O
SP	x		x	0/4	353	199	205	364	205	203	R	R
MH	x	x	x	2/5	364	214	220	396	201	209	Q	R
KH	x	x		19/5	189	298	196	179	373	185	L	M
TN	x	x	x	0/1	326	164	181	361	150	163	E/F	K/L
TN	x	x	x	4/4	364	213	206	404	213	207	T	T
PR	x	x	x	7/14	333	194	206	367	194	202	O	PQ

S	Set goals
T	Take time to practice
A	Assess your progress
R	Reflect on how you are doing

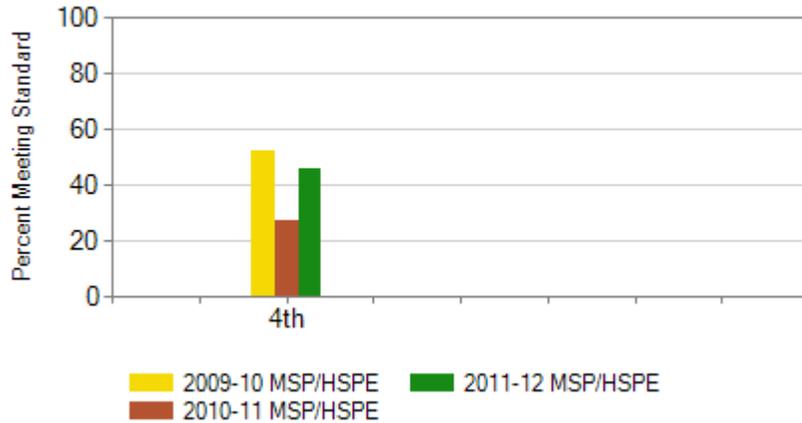
Student	Overall Score	Previous Grade Level Standards	Fluently add within 1,000	Fluently subtract within 1,000
	3.0	3.0	3.0	3.0
	3.0	3.0	-	3.0
	2.5	2.5	3.0	2.0
	3.0	3.0	3.0	3.0
	2.2	2.2	1.5	3.0
	2.3	2.3	3.0	1.7
	3.0	3.0	3.0	3.0
	3.0	3.0	3.0	3.0
	2.8	2.8	3.0	2.7
	3.0	3.0	3.0	3.0
	1.9	1.9	2.5	1.3
	2.8	2.8	3.0	2.7
	2.5	2.5	3.0	2.0
	0.6	0.6	1.0	0.3
	2.7	2.7	3.0	2.3
	2.8	2.8	2.5	3.0
	2.5	2.5	2.0	3.0
	2.5	2.5	3.0	2.0
	2.8	2.8	3.0	2.7
	1.0	1.0	2.0	0.0
	2.8	2.8	3.0	2.7
	2.8	2.8	3.0	2.7
	1.9	1.9	3.0	0.7
	2.8	2.8	3.0	2.7
	3.0	3.0	3.0	3.0

1st-5th grade students utilize a ReThink Mathematics Master Track software to student progress on the common core math standards. After scoring a 3 on the 3 previous assessments, a student is considered to reach mastery. The data is used to plan math intervention groups and place students. Students may be regrouped as frequently as weekly based on student growth. Referenced in *Attachment 8: Math Work Plan & Attachment 9: Management & Oversight Plan*.

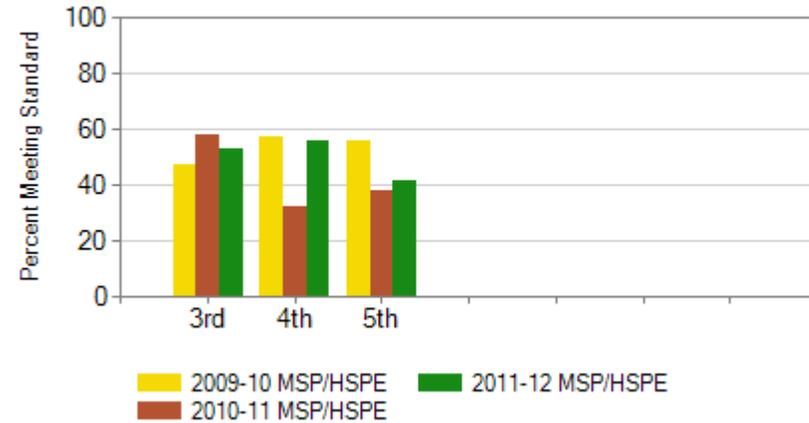
Focus List Data sheet used to identify focus students for reading. Data tracking sheets are created for all grade levels in both reading and math so to identify and monitor focus students.

Gender	Ethnicity	SPED	ELL	Home Language	SPRING MAP 2012 - 207	2011-12 Spring &ile	% Met Annual Typi- cal Growth	FALL MAP 2012 - 207	WIN MAP 2013 - 210	TC Fall 2012 Level S	TC Winter 2012 Level T/U	MSP Read Spring 12	MSP Level Read Spring 12	Tier Level	Intervention Group	Transport
M	W	Y	N		170	1	-1.88	NS		L/M		385	L2	Tier III	IS	NR
M	I	Y	Y	English	170	1	-0.2	170		J		358	L1	Tier III	IS	NR
M	H	Y	N	Spanish	173	1	2.1	181		L		368	L1	Tier III	IS	NR
F	H	Y	Y	Spanish	179	2	0.38	182		L/M		354	L1	Tier III	IS	NR
M	B	N	N		206	48		183		M		375	L2	Tier II	HP	Bus
F	H	Y	Y	Spanish	182	4	1.22	185		L		354	L1	Tier III	IS	NR
F	H	Y	Y	Spanish	182	4	1.11	187		L		365	L1	Tier III	IS	NR
F	H	N	Y	Spanish	195	20	2.77	188		M		371	L1	Tier III		
F	H	N	Y	Spanish	183	5	-0.5	188		N/O		375	L2	Tier II		
F	H	N	N		198	27	1	191		P		387	L2	Tier II		
M	A	N	N		193	17	-0.4	192		N		387	L2	Tier II	HP	Bus
M	A	N	N	Lao	191	13	0.75	192		P		387	L2	Tier II	HP	Bus
F	H	N	N		189	10	2.44	194		P		375	L2	Tier II	CY	B/P-U
M	A	N	N	Vietnamese	202	37	1.88	194		Q/R		377	L2	Tier II	HP	Pick-Up
F	A	N	Y	Vietnamese	184	5	0	196		P		385	L2	Tier II	CY	Pick-Up
F	H	N	Y	Spanish	200	32	1.5	196		R/S		392	L2	Tier II		
M	W	Y	N		189	10	0.38	197		Q		379	L2	Tier II	HP	Pick-Up
F	H	N	Y	Spanish	201	34	0.86	199		O		392	L2	Tier II	CY	Bus
F	A	N	N		209	56	-0.2	201		S		392	L2	Tier II		
F	B	N	N	Somali	206	48	1	201		U		392	L2	Tier II		
F	W	N	N		192	15	-0.9	204		N/O		375	L2	Tier II	HP	Bus
F	W	Y	N		201	34	2.88	206		N		377	L2	Tier II	IS	NR
F	B	N	N	Amharic	205	45	1.43	207		P		382	L2	Tier II		
F	H	N	N		204	42		207		Q/R		377	L2	Tier II	CY	Bus
M	A	N	N		218	79	2.1	208		S		395	L2	Tier II	CY	W/P-U
F	A	N	N	Cambodian	207	51	0	209		Q		403	L3	Tier II	CY	Pick-Up

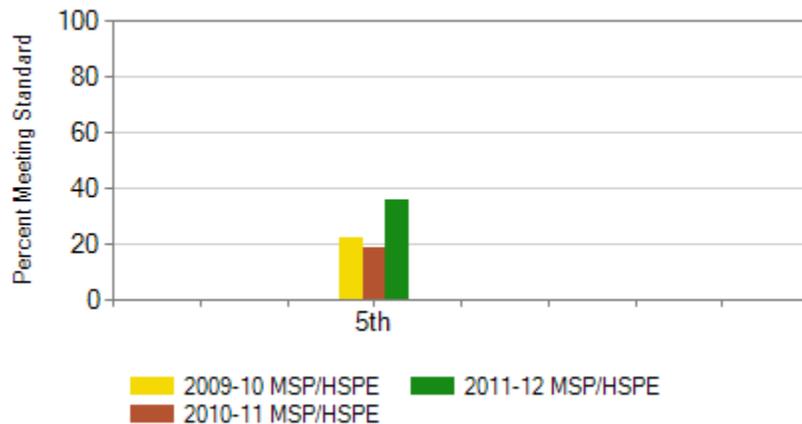
Writing



Reading



Science



Last year we analyzed our low Reading, Writing and Science state scores and decided to implement a 4th/5th grade-level designed MSP Preparatory Unit that we aligned to the Common Core Standards. For reading/writing we also sought out the support of our literacy Teacher College trainers and created prompts that aligned to our curriculum and pedagogy. Based on our improvements on both assessments we are going to continue a similar approach this spring with the inclusion of 3rd graders. (These approaches are highlighted in *Attachment 2 Our School Narrative*)

As mentioned in *Attachment 7* we utilize behavior monitoring systems with students and their families. Below is an example of one:

Daily Check In Check Out Data Summary

Student's Name

Oct-12

Comments

*** has to check in with Mr *** daily. He can earn a total of 80 points a day. His goal is to stay on task and follow directions.

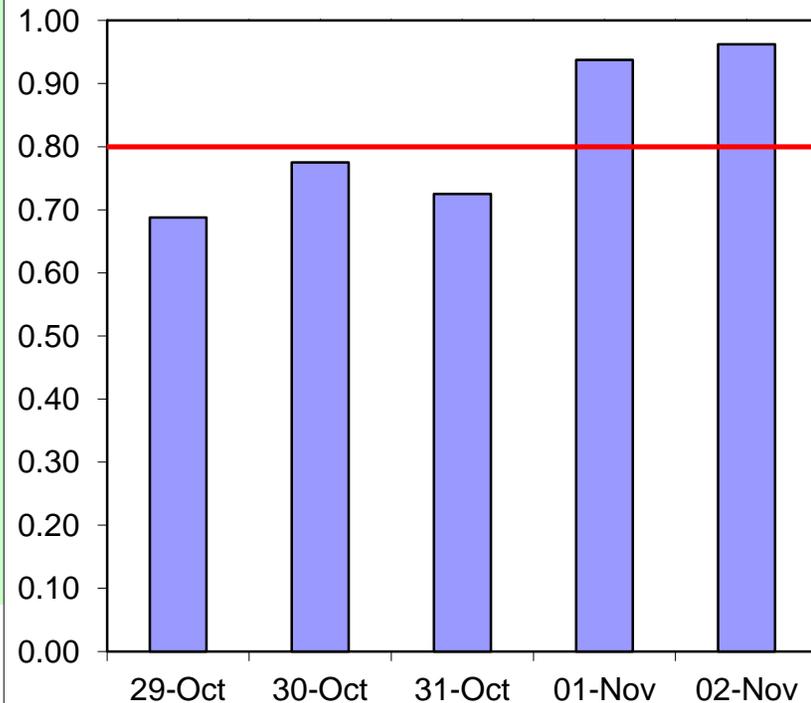
Standard

80%

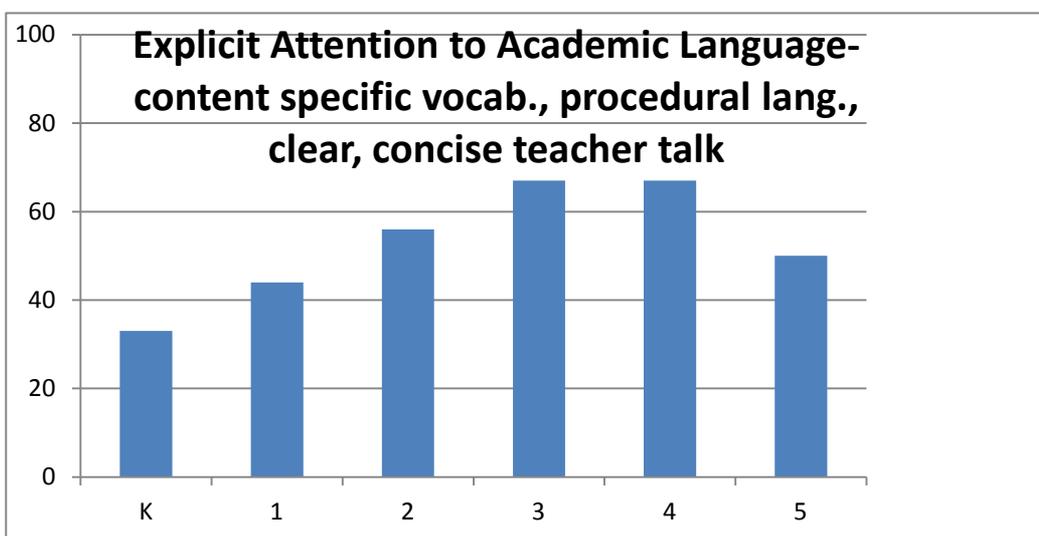
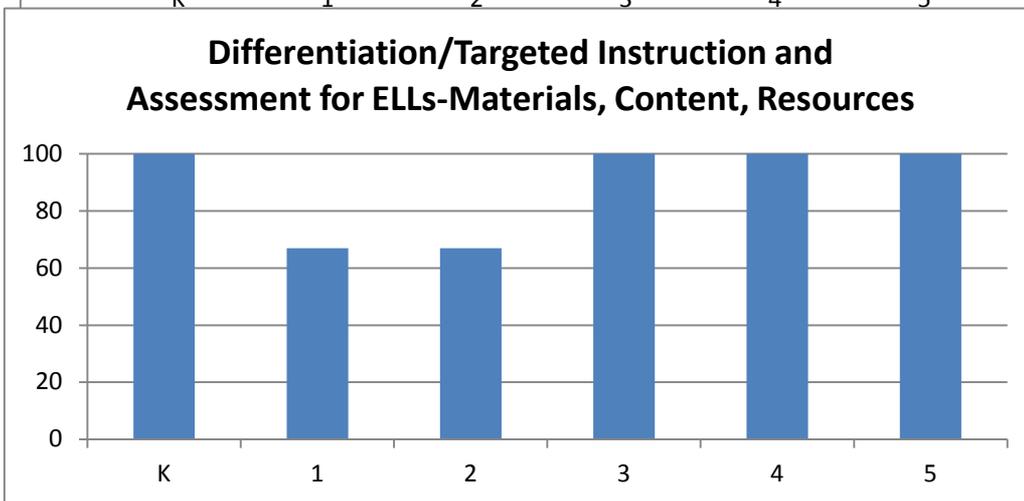
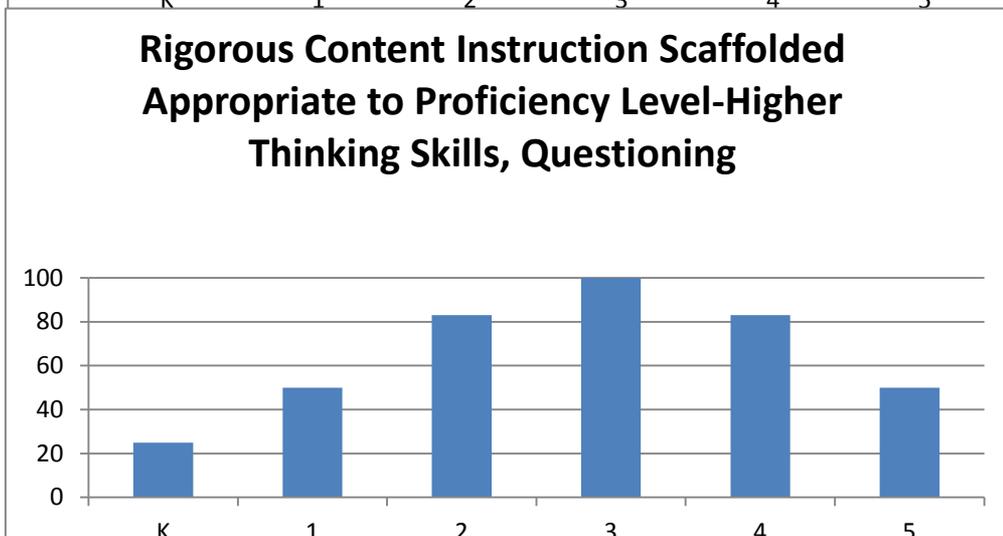
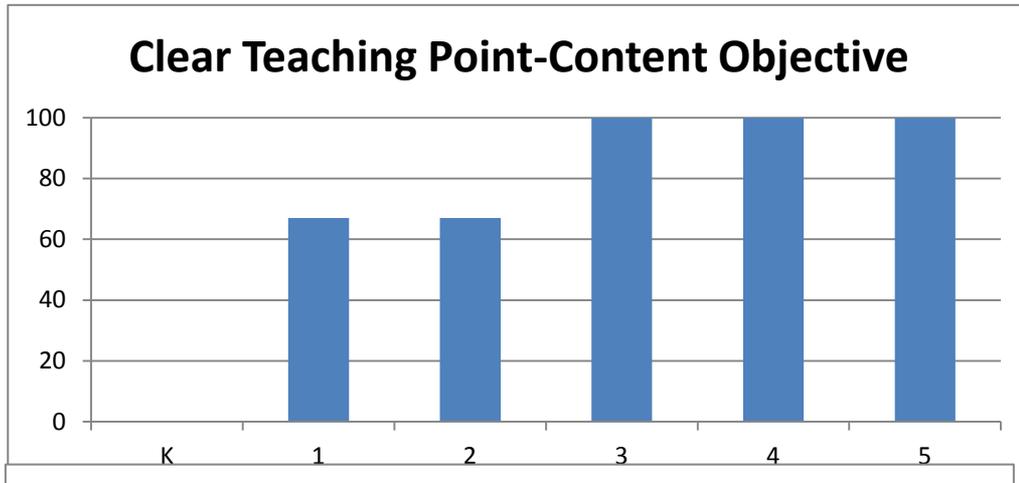
Data Entry Section

Date	Possible Points	Points Earned	Daily %
10/29/2012	80	55	0.69
10/30/2012	80	62	0.78
10/31/2012	80	58	0.73
11/1/2012	80	75	0.94
11/2/2012	80	77	0.96

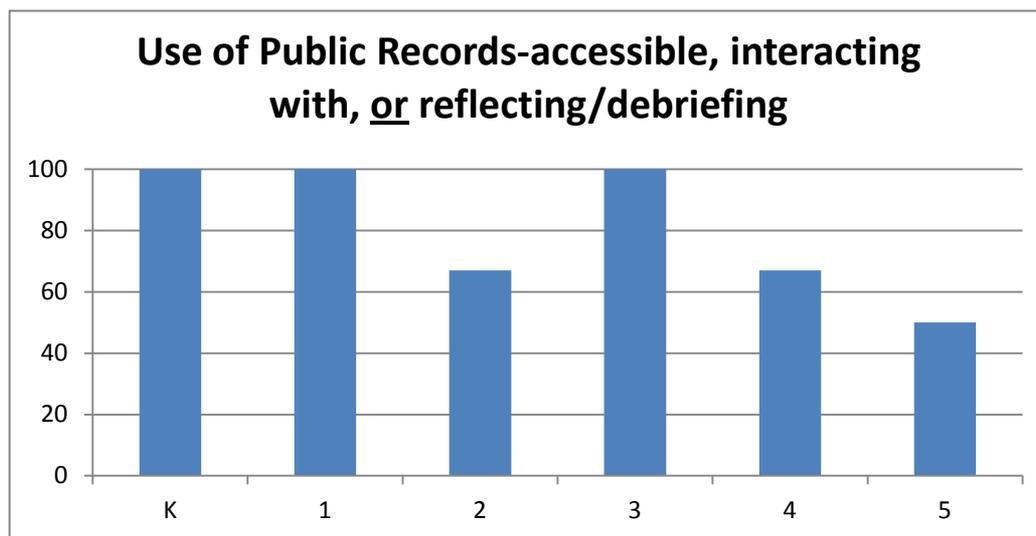
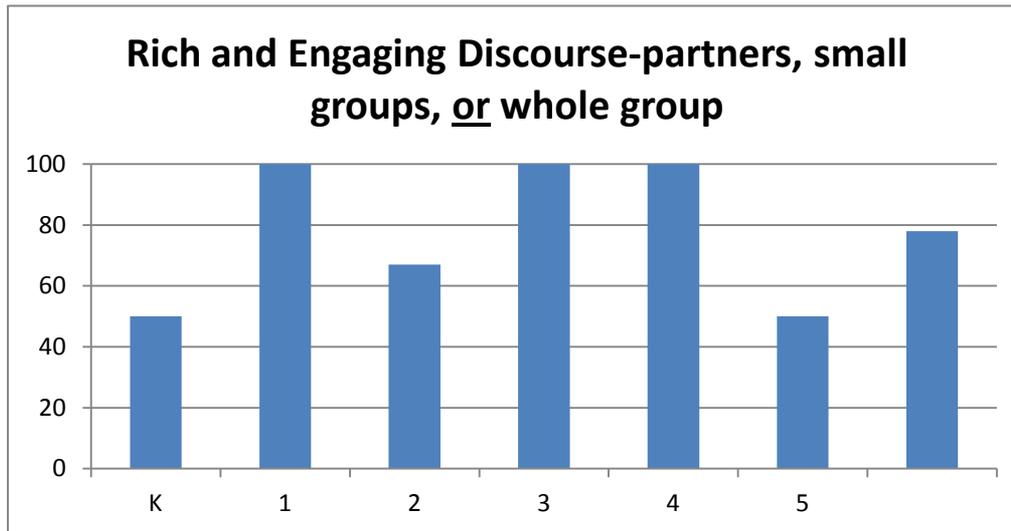
Daily Percentage of Points Earned



Applying ELL District Collaborator Aligned sheltered intervention data from the 2-day walkthrough mentioned in *Attachment #6* we selected focused professional developments for our classroom teachers to participate in. See below for data that was compiled:



100
50
78



Our S.T.A.R. Student were facilitated with utilizing their Fall and Winter scores for MAP and their last year MSP scores (when applicable) the students to do goal setting and choose specific strategies to work on their focus academic area. Please see below for an example of the bar-graph grade-level aligned goal setting form (as referred to in *Attachment 8 Work Plan*).

5th grade Mathematics example:

Grade Five (Standard Deviation is +/- 5 RTI points)

Mathematics:

250			
243			
236			
229			
222			
215			
208			
201			
194			
187			
179			
172			
Fall ~ 213			

One Strategy I will use to improve my Math RIT score by: _____

Another Strategy I will use to improve my Math RIT score by: _____

4th grade Reading example:

Grade Four (Standard Deviation is +/- 5 RTI points)

Reading:

220						
215						
210						
205						
200						
195						
190						
185						
180						
175						
170						
164						
				Fall ~ 200	Winter ~ 203 or +3	Spring ~207 or +4

Reading:

S+						
R						
Q						
P						
O						
N						
M						
L						
K						
J						
H/I						
A-G						
				Fall ~ P/Q	Winter ~ R	Spring ~ S/T

I will improve my Reading TC score by reading this many books a week: _____

Signature STAR Student: _____ Signature STAR Mentor: _____

Students were given specific strategies to choose from, in the subject areas they set goals for. An example for a reading strategy that is directly related to our literacy curriculum assessment model which allows for a more formative/frequent approach to monitoring goal setting can be seen below:

Book Reading Goals by Level:

Level	# of mins per day	# books/day
E-F	40mins	7 books/day
G-H	40mins	6 books/day
I	40mins	5 books/day
J	40mins	4 books/day
K	40mins	2.5 books/day
L	40mins	1.5 books/day
M-N	40mins	1 book/2 days
O-P	40mins	1 book/4 days
Q	40mins	1 book/6 days
R-S	40mins	1 book/7 days
T-U	40mins	1 book/6 days
V-Z	40mins	1 book/5 days

(Our reading assessment is linked to an A-Z leveling system and students are tested whenever they are exhibiting increased reading abilities which can be as frequently as every three weeks.)

ATTACHMENT 5: PREK – 3 ALIGNMENT AND COLLABORATION EFFORTS

1. 2 preschools co-locate at Highland Park: Head Start and a Step Ahead preschool operated by Community Day School Association (CDSA). Highland Park collaborates in multiple ways with both programs:

- We jointly host two early enrollment nights.
- Preschool families receive information about evening school events, and are encouraged to attend.
- Preschool students are invited to all Highland Park celebrations and assemblies.
- Both preschool help support outreach and registration for Highland Park's Jump Start program.
- CDSA transitions rising preschoolers during their summer program to school age activities and expectations: (e.g. not having a nap, multiple transitions during the day, etc...)
- CDSA staff provide child care for Highland Park PTSA and school events
- CDSA teachers gather information from Highland Park Teachers regarding shared students.

2. Highland Park Kindergarten teachers collaborate in multiple ways with Head Start and CDSA teachers:

- Joint participation in the Early Learning Initiative offered by Seattle Public Schools Early Learning Department (includes training and resources for literacy, math, and science instruction).
- Head Start and CDSA teachers will join K teachers for literacy staff development provided by Columbia Teachers' College staff developer.
- Preschool teachers provide input for Kindergarten class placement.
- Kindergarten, Head Start and CDSA teachers meet mid-year to discuss WaKids checkpoint data for incoming kindergarten students and discuss ways to support student with have low WaKids scores.
- Kindergarten, Head Start, and CDSA teachers meet at the end of year to discuss WaKids checkpoint data for incoming Kindergarten students and share tips and strategies.
- Groups of Head Start and CDSA students visit Highland Park Kindergarten classrooms multiple times throughout the spring year to help students' transitions into primary.
- Head Start and CDSA preschool teachers visit Highland Park Kindergarten classrooms to observe and assist.

With Levy funds, several other collaboration strategies have been planned:

- Continuing to provide a week of summer JumpStart transition for incoming Kindergartners and their families (more details under *Attachment 7: Social, Emotional, Behavioral, and Family Support Plan, 3. Transition Support*)
- Greater outreach/collaboration with area preschools
 - Host an area preschool transition night
 - Invite to school events
 - Host a regional meeting of Pre-K and Before and After School providers
- Funding CDSA Pre-K slots for targeted families
- Supplement funding for a CDSA preschool assistant—this supports the Lead Teacher to take on responsibilities that will free the Highland Park Center Director to organize and lead PreK collaboration efforts.
- Hosting a play and learn group to start with a CCR Stipend and continue all year long.

3. Highland Park onsite preschool and Kindergarten through third grade teachers are working to align curriculum and assessments:

- Onsite preschool and Kindergarten teachers participate in shared training for instruction, curriculum, and assessment.
- Onsite preschool and Kindergarten teachers use WaKids GOLD assessments and teaching strategies. Preschool teachers will meet with Kindergarten teachers in the winter and at the end of the year to discuss WaKids results.
- Head Start and CDSA teachers visit Highland Park Kindergarten classrooms to facilitate conversations about students, instructional strategies, and alignment.
- Highland Park Kindergarten through 3rd grade teachers use ReThinking Mathematics Common Core Planning Guides to align math curriculum to common core standards, and 1st-3rd grade teachers use Common Core assessments and MasterTrack software to track student mastery of common core math standards.

- Highland Park Kindergarten through 3rd grade teachers use Common Core aligned Teachers College Unit Plans to plan Reading and Writing units.
- Highland Park Kindergarten through 3rd grade teachers use Teachers College reading assessments to track reading skills.
- Onsite preschool teachers will join Highland Park Kindergarten teachers for literacy staff development provided by Columbia Teachers' College staff developer.

4. Highland Park uses a variety of measures to evaluate the success of Kindergarten through 3rd grade students, including the Measure of Academic Progress (MAP), administered three times/year. Students with low MAP percentiles and growth are identified for supplemental intervention. Teachers College assessment scores are used to evaluate reading progress.

Third grade Measure of Student Progress (MSP) scores can be considered a summative measure of PreK-3 alignment for students with low mobility rates. However, we are not currently tracking the success of individual Pre K-3 strategies. With increased preschool collaboration, Highland Park will track the progress of PreK-3 alignments strategies in three ways:

- A. percentage of students meeting age-level expectations in each domain of WAKids GOLD (including the comparative performance of Kindergarten students not enrolled in onsite preschools)
- B. 3rd grade MSP reading and math 3 year trends for students enrolled for 2+ years, and Kindergarten and first grade attendance rates for students enrolled in onsite preschools.

ATTACHMENT 6: ENGLISH LANGUAGE LEARNER OVERVIEW

(Analysis was derived from District, City and ELL Department data)

A. Description of ELL Program

1. Highland Park uses Collaboration and Aligned Sheltered Instruction models for ELL services. In fourth and fifth grade a Collaboration model is used (ELL and classroom teachers plan and teach lessons together) and ELL students are served in writing. Research shows writing is the last skill of mastery for ELL's, and writing units overlap both Reading and Science units. This struggle can be seen as early as Kindergarten & Grade 1, which is displayed in our low Writing performance in the MAP reading subcategory (please see *Attachment 3: Data Analysis Summary section D. Language Acquisition*). Smaller numbers of ELL students, 18 total, in 4th and 5th grade support concentrating classroom placements and implementing a Collaboration model. The number of ELL students in K-3rd grade classrooms, 106 total, make concentrating placements impractical and students are served through the Aligned Sheltered Instruction model. ELL teachers align their instruction with K-5 content and curriculum standards and supplement instruction in classrooms with curriculum and language supports targeting ELL students. Bilingual IA's provide further support for ELL students during core instructional periods in all grades. Bilingual IAs support students in the classroom working independently, and in small groups, using Aligned Sheltered Instruction strategies.

In 2011-12, in 3rd Highland Park's ELL students outperformed both the district and state reading and math MSP averages for ELL students. In 4th grade students performed between on average 2-4% behind the state ELL averages for reading and math. However, in both tested areas students' scores increased 10-16% in comparison to 2010-2011. In 5th grade, Highland Park ELL students on average outperformed the district and statewide MSP 5-16% in reading and math.

2. & 5. In Collaborative and Aligned Sheltered Instruction models teachers utilize a workshop model and Seattle Public Schools High Leverage Teaching Moves (HLTM's) to provide scaffolding for all learners and emphasize vocabulary. A workshop model emphasizes a short period of explicit instruction to the whole class, followed by differentiated instruction for small groups and individuals. Particularly important HLTM's for ELL's include providing a clear teaching point, modeling thinking, explicitly teaching key vocabulary, structuring rich and engaging discourse, posting public records for important strategies, and creating opportunities for formative assessment. Assessment that occurs within the context of instruction provides both language support and opportunities for immediate re-teaching. Anchor charts used as public records of important strategies include vocabulary and sentence frames to support student discourse and academic language. Additionally, teachers use a variety of Guided Language Acquisition Development (GLAD) strategies, including Cognitive Content Dictionaries (CCDs) and graphic organizers to support the acquisition of new content and academic language. ELL teachers align their instruction to classroom curriculum so vocabulary and grammar can be front-loaded and/or re-taught.

3. & 4. Highland Park's principal Ben Ostrom provides oversight for instruction for ELL learners through a variety of practices. He visits classrooms three days/week provides written feedback regarding instructional practices and scaffolding that supports ELL's, including the use of modeling, explicit vocabulary support, structured discourse opportunities (with sentence frames), and anchor charts highlighting important strategies and graphic organizers. Ben also provides structured meeting time in staff meetings and PLC's for staff to monitor student performance based on classroom work and assessments, and plan instruction and supplemental interventions. Classroom teachers share unit plans in math and reading with ELL staff for planning and feedback. He has participated in Teachers College professional development addressing the utilization of workshop practices to support ELL's. Highland Park will utilize Levy Funds to support training for Ben and

Highland Park staff in Scale Up 200 and 225 during the 2013-2014 school year. Highland Park staff will receive training in Scale Up 100 in spring 2013. He used two days of learning walk observations with Highland Park and Seattle Public Schools ELL Consulting teachers to identify professional development needs (a sample is included as part of *Attachment 4: Data Sample*). ELL endorsements and/or experience teaching ELLs is a top criteria when hiring new staff.

Highland Park's staff has participated in numerous professional development opportunities to improve instruction for ELL students. Four years ago the entire staff participated in SCALE UP 100. Given transitions in staffing, this training will be repeated for the entire staff in Spring 2013. A staff team participated in Writers Workshop for ELLs. Our two ELL certified teachers and six certified classroom teachers participated in the week-long ELL Collaborative Institute. This training focused on co-teaching, co-planning, as well as instructional strategies for English learners. Multiple staff members have participated in further training: ELL Endorsement courses—5 have ELL endorsements; SIOP; Project GLAD (Guided Language Acquisition Design strategies/model promoting language acquisition, achievement, & cross-cultural skills); and SCALE UP 200 and SCALE UP 225. Highland Park bilingual IAs actively participate in all the professional development sessions provided by the ELL department, including Readers/Math Workshop for Bilingual IAs. These workshops helped our IAs identify opportunities to support ELL students more effectively within workshop instructional models. As noted above, Levy funds would be targeted to provide all Highland Park Staff with training in Scale Up 200 and 225 during the 2013-2014 school year.

B. Other Supports for ELL'S

1. All Highland Park students participate in a 30 minute supplemental instruction block 4 days/week. Intervention blocks rotate between every 6-8 weeks between reading and math, and target homogenous academic groups with key reading and math skills. Outcomes are measured by classroom-based assessments in reading, and standards-based assessments in math. Because of variation in assessments, it is not possible to generalize briefly about student outcomes. A sample math monitoring master tracker report from 4th grade in *Attachment 4: Data Sample* highlights the formative performance of focus students and identifies the targeted ELL students within the group (which had to be removed along with names). ELL students are also included in Highland Park's S.T.A.R. Extended day program. Thirteen ELL students are currently participating. We are currently implementing two new intervention curriculums, Leveled Literacy Intervention for Reading and Spatial Temporal program for math, and are not able to report student outcomes at this point.

2. Highland Park ELL parents receive phone and written invitations to two academic evenings (for math and reading), where Teachers present and Bilingual IAs translate strategies to help children at home. On these evenings, import math algorithms and problem solving strategies are taught, and teachers provide strategies and tips on creating a productive literacy environment at home. ELL parent leaders are recruited, trained, and paid to be key connectors that help communicate to and support ELL families. ELL families have parent teacher conferences that are scheduled first and include translation by bilingual IA's regarding student progress and strategies to use at home. During JumpStart Kindergarten week in August there we provide a specific training for incoming ELL families (with translators) on supporting their child in school, and provide home learning materials as well. ELL students participating in Highland Park's Extended Day Program participate in an evening event that includes setting goals with their children and supporting math and reading practices at home.

1. Case Management Support

A. Highland Park uses a Multi-tiered System of Support (MTSS) to target students for case management. Tier III students (identified as needing intensive case management) are selected based on data identifying ongoing emotional/behavior concerns despite prior interventions. After multiple staff behavior referrals, a PBIS Tier II team assigns, and through bi-monthly meetings monitor, Tier II behavior supports, which provide additional re-teaching and recognition for positive behavior. Highland Park provides multiple Tier II behavior interventions: Check In/Check Out (a school-based goal reporting system where students check in with a school mentor, set and record behavior goals on a tracking sheet, and check out with their mentor at the end of the day), individualized behavior contracts, School-Home Note (a daily report that targets behavior expectations to report for home recognition), and People are Loving (PAL), a mentoring program for over 30 students who are matched with staff members for daily check-ins to support social emotional and academic needs. PAL is different from Tier II behavior interventions listed previously because it allows to focus on students that might have more of a socializing challenge or is emotionally troubled but does not act out in class; children that might otherwise slip under the “radar” because they generally are quiet and manage. Student Intervention Team meetings (SIT) are held weekly for students referred by a teacher, parent or other staff member who identifies significant academic, attendance, behavioral or emotional concerns that persist despite intervention.

B. & C. Highland Park will use levy funds to build on existing partnerships with City Year, NeighborCare, Highland Park Community Day School Association (CDSA), and White Center Community Development Association (WCCDA); and use Highland Park’s Family Support Worker (FSW) to provide intensive case management services.

- **City Year:** Program Coordinator Tanya Dribin and 9 City Year Corp members will target up to 70 focus students in grades 3rd -5th . Focus students are identified by the Principal, Program Coordinator and Intervention Coordinator together using data sheets that include Measures of Student Progress (MSP), Measure of Academic Progress (MAP), Teacher College (TC) and program assignment information. We are currently adding attendance information as well. City Year interventions include extended day (homework help, tutoring, and service learning), attendance initiatives, behavior support and coaching, reading and math support, and teaching small groups during intervention blocks.
- **FSW:** Up to 30 Tier III and II students will receive case management by a FSW. Case management services include home visits, goal setting, referrals and coordination of multiple interventions and recommendations for services (including extended day, mental health services, medical care, and basic needs), increased school-home communication, supporting home learning, and progress monitoring.
- **Neighborcare:** Neighborcare began working at Highland Park this year with funds from the Elementary School-Based Health RFI. Neighborcare provides onsite medical, dental, referral, and counseling services for Highland Park students. Levy funds will increase mental health services to serve approximately 14 students identified by the Student Performance Team (*see Attachment 9: Management and Oversight Plan*).
- **CDSA:** CDSA will provide before and after school slots for focus students selected by the school to provide quality before and after school care, and homework and enrichment support.
- **WCCDA:** WCCDA will serve approximately 60 K-2 ELL families. They will continue to support Kindergarten jumpstart by providing bilingual family ambassadors to assist in translation, and providing parent training. WCCDA will also provide training for additional Highland Park parent leaders to function as family ambassadors working closely with K-2 ELL families to monitor their child’s progress, utilize home learning kits, and support home learning goals.

Put this in the budget!!

Additionally, Highland Park will continue to leverage current partnerships operating without Levy funding, including onsite Headstart, Washington Reading Corps, Seattle SCORES (soccer, writing, and community service), Salvation Ar-

my (social services, tutoring/homework center), Seattle Youth Symphony, Pacific Northwest Ballet, Northwest Harvest, Big Brothers/Sisters, Refugee and Immigrant Family Center, and three University of Washington volunteer programs (Pipeline Project, America Counts/Reads, Carlson Center). These programs provide a variety of academic, art enrichment and program supports that can improve attendance, increase family involvement, provide mentoring and support tutoring for individual students.

D. E. & F. A Student Performance Team comprised of key school and community partner staff (detailed under *Attachment 9: Management and Oversight Plan*), will review student learning data and Levy outcome/indicator goals for Focus students by the end of September. Levy outcome/indicator goals will be supported by specific interventions from the Levy Workplan. The Student Performance Team will integrate academic and non-academic Levy interventions, monitor the progress of individual students, track overall progress towards Levy goals, make necessary adjustments, and help recognize and communicate successes to students, families, and the larger school community. It will continue to meet and review student progress and interventions monthly.

2. School and Family Connection

G. & H. Highland Park supports parent communication by translating important school documents and messages into the school's 3 primary languages (English, Spanish, and Vietnamese). Parents also access information through personal phone calls from staff and parent leaders, on a school website, the PTA, and home visits by our FSW. Parents are welcomed and greeted by the principal, vice-principal, AmeriCorps, and other school staff to encourage school presence and participation. A welcoming environment and open door policies with all staff encourage regular interactions and communication about students' academic performance. Additionally, ELL staff provides interpreters for phone calls, informal staff-parent meetings, parent-teacher conferences, and school events. With Levy funding, Family Ambassadors will support additional home communication for Kindergarten-2nd grade ELL families regarding student progress and school involvement, and Case Managed students will take home daily or weekly progress monitoring reports (example monitoring report included in *Attachment 4: Data Sample*).

Highland Park's Family Engagement Action Team (FEAT) is composed of parents, school staff, AmeriCorps staff, and CDSA staff. It meets monthly to plan family engagement activities that build home-school connections and teach strategies to support home learning. Teachers and AmeriCorps staff lead activities, and ELL instructional assistants provide interpretation services. Some current events include math, literacy, and homework support nights, and a special goal setting/outreach night for families with students participating in extended day programs. All events include teaching activities and providing materials families can take home to practice with their children. The FSW has a family learning library where parents can check out academic tools, books, and games, supported by parent leaders.

3. Transition Support

I. & J. Highland Park currently supports two onsite preschools and a variety of Pre-K transition activities that were detailed under *Attachment 5: PreK-3 Alignment and Collaboration Efforts*. These include a week of Jumpstart Kindergarten transition in August, multiple visits to Kindergarten classrooms by onsite preschoolers, coordinating Kindergarten enrollment activities with preschool staff, participation by preschool and Kindergarten staff in SPS' Early Learning Initiative, preschool staff share preschoolers WAKids assessment data and consult on classroom placements, preschoolers join school assemblies and events, preschool teachers visit Kindergarten classrooms, preschool teachers will participate in Teacher College onsite Kindergarten staff development, and Kindergarten and preschool staff jointly host a Kindergarten transition evening in June.

With Levy funds we will extend preschool transition support by providing Jump Start. In addition, WCCDA staff, in conjunction with Highland Park parent leaders and FSW, will host 2 mornings of information workshops for incoming

kindergarten parents during Jumpstart. The workshops introduce parents to academic expectations, navigating the school system, attendance, and becoming involved in academics at home and school. Additionally, Levy funds will support outreach to area child care providers, funding for limited number of Pre-K slots at CDSA for the pre-school aged children of families with focus students, and starting up a Child Care Resources Play and Learn group for neighborhood preschoolers, and then extending it to operate year round.

L. & M. In late May Highland Park hosts a 5th grade family information night for 5th grade parent/guardians and students to discuss the transition to middle school. Former Highland Park students attending Denny International School provide an overview of their middle school experience and answer questions. A Denny staff member shares information about programs and resources available at Denny, and the importance of middle school. Students are encouraged to participate in the Denny Summer program. Highland Park shares information and encourages 5th grade families to attend middle school tours and information sessions. Both City Year and Neighborcare partnerships will support the middle school transition for Highland Park students. Neighborcare provides health services, and City Year supports focus students in both schools. Students and families needing extra services will have community partners supporting the transition.

Highland Park's Intervention Coordinator, Principal, and FSW visit Denny Middle school each spring for a transition meeting with Denny staff. 5th grade teachers provide tables summarizing each 5th grader's academic, social/behavior, and attendance progress. Students' strengths and concerns, along with academic interventions and social/behavior supports are included. Each student is discussed at the transition.

Highland Park's resource room and intermediate EBD teachers work with families and Denny staff to provide individualized transition plans and schedules for students receiving Special Education Services.

N. & O. Current mental health needs include students with a history of trauma or who are in a state of crisis and would benefit from mental health services. Health needs center on helping families' access basic health care, including obtaining and refilling prescriptions, establishing state funded health insurance, receiving immunization updates, and accessing specialized health services that may require a referral (i.e. neurological exams, ophthalmology exams, etc.).

Highland Park increased its nursing allocation 33% to provide two days/week of services. Both the school nurse and FSW actively refer families to community services. One example of their collaboration is helping families obtain free glasses after the nurse completes school vision screening. The Student Intervention Team (SIT) documents academic, behavioral, and medical needs that the FSW uses to help refer families to community agencies for support. Two counselors from Navos sees students at Highland Park several days/week, as well as counselors from other agencies.

Utilizing funds from the Elementary School-Based Health RFI, Neighborcare began providing school-based services at Highland Park in December. A counselor sees students 11 hours/week, a nurse practitioner provides basic health services, and a health coordinator coordinates referrals and services with onsite and off-site providers. Neighborcare sent home brochures to families, and staff a greeting table to let families know about services. Families receiving services sign a release of information to allow providers and school staff to share information. Students needing immediate services were identified by the FSW, nurse, and school principal. Highland Park is starting up a Student Performance Team this year, February 2013, that will track the progress of that student receiving counseling services.

ATTACHMENT 8: WORK PLAN SUMMARY

ATTACHMENT 8A: MATH and/or SCIENCE WORK PLAN SUMMARY

Area of Concentration A: Math and/or Science

(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	(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
4 th -5 th grade students advancing from Level 2 to Level 3 or higher on math MSP	3 rd and 4 th grade students who scored a low level 2 on the 2012-2013 Math MSP.	15	5%	0	0	60%	9

I. Focus Students

3rd and 4th grade students who scored a 2 on the 2-12-2013 Math MSP. Students who enter middle school without essential grade level math skills are far less likely to achieve in math classes necessary for college and career choices in high school. Highland Park 4th and 5th graders scoring a level 2 on the MSP struggled at higher levels with MSP *Problem Solving and Reasoning* and *Measurement* strands.

II. Strategies and III. Key People

Strategies	Frequency and Duration, Key People	Rationale for Strategy	Key Component
Supplemental math instruction block supported by City Year: ReThinking Math Common Core math assessments will be used to identify and track student progress on math standards. City Year Corps members will support math instruction to allow certificated classroom teachers to provide supplemental small group math instruction for students in need of intensive intervention to master essential Common Core math standards. Instructional assistants and Special Education staff will also teach small groups during supplemental intervention block.	6-8 week 30 minute supplemental math instruction blocks (alternating with reading) throughout the year. Intervention Coordinator Stephanie Paolone, City Year Program Coordinator Tanya Dribin, and classroom teachers will coordinate assessment and planning for supplemental	A recent meta-analysis of RTI research found large effects for both systemic (e.g., reductions in special education referrals) and student outcomes (e.g., increased reading scores) (Burns, Appleton, & Stehouwer, 2011).	Activities match components of Expanded Learning Opportunities and Extended In-School Learning Time

	instruction block.		
<p>Extended day intervention programs taught by Highland Park Staff and supported by City Year: Students are referred after examining MAP data, TC scores, and School Wide Information System (behavior) data.</p> <p>A) Highland Park’s S.T.A.R. program will provide 4th and 5th grade Levy focus students with extended math instruction using <i>ST Math</i>. Instruction will be targeted at standards students struggle with, and utilize certificated intervention teachers and an instructional assistant. City Year Corps members will provide additional support. S.T.A.R. extended day program will meet 3 afternoons/week for 90 minutes, splitting time between math and reading.</p> <p>B) Additionally, S.T.A.R. and City Year Staff will lead 2 family nights for extended day students. Students will set goals based on MAP and TC data, identify strategies to meet their goals, and reflect on results in meetings with a City Year mentor. Families will receive training on math standards and home math activities.</p>	<p>After school programs will provide 90 minutes of extended day 3 afternoons/week, from October through May.</p> <p>Intervention Coordinator Stephanie Paolone, Certificated intervention staff, Special Education teacher, Special Education Instructional Assistant, City Year Program Coordinator Tanya Dribin, and City Year Corps members will provide extended day instruction.</p>	<p>According to research conducted by Mind Research Institute, schools which implement more than 50% of the ST Math program get fewer students at the lowest performance levels, and more at the highest performance levels. (Mind Research Institute 2012).</p>	<p>Activities match components of Levy Expanded Learning Opportunities</p>

II. Partnerships and Collaborative Efforts

Organization and Role	Rationale	Evidence
<p>City Year Corps members will support supplemental intervention blocks and deliver Expanded Learning Opportunity programs to students.</p>	<p>City Year started working at Highland Park during the 2012-2013 school year and also provides services to pathway schools Denny and Chief Sealth. City Year Corps members have extensive tutoring training through the district, City Year professionals and school-based experts. They are able to provide differentiated tutoring, which teachers may not have the capacity to provide. Corps members are between the ages of 17 – 24, and therefore uniquely able to provide near peer relationships with students. To ensure effectiveness, City Year utilizes tracking systems for test scores, participant start-of-year and end-of-year surveys, and service partner surveys. Additionally, City Year tracks scores on the beginning, middle and end-of-year MAP tests. Beyond these formal evaluation methods, City Year has ongoing communication with school staff and parents to ensure providing the best services possible.</p>	<p>During the 2011-2012 City Year King County served 195 students in after school programs in 3rd-5th grades: 92% of students made math gains, and 35% moved from behind grade level to meeting or exceeding grade level over the school year (MAP).</p>

III. Leveraged Funds

Highland Park’s supplemental math instruction block and extended day intervention programs leverage Title I and Focus School funds provided by the State of Washington to support Highland Park’s Student and School Success plan. Focus School funds provide bus transportation for extended day programs. Title I funds pay for licenses for ST Math. Additionally, Focus School funds pay for additional time for certificated staff and an instructional assistant to plan and coordinate intervention blocks, and an additional instructional assistant to support intervention blocks. Thus Levy funds are leveraged by increased number of staff supporting intervention blocks and extended day programs, as well as transportation expenses. Highland Park grade level teams also use 7.5 hours/month of negotiated PLC time to plan standards-based unit plans and supplemental instruction blocks.

ATTACHMENT 8B: READING and/or WRITING WORK PLAN SUMMARY

Area of Concentration B: Reading and/or Writing

(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	(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
4 th -5 th grade students advancing from Level 2 to Level 3 or higher on Reading MSP	3 rd and 4 th grade students who scored a low level 2 on the 2012-2013 Reading MSP	15	5%	0	0	9	60%

I. Focus Students:

4th/5th graders who did not meet standard on the Reading MSP were less successful analyzing text features, comparing/contrasting, identifying cause/effect (analysis skills), and finding the main idea, summarizing, inferring/predicting, and vocabulary (comprehension skills). These skills are essential for students to read higher level informational and non-fiction text they encounter in upper grades.

II. Strategies and III. Key People

Strategies	Frequency and Duration, Key People	Rationale for Strategy	Key Component
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<p>Supplemental reading instruction block taught by Highland Park staff and supported by City Year: A variety of classroom-based, TC, and Fountas and Pinnell assessments will be used to identify reading skill deficits (focusing on analyzing text features, comparing/contrasting, identifying cause/effect [analysis skills], and finding the main idea, summarizing, inferring/predicting, and vocabulary [comprehension skills]) identified in data analysis. City Year corps will support small group reading instruction to allow classroom teachers to provide supplemental instruction to small groups needing intensive intervention. Instructional assistants and Special Education staff will also teach small groups during supplemental intervention block.</p>	<p>6-8 week 30 minute supplemental reading instruction blocks (alternating with math) throughout the year. Intervention Coordinator Stephanie Paolone, City Year Program Coordinator Tanya Dribin, and classroom teachers will coordinate assessment and planning.</p>	<p>A recent meta-analysis of RTI research found large effects for both systemic (e.g., reductions in special education referrals) and student outcomes (e.g., increased reading scores) (Burns, Appleton, & Stehouwer, 2011).</p>	<p>Supplemental reading block matches components of Expanded Learning Opportunities and Extended In-School Learning Time.</p>
<p>Extended day intervention programs taught by Highland Park staff and supported by City Year: Students are referred after examining MAP data, TC scores, and School Wide Information System (behavior) data.</p> <p>A) Highland Park’s S.T.A.R. program will Levy focus list students extended reading instruction using Fountas and Pinnell’s Leveled Literacy Intervention. Instruction will be provided by certificated intervention teachers and an instructional assistant and will focus on address reading deficit areas of phonics & comprehension. City Year Corps members will provide additional support. City Year Corps members will provide additional support. S.T.A.R. extended day program will meet 3 afternoons/week for 90 minutes, splitting time between reading and math.</p> <p>C) Additionally, S.T.A.R. and City Year Staff will lead 2 family nights for extended day students. Students will set goals based on MAP and TC data, identify strategies to meet their goals, and reflect on results in meetings with a City Year mentor. Families will receive training on math standards and home math activities.</p>	<p>After school programs will provide 90 minutes of extended day 3 afternoons/week, from October through May.</p> <p>Intervention Coordinator Stephanie Paolone, Certificated intervention staff, Special Education teacher, Special Education Instructional Assistant, City Year Program Coordinator Tanya Dribin, and City Year Corps members will provide extended day instruction.</p>	<p>“Effects of Fountas and Pinell LLI were particularly strong for students who are English language learners, those who are eligible for special education services, and those who are economically disadvantaged.”</p> <p>—Dr. Carolyn Ransford-Kaldon, Center for Research in Educational Policy</p>	<p>Highland Park Extended Day programs match components of Levy Expanded Learning Opportunities.</p>

II. Partnerships and Collaborative Efforts

Organization and Role	Rationale	Evidence
City Year Corps members will	City Year started working at Highland Park during the 2012-2013 school	During the 2011-2012 City Year King

<p>support supplemental intervention blocks and deliver Expanded Learning Opportunity programs to students.</p>	<p>year and also provides services to pathway schools Denny and Chief Sealth. City Year Corps members have extensive tutoring training through the district, City Year professionals and school-based experts. They are able to provide differentiated tutoring, which teachers may not have the capacity to provide. Corps members are between the ages of 17 – 24, and therefore uniquely able to provide near peer relationships with students. To ensure effectiveness, City Year utilizes tracking systems for test scores, participant start-of-year and end-of-year surveys, and service partner surveys. Additionally, City Year tracks scores on the beginning, middle and end-of-year MAP tests. Beyond these formal evaluation methods, City Year has ongoing communication with school staff and parents to ensure providing the best services possible.</p>	<p>County served 195 students in after school programs in 3rd-5th grades: 90% of students made reading gains, and 35% moved from behind grade level to meeting or exceeding grade level over the school year (MAP).</p>
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III. Leveraged Funds

Highland Park’s supplemental reading instruction block and extended day intervention programs leverage Title I and Focus School funds provided by the State of Washington to support Highland Park’s Student and School Success plan. Focus School funds provide bus transportation for extended day programs. Title I funds pay for Leveled Literacy Intervention curriculum materials. Focus School funds pay for additional time for certificated staff and an instructional assistant to plan and coordinate intervention blocks, and an additional instructional assistant to support intervention blocks. Thus Levy funds are leveraged by increased number of staff supporting intervention blocks and extended day programs, as well as transportation expenses.

ATTACHMENT 8C: ATTENDANCE WORK PLAN SUMMARY

Area of Concentration C: Attendance

(A) Outcome/ Indicator	(B) Description of Levy Fo- cus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		(C) # of Levy Focus Students	(D) Levy Focus Stu- dents as % of Total School	(E) # Levy Fo- cus Stu- dents Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % Levy Focus Students Meet Target
Students ab- sent fewer than 5 days	Kindergarten students with 5+ absences in the 1 st semester.	32 in K-1	21% in grades K-1 st	0	0	13	40%

per semester, excused or unexcused	1 st graders with 10+ absences during the preceding school year. 3 rd -5 th grade students with 10+ absences during the preceding school year.	37 in grades 3 rd -5 th	19% in grades 3 rd -5 th .	0	0	15	40%
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I. Focus Students

Analyzing attendance data shows that Kindergarten and 1st graders at Highland Park have the highest frequency of excessive absences. 3rd-5th graders with excessive absences are less likely to master state standards on the MSP.

II. Strategies & III. Key People

Strategies	Frequency and Duration, Key People	Rationale for Strategy	Key Component
Attendance Team to lead attendance initiative and monitor and track progress: The Attendance Team will develop a multi-tiered attendance initiative, assign interventions, and monitor an attendance focus list.	Monthly, from October through June. Family Support Worker (FSW) Pam Rago, Assistant Principal Troy Holding, Attendance Secretary Karen Abbot, City Year Program Coordinator Tanya Dribin, and school nurse Heather Carballo. The team will monitor individual and school attendance, and assign and monitor interventions.	Attendance interventions starting in elementary school are more effective in increasing attendance (Holbert, Wu, & Stark, 2012). “...establish a positive relationship with the school system in the earliest grades....” Ford and Sutphen (2011).	Different tiers of attendance initiative address multiple elements of Social, Emotional, Behavioral, and Family Support, including Case Management (continued in row below),

<p>Tier I School wide attendance initiative: Highland Park will conduct a variety of activities which encourage positive attendance: A) continued implementation of Seattle Mayor’s “Be Here, Get There” campaign, which recognizes outstanding attendance and improved attendance for entire classrooms with prizes; B) monthly recognition of students for perfect attendance with photos in the main hallway; C) recognition for classrooms and individuals with improved attendance at weekly celebration assemblies and on morning announcements. Highland Park will also be doing a school-wide phone call to target families to attend all school/family events. D) City Year’s Starfish program will provide homework assistance and develop service learning projects for Tier I and II students in need of homework assistance and additional academic and social support. City Year Corps members will also provide a morning homework club 4 days/week.</p>	<p>Monthly, from October through June. Tanya Dribin and City Year Corps members will lead Tier 1 School wide Attendance Initiative. Attendance Secretary Karen Abbot will provide attendance data. Both will be members of an Attendance team monitoring and supporting positive attendance.</p>	<p>Same as above “Research suggests that regular participation in before or after-school programs that provide academic and social activities contribute positively to children’s academic and social development.” Dennis Van Roekel, president of the NEA, 2012</p>	<p>Attendance, Behavior, and Discipline Support, and Mental and Physical Health Referrals and Services.</p>
<p>Tier II attendance intervention: Students on track to miss five or more days/semester will be assigned to a City Year attendance focus list. Each Corp member will be assigned focus list students to meet with, create attendance goals, and track progress. 2nd-5th grade students on attendance focus list will be encouraged to participate in City Year’s Starfish afterschool program. The Starfish program provides homework assistance and service learning for Tier I and II students needing additional academic and social support. City Year Corps members will also support a morning homework club 4 days/week.</p>	<p>Daily and Weekly, October through June. Attendance Secretary Karen Abbot will provide attendance data. Tanya Dribin will assign focus list students to City Year Corps members. City Year Corps members will touch base with attendance focus list students daily, create and monitor goals, and operate Starfish Program.</p>	<p>42% (27/65) of City Year focus list 7th- 8th grade students at Aki Kurose improved attendance rates year over year.</p>	<p>See rows above.</p>
<p>Tier III attendance intervention: Students who continue to miss school despite Tier II attendance interventions are assigned Tier III interventions. Tier III interventions include an attendance conference or home visit from the Family Support Worker and an administrator. During attendance conferences/home visits school staff will identify healthcare or family issues affect-</p>	<p>Daily and weekly, October to June, and as needed. FSW Pam Rago and Administrators Ben Ostrom or Troy Holding will conduct attendance conferences/home visits. Attendance Secretary Karen Abbot will provide attendance data. FSW, School Nurse and Neighborcare Health</p>	<p>A recent meta-analysis of RTI research found large effects for both systemic (e.g., reductions in special education referrals) and student outcomes (e.g., increased increase</p>	<p>See rows above.</p>

ing attendance. An attendance contract with student, family, and school responsibilities will be created, along with goals and recognition. Families of Tier III attendance students will receive weekly communication regarding attendance rate from the FSW.	Coordinator Sara Haug will follow up with identified healthcare and family issues. FSW will provide weekly communication	reading scores) (Burns, Appleton, & Stehouwer, 2011).	
Intake and assessment for students entering after the school year begins. 15 students have entered Highland Park since the beginning of school this year. Students entering after the school year begins will go through an intake interview with the principal or assistant principal, and be assessed by the Intervention Coordinator. Students needing supplemental services, interventions and family support can be immediately referred.	Principal Ben Ostrom, Assistant Principal Troy Holding, Intervention Coordinator Stephanie Paolone.	Students entering after the school year are often at risk for other concerns, including academic and attendance struggles.	New student intakes provide access to Key Components 2, 3, and 4 for families entering school later in the year.

IV. Partnerships and Collaborative Efforts

Organization and Role	Rationale	Evidence
City Year Corps members will implement Tier I and Tier II attendance strategies.	City Year started working at Highland Park during the 2012-2013 school year and also provides services to pathway schools Denny and Chief Sealth. City Year has developed model attendance interventions with results. Corps members are between the ages of 17 – 24, and therefore uniquely able to provide near peer relationships with students. To ensure effectiveness, City Year utilizes tracking systems for test scores attendance, participant start-of-year and end-of-year surveys, and service partner surveys. Beyond these formal evaluation methods, City Year has ongoing communication with school staff and parents to ensure providing the best services possible.	42% (27/65) of City Year focus list 7th- 8th grade students at Aki Kurose improved attendance rates year over year.

II. Leveraged Funds

The Attendance Work plan leverages funds from the Elementary School-Based Health RFI used to support Neighborcare onsite health services (Described further in Attachment 7. Tier III attendance students will be considered for referral to Neighborcare health and counseling services.

ATTACHMENT 8D: ENGLISH LANGUAGE ACQUISITION WORK PLAN SUMMARY

Area of Concentration D: English Language Acquisition

(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 Language and Literacy domains of WA KIDS (GOLD)	Kindergarten ELL	35 [2012-2013]	11%	Not available	Not available	80%	28
English language learners making gains on state English Proficiency Test	1 st and 2 grade ELL students scoring Level 2 on WELPA	27	6%	Gains not available for individual students—16 in 1 st and 2 nd grade	Gains not available for individual students—46% in 1 st and 2 nd grade.	67%	18

Note

I. Focus Students:

Highland Park has a high percentage of ELL students in Kindergarten making up of 30% of our ELL numbers school wide (1st grade is lower at 27% and 2nd follows at 24%. After that the other grades make up no greater than 10%). Many Kindergarten ELL students enter without preschool experience. Highland Park has 24 students who have been in the ELL program for four or more years. Students who have been in an ELL program for four or more years need focused support to acquire academic English and essential academic skills.

II. Strategies and III. Key People

Strategies	Frequency and Duration, Key People	Rationale for Strategy	Key Component
Early Vocabulary Connections (EVC) tutoring for ELL Kindergartners: EVC is a supplemental early	Stephanie Paolone will coordinate EVC tutors for Kindergar-	Kindergarten students receiving EVC (versus control group read-	EVC matches Levy Extended In-

<p>reading intervention designed to be delivered by tutors to Kindergarten ELL's just learning to read. The lessons teach decoding, spelling and word meaning in a scripted set of coordinated activities for each word that are designed for small group instruction.</p>	<p>ten. Tutors will work with students 30 minutes/day, 4 days per week, October through May. Sueanne Sluis from Washington Research Institute will provide training for tutors to implement Early Vocabulary Connections.</p>	<p>ing intervention) maintained performance gains in proximal (taught) vocabulary, distal vocabulary and word attack in first grade. Vadasy, Nelson, and Sanders, (2011) <i>Remedial and Special Education</i></p>	<p>School Learning time components for schools effectively serving ELL's.</p>
<p>Family Ambassadors for K-2 ELL families: WCCDA will both help train Highland Park Parent Leaders and provide Family ambassadors to K-2 ELL families. Family Ambassadors will provide Families with training to use home learning kits and activities, and support additional progress monitoring and communication for K-2 ELL focus students.</p>	<p>Ednna Noga from WCCDA will coordinate WCCDA Family Ambassadors, and Pam Rago will coordinate training and work with Parent Leaders. Home visits with home learning kit training will happen during summer for K families, by October for 1st-2nd grade families. Family Ambassadors and Parent Leaders will provide monthly progress communication with families October-May.</p>	<p>WCCDA has operated a successful Family Ambassador program in Highline School District. Seattle Public Schools supports a successful Parent Leader Program with funding from OSPI.</p>	<p>Family Ambassador program matches components in School and Family Connections under the Social, Emotional, Behavioral, and Family Support component.</p>
<p>Extended day program for 1st and 2nd grade ELL students utilizing IMAGINE Learning. An instructional assistant supported by City Year Corp's members will provide an extended day program for approximately 25 1st and 2nd grade students using Imagine Learning.</p>	<p>Three afternoons/week, for 60 minutes, October-May. Bilingual instructional assistants supported City Year Corps members.</p>	<p>Beginning to read: Thinking and learning about print. Adams, (1990) MIT Press. Setting the record straight. Allington, (2004) Educational Leadership.</p>	<p>Extended Day using IMAGINE Learning matches components of Levy Expanded Learning Opportunities.</p>
<p>Professional development for all instructional staff in language acquisition and instructional strategies for ELL students: Scale Up 100 is prepares all staff with basic foundational knowledge for working with ELL's and incorporates the four components of Scale UP: meaningful interaction, academic language, rigorous, standards-based instruction, and schema/cultural connections.</p>	<p>Scale Up 100 provides 6 hours of staff professional development that will occur during Spring 2013. Scale Up 200 and 225 provide 20-24 hours of professional development that will happen during the 2013-2014 school year. Scale Up training is provid-</p>	<p>ELL Walkthrough data—see Attachment 4.</p>	<p>ELL professional development meets professional development components of both Levy Extended In-School Learning</p>

<p>Scale Up 200 trains staff to adapt daily instruction to foster academic language development. Scale Up 225 develops staff skills and knowledge in creating meaningful interactions with and between a supportive community of learners. 10-12 hours.</p>	<p>ed by Seattle Public Schools consulting teachers Ellen Barrett and Nancy Burke. The training will be provided to Highland Park teachers and instructional assistants and offered to CDSA and Head Start Preschool teachers.</p>		<p>Time and Expanded Learning Opportunities.</p>
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III. Partnerships and Collaborative Efforts

Organization and Role	Rationale	Evidence
<p>Washington Research Institute (WRI): provide training and materials for the Early Vocabulary Connections program.</p>	<p>WRI has developed and researched results from numerous literacy intervention programs, including the widely used <i>Sound Partners and Word Partners</i>. WRI trained and paid tutors to implement Early Vocabulary Connections at Highland Park as part of a researching the program’s effectiveness.</p>	<p>Kindergarten students receiving EVC (versus control group reading intervention) maintained performance gains in proximal (taught) vocabulary, distal vocabulary and word attack in first grade. Vadasy, Nelson, and Sanders, (2011) <i>Remedial and Special Education</i></p>
<p>White Center Community Development Association (WCCDA): provide Family Ambassadors and help train Highland Park Parent Leaders to also play that role. Family Ambassadors help provide interpretation services, increased home-school communication, support for home learning activities, and parent training and advocacy.</p>	<p>WCCDA successfully implemented a Family Ambassador program in Highline School district. For children enrolled for three years (2007-2010) there was an overall decrease in number of absences of 28% from Year 1 to Year 3.</p>	<p>WCCDA helped plan and implement a Jumpstart week at Highland Park in 08-12. Incoming Kindergarten families gave positive feedback about both home learning materials and a parent training WCCDA provided.</p>

IV. Leveraged Funds

Early Vocabulary Connections leverages training and materials costs provided by Washington Research Institute (WRI). Because WRI’s Reading Partners Group has been funded by a series of grants from the Institute of Education Sciences, U.S. Department of Education, the training and materials are funded by WRI to Highland Park free of charge.

The Family Ambassador program will help leverage funds and training under the Parent Leader Project, part of Seattle Public School's Family Partnership Division. Funding for 80 hours each for 3 parent leaders at Highland Park to support family engagement will be used to increase the number of Family Ambassadors White Center CDA can train and support to play a Family Ambassador role for ELL families at Highland Park.

ELL extended day program leverages Focus school funds providing transportation expenses and City Year Corps funding to provide additional supervision support.

A. Leadership, Planning, and Implementation

1. Ben Ostrom and Highland Park’s leadership team worked in August and September to develop an Initial Action Plan for OSPI. In late September, a team of three observers from the BERC educational consulting group visited Highland Park and spent two days interviewing staff, parents, and students, reviewing school and survey data, and observing classrooms. Subsequently the BERC group provided Highland Park with a 68 page needs assessment analysis. Ben Ostrom has been working with Highland Park’s staff and four standing committees—the Leadership Team, the Positive Behavioral Interventions and Supports (PBIS) Team, the Family Engagement Action Team (FEAT) and the Intervention Team to increase student performance & address the social-emotional needs of our students, families and staff. We used our Initial Action Plan, the BERC needs assessment, school data, feedback, and planning to develop the Indistar Student and School Success Plan for OSPI that includes a description of current practices, plans, and evidence and tracking to results.

Highland Park’s levy planning for the proposal last spring was integrated into the Indistar planning process, with regular updates/feedback opportunities for both Leadership Team and whole staff. Leadership Team members were recruited to form a Levy Team. Ben Ostrom and Stephanie Paolone began by completing the Data Analysis Summary. Kindergarten team teacher Amanda Burke worked with Ben Ostrom, Kimberly Kinzer, Highland Park CDSA director Amy Alexander, and Highland Park Head Start director Yuka Hem to analyze Kindergarten data and plan K-3 alignment. ELL teacher Teresa Wang worked with Ben Ostrom and ELL consulting teachers Nancy Burke and Ellen Barrett to analyze ELL data and complete the English Language Learner overview. Assistant Principal Troy Holding worked with Ben Ostrom and Family Support Worker Pam Rago to complete the Social, Emotional, Behavioral and Family Support plan. Ben Ostrom worked on the Management and Oversight Plan and Annotated Budget. One staff meetings was dedicated to Levy planning, and another to review draft final proposal to gather feedback and support. We viewed the Levy plan as a vital opportunity to strengthen and build on vital Student and School Success Plan needs and strategies.

2. Highland Park Elementary chose community partners we began working with during the 2012-2013 school year: City Year, Neighborcare Health, CDSA, and White Center Community Development Association. Prior relationships, program knowledge, and coordination increased our capacity to build strong plans and monitor progress. As shown in *Attachment 4 Data Sample* we have already begun to more frequently assess and monitor our students during the day through common core and school adopted curriculum (such as Rethink Math and Teachers College). We will increase this monitoring as we continue forward and develop mastery of the curriculum. Another way we are doing this is during our supplemental instructional groups that meet before and after school. Furthermore initiating work without Levy funds demonstrated partners’ commitment to students at

Highland Park. Because all of our partners currently work at Highland Park, it was easy to include staff in planning meetings, obtain program information, and get feedback.

We will continue our current partnership meetings, as well as add a Student Performance Team Meeting (detailed under *Attachment 7: Social, Emotional, Behavioral and Family Support Plan*) to support student progress/program implementation. Currently Highland Park's City Year Program Coordinator, Tanya Dribin, serves as a member of our Leadership Team, PBIS Team, and Intervention Team. She also meets frequently with Ben Ostrom and Troy Holding on an ad hoc basis. CDSA director Amy Alexander has a monthly meeting with Ben Ostrom and Troy Holding. Neighborcare staff has met monthly with Ben Ostrom and Pam Rago, and more frequently Highland with school nurse Heather Carballo. White Center CDA staff member Edna Noga joined Ben Ostrom, Pam Rago and the Highland Park Kindergarten team in planning for a summer Jump Start experience and on-site parent trainings.

3. Five Highland Park staff members will play key roles in implementing Levy strategies. For each, their levy roles are logical extensions of expertise and skills utilized in their existing roles at Highland Park.

Ben Ostrom, Principal, will oversee leadership, planning, and implementation, as well as tracking results and making adjustments.

Troy Holding, Assistant Principal, will manage partnerships and work with Pam Rago, Family Support Worker to implement the Social, Emotional, Behavioral, and Family Support plan.

Pam Rago, Family Support Worker, will provide case management and monitoring for 30 Focus students, and help coordinate referrals with Neighborcare and family outreach with White Center CDA.

Stephanie Paolone, Intervention Coordinator, will support data analysis and coordinate academic interventions.

Teresa Wang, ELL teacher, will work with Ben Ostrom and Ellen Barrett to implement ELL program changes, professional development, and ELL extended day support.

Highland Park's partners have also identified staff members to play key roles as well.

Tanya Dribin, City Year Program Coordinator, will oversee City Year Corps members, provide training and feedback, coordinate with school staff, and monitor progress.

Sara Haug, Neighborcare Health Coordinator will work with Pam Rago to coordinate Neighborcare services for students and referrals to outside services when necessary.

Amy Alexander, Highland Park CDSA director will coordinate Pre-K collaboration.

Edna Noga, White Center CDA staff member, will work with Pam Rago and the Highland Park Kindergarten team to support the identification and training of parent leaders and K-3 ELL family outreach.

4. Highland Park effectively evaluates success and makes modifications when strategies integrate progress monitoring into planning. For example, Highland Park teachers spend a significant portion of weekly PLC time looking at classroom reading or math data and collaboratively planning a supplemental instruction block (See *Attachment 4: School Data* for an example of the data used to collaborate with AmeriCorps). Classroom teachers provide weekly lesson plans for AmeriCorps staff members to deliver supplemental instruction to students performing at grade level or above (lower performing students are served by certificated teachers). Each grade level schedules bimonthly meetings with AmeriCorps staff to discuss lesson plans, trouble shoot problems, and make adjustments. Every 5-7 weeks students are assessed within intervention blocks to evaluate progress and plan adjustments as shown in *Assessment 4: School Data* Master Tracker example. Similar assessments are being done for our Literacy interventions afterschool and will continue under the levy plan.

MAP & MSP scores are used to assess the effectiveness of intervention strategies & adjust program models. For example, both ELL and general education students in co-teaching classrooms model performed at a higher level on the 2011 Spring MSP and MAP. At the same time, Highland Park did not meet targets for students making progress on the WELPA or transitioning from ELL services. To support co-teaching, 3rd-5th grade students scoring 1-3 on the WELPA were concentrated into classrooms. For K-2, Certificated ELL teachers provide Aligned Sheltered Instruction. At the same time, instructional assistants created language groups that meet on Fridays for students who are not supported by instructional assistants who share their native language. Language groups make sure all students receive support in their first language while providing instructional assistants contact time with students for whom they provide vital progress monitoring and family outreach, but were not serving directly.

5. Highland Park's biggest challenge will be achieving high quality implementation and monitoring in the midst of innumerable federal, state, district, and levy expectations and requirements. Our Levy proposal strengthens and extends strategies connected to Highland Park's Student and School Success plan. It builds on programs and connections with Community Partners we have begun to collaborate with already. Progress monitoring plans utilize existing assessments. Vital strategies are being implemented by existing staff—Highland Park's Family Support Worker, Intervention Coordinator, ELL teacher, CDSA director, City Year Program Coordinator—who have established connections with the Highland Park community and have demonstrated a commitment to improve student outcomes.

Allocating staff resources, integrating Levy programs with Highland Park's Student and School Success Plan, and having regular progress monitoring/adjustment meetings will support strong results. Having principal leadership & prioritization of levy programs is also essential. Highland Park's principal, Ben Ostrom, has been involved in planning and writing every component of Highland Park's levy proposal.

B. Tracking to Results

1. Highland Park regularly reviews data to diagnose student needs, develop intervention strategies, monitor progress, make adjustments, and track to results. One clear example is implementing Rethinking Mathematics Master-Track assessments. Classroom teachers use Common Core-aligned math assessments to routinely assess student mastery of math standards. 6-8 week supplemental intervention blocks are planned to support groups of students who have not mastered targeted math standards. Students are routinely re-assessed as often as 3 weeks, and after scoring at standard on three assessments, move to a group targeting a different standard. Bi-monthly meetings are held with AmeriCorps staff supporting intervention groups to discuss lesson plans, answer questions, and troubleshoot concerns. An example of Master-Track assessment data is included in *Attachment 4: Data Sample*.

2. Currently Highland Park uses multiple assessments and monitoring practices to track results and make adjustments. 1st-5th grade teachers administer Teacher College (TC) assessments to all students during September, and thereafter when students are not making progress, or show signs of having mastered a desired TC level scores are collected school-wide for every student three times/year. In primary grades students typically move through levels at a higher rate, and assessments may be as frequent every three/four weeks. Highland Park provides staff with a chart of normed grade level expectations for TC level and growth rates to identify concerns and target interventions.

At Kindergarten, Highland Park administered WAGold at the beginning of the year to assess students in multiple areas: Social-Emotional, Physical-Gross Motor, Physical-Fine Motor, Language, Cognitive, Literacy, & Math. Kindergarten teachers also administer Teacher College (TC) Concepts of Print and Letter/Sound Identification Assessments starting in September and thereafter on an ongoing basis, as often as 3 weeks, until students show mastery. Starting in November, Kindergarten teachers begin to administer TC Reading Assessments for students that demonstrate at least 50% mastery on TC Concepts of Print and TC Letter/Sound Identification Assessments. By the end of January, all kindergarten students are assessed using the TC Reading Assessment, with reassessment usually every 3 to 6 weeks until the end of the school year. Kindergarten assessments are used plan Intervention block groups, plan and modify unit plans in Math and Reading, and create strategy groups targeting particular skills.

Student performance spreadsheets with students' MAP scores, TC scores, and MSP scores (grades 4 and 5) are used by Principal Ben Ostrom and Intervention Coordinator Stephanie Paolone to assign supplemental interventions, including three extended day programs, the scheduling of Instructional Assistants, AmeriCorps staff, and tutors. ELL assistants are assigned to classrooms based on the number of ELL students, WELPA scores and MAP scores. Tutoring resources are allocated to classrooms with large numbers of students scoring below the mean on MAP RIT scores. Tutors provide additional in-class support on classroom assignments for targeted students during independent work time. Stephanie Paolone updates the spreadsheets three times/year and shares them with

grade levels during PLC meetings. The spreadsheets are used to create tables showing students making below expected growth, expected growth, exceeding expected growth (on the basis of MAP and TC scores). Growth scores are used to identify students for additional interventions or referral to the Student Intervention (SIT) team.

Teachers use the assessment spreadsheets and classroom based assessments on an ongoing basis to establish and adjust groups taught during a supplemental intervention block scheduled for each grade level. Intervention blocks target additional small group reading or math instruction for critical skills/standards. Teachers review assessments to plan supplemental lessons and modify groups.

As part of the Professional Growth and Evaluation process, Ben Ostrom and Assistant Principal Troy Holding review student data and goals with each teacher. Teachers establish goals and intervention plans for 6 targeted students. Student progress and plans are reviewed at bimonthly teacher data conferences.

Troy Holding enters all student referrals into the School-Wide Information System (SWIS). Through SWIS Highland Park is able to track referrals by student, classroom, time-of-day, behavior type, and location. The PBIS team reviews SWIS data charts monthly to plan additional supports (including re-teaching expectations and procedures, public posters, whole school reminders and celebrations during Monday Morning Community Assemblies, and class meeting topics). A Tier II team meets bi-weekly to review students with multiple referrals, assign, monitor, and adjust behavior interventions, make SIT referrals when necessary, and celebrate successes. An example of Highland Park behavior tracking data is included in *Attachment 4: Data Sample*. Additionally, our data is all entered into SWIS.

Special Education staff members are working to create a shared matrix of IEP students and IEP service areas on Google Docs as a part of Highland Parks' Student and School Success Plan. Special Education teachers will enter progress monitoring assessment data on the shared document. Special Education team will review the document quarterly with Ben Ostrom to make adjustments to schedules and services. Special Education staff is also working to create data notebooks that record individual students' progress on formative and curriculum based assessments. Data notebooks to plan, monitor and modify specially designed instruction.

Highland Park extended day staff are working to establish program-based progress monitoring measures for extended day students. The plan is to review students' extended day and overall academic progress every two months as a part of extended day planning.

3. 4. & 5. Highland Park will work closely with community partners to share and monitor student data, and make adjustments to ensure that focus students stay on track to achieve Levy results.

Highland Park will use TC scores, MAP data, WA KIDS data, and classroom based assessments to monitor the progress of Focus students, along with attendance data and behavior data from Highland Park's School Wide Information System (SWIS). Student data will be used with community partners to collaboratively plan, implement, and monitor strategies. For example, City Year Program Coordinator Tanya Dribin will look at student data spreadsheets with Ben Ostrom and Stephanie Paolone to create classroom lists of target students, assign students to City Year's Starfish and Explorer extended day programs, and monitor progress. Highland Park classroom teachers will work with City Year's AmeriCorps staff to gather and use data from classroom assessments to plan supports for Corps members' target list students. Troy Holding will review attendance data with Tanya Dribin, Family Support Worker Pam Rago, and Attendance Secretary Karen Abbot to target students for attendance support and celebrate high attendance rates.

In addition to the procedures described above and under Leadership, Planning, and Implementation, Highland Park will create a Student Performance Team to track the progress of Focus students. The Student Performance Team will be composed of Principal, Assistant Principal, Intervention Coordinator, FSW, an ELL teacher, City Year Program Coordinator, Neighborcare Health Coordinator, and White Center CDA staff member.

Stephanie Paolone will create student performance spreadsheets for Focus Students that includes MAP scores, TC scores, MSP scores (grades 4 and 5) attendance data, and WaKID's age level expectations (Kindergarten students). Performance goals based on Levy Outcome/Indicator measures will also be entered, along with assigned interventions. Stephanie Paolone will be responsible for updating the spreadsheet monthly and highlighting students not demonstrating growth. Troy Holding and Pam Rago will work with Stephanie to add behavior and attendance data.

The Student Performance Team will meet monthly to monitor the progress of individual students and overall progress towards levy goals. Student Performance Team agendas will include time for discussing strategy implementation concerns, reviewing student data and adjusting interventions, recognizing and communicating successes school wide (possible outlets include Monday morning community assemblies, posters, the school newsletter, and staff meetings).

