

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

School Information:

School name: Ingraham High School

School address: 1819 N 135th Street, Seattle, WA 98133

Application Components and Checklist (submit in this order)

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

Contact Information:

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Date: 4/13/2012

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ATTACHMENT 2: DATA ANALYSIS SUMMARY

ELL Data

With the loss of bussing and the new assignment plan, Ingraham's ELL population is changing significantly. The overall number of students is down, but the personal needs of the individual students entering 9th grade are greater. Rather than recent arrivals to the US transferring from the Secondary Bilingual Orientation Center or entering Ingraham directly, the majority of our current 9th grade population is made up of students continuing on from a middle school ELL programs. These transitioning middle school students experience significant non-academic barriers to learning manifested in a high percentage of drug & alcohol problems and serious truancy issues. It is anticipated that this relatively new trend for 9th graders entering the ELL program will continue in the future and constitute the majority of our ELL students.

We have 19 identified spoken languages amongst our 82 students: Amharic, Cambodian, Cantonese, Japanese, Korean, Mandarin, Mongolian, Oromo, Other, Somali, Spanish, Swahili, Tagalog, Thai, Tibetan, Tigrinya, Toishanese, Turkish, Vietnamese. In grade 9, only 7 languages are represented with Spanish being most common. Families have self-identified to the district that 3 students are immigrants and 6 are refugees. While ELL cannot serve students on F1 or J1 visas, these are the only students who are required to provide their visa status. By law, we are not allowed to inquire about immigration status when the student is already living here. We do know that most of our ELL students were born in other countries. In all grades, only 10 students have formally shared that they are refugees, though accurate access to this information is limited.

Ingraham has 60 students in the ELL program between the ages of 16 and 21, and 5 of these students are classified as 9th graders. The majority of our current ELL students in grades 10-12 entered an ELL program during high school and will probably stay within the program until graduation. This is consistent with the model of language acquisition requiring 5 to 7 years. Beyond language acquisition, these students need additional time to earn the appropriate credits to graduate. The frequent mis-alignment of foreign transcripts with WA state requirements also increases the time needed to meet graduation requirements. While district data puts only 18 students on track for graduation, implying a lack of success by Ingraham ELL students, internal data shows a very different picture: 89% of Ingraham ELL students have appropriate credits for their assigned grade level. As of Feb 2012, 12 out of 13 ELL 9th graders have at least 2.5 credits, 19 out of 25 ELL 10th graders have at least 7.5 credits, 15 out of 17 ELL 11th graders have at least 12.5 credits, and 27 out of 30 ELL 12th graders have at least 17.5 credits. Ingraham's ELL population is having academic success, but it is a challenge for ELL students to complete the courses for on-time graduation. Ingraham's success in serving these students is demonstrated by district data showing 74 of our students (81.3%) showing gains on the WLPT II.

The loss of overall numbers of students in the ELL program has led to decrease in FTE, eliminating ELL courses offered in content specific areas such as ELL math, ELL

science, ELL health, and ELL language arts support. It is anticipated that some ELL social studies will be cut in the future. In the past, required content and language acquisition were worked on simultaneously; now the limited number of ELL offerings focuses primarily on language acquisition in language arts courses. ELL students also have a high number of elective credits from courses overseas and frequently enroll in electives that can accommodate their limited English language skills. Whereas, in the past, the ELL department could accommodate the content area needs of students, this change to focusing on language acquisition while pushing off general education content specific credits needed for graduation lengthens the time for graduation.

Ingraham has a 3.2 year average for length of time in the ELL program. While district data indicates 38 students have been in the ELL program for over 4 years, school data indicates only 30 students. The cause of this discrepancy is not clear. From Ingraham data, 12 of these 30 students are served by both ELL and the IEP program. Ingraham has a large high incidence IEP program, with 14 of our ELL & IEP students dual enrolled. The services provided to high incidence students are mostly through the IEP department, and do to IEP issues are not likely to test out of ELL. Additional supports, including ELL translation services, are needed throughout their time at Ingraham to serve the student and the families. While only roughly 1/3 of upperclassmen remain in ELL for over 4 years length of time (IEP or non IEP), the trend is very different for our current 9th graders. The majority of 9th graders are ages are similar in age to their 9th grade peers: 14-15. Eleven students (50%) have been in ELL for over 4 years. Six of these students were born in the US. Six of these eleven students also have an IEP, all of whom are Latino students.

In analyzing city data, we assume that these eleven students represent the 55% of ELL 9th graders with 10 or more risk factors. While Ingraham has a very successful ELL program, it has been aimed to students who are recent arrivals. Students transitioning to a secondary ELL program from a middle school ELL program would be anticipated to test out relatively quickly. However, our new population of 9th graders has significant non-academic barriers that are impeding their academic performance. In class support from the school truancy specialist and a district drug and alcohol counselor has been needed for the 9th graders this year. Ingraham anticipates that stronger case management services to address emotional, behavior, and health support—specifically addressing drug & alcohol—and the associated truancy issues will be a significant need. That these services be addressed in a culturally appropriate manner will be of high importance since some of the home issues stressing the students may be culturally bound. In addition, students need better access to career and personal counseling to make school relevant. The students and families are not familiar with pathways towards differing educational and career opportunities available in the United States. As the sheltered-English content replacement offerings within the department decrease due to budgeting, there is a significant need for ELL training for mainstream teachers through SIOP or the district's Scale Up classes in order to provide a more timely and equitable access to content for ELL students.

Data Analysis

Overall much of Ingraham's city risk data tracks closely to district averages. Ingraham's 9th grade cohort last year was made up of roughly 50% academically strong students attending for the International Baccalaureate program and the secondary APP program. In light of this, the risk data indicates a cohort of incoming *non-honors* 9th graders with risk factors significantly above the district averages. It also explains the spikes where Ingraham data deviates strongly: such as Ingraham's percentage of >10 risk factors (26.7%) being significantly higher than the district averages (17.3%). These high risk students are made up disproportionately of economically disadvantaged youth, students of color, and students facing serious non-academic barriers to success. Looking at the data as a whole, a cohort of approximately 80 students repeat in every category and is in need of multiple support services. 70 have been identified as having >10 risk factors.

Incoming 9th graders have an extremely high percentage (38.9%) of unexcused absences as compared to the district (28.8%). The disproportionate make up of students of color, ELL students, and IEP students in this area speaks to the significant non-academic barriers to learning experienced by these students throughout their education. They also struggle to find relevance in their school experience. Many self report that science and math courses in particular are skipped as the required skill set is so mismatched with their abilities. We have chosen all 87 students with 10 or more unexcused absences as the students of focus for the attendance area. 80% of lower level ELL students exhibit these truancy issues, as described in the ELL assessment. Students scoring Level 1 & 2 WELPA will be the ELL focus group. Attendance & on time promotion to 10th grade will be the indicator and outcome for both groups.

Seventy-six percent of incoming students are at or close to standard on their most recent math MSP. The 63 students with Level 1 scores, however, make up a disproportionate number of African American (41.5%), ELL (50%), and IEP (75%) students. With IEP support, the Level I Math IEP students show success in gaining skills via MAP math growth. The African American and ELL students do not exhibit these typical gains. The current math program is addressing their current skill level to build gains. While not disproportionately represented, an equal number of Level I white students (17) as compared to the African American students (17) are testing at Level 1. This subgroup also does not show typical gains in MAP math. Forty-nine of the incoming freshman have not successfully earned credit in a previous math class and 43 have previously repeated a grade. From school data, it is known that there is significant overlap in students with grade retention, math course failure, & Level 1 math scores. District resources have recently focused on supports for Level 2. The Level 1 math students, some with 5th grade skills, are placed in algebra I with no structured supports. Existing programs for volunteer PTSA or college tutors are incapable of addressing the unique needs of these students. For these reasons, we have chosen to focus on the Level 1 MAP math students for the math/science areas of concentration. Level 1's provided math support through their IEP are not included. Typical growth in MAP math will be the indicator to track student growth in math skills relative to their current level. Students need an opportunity to remediate fundamental gaps in math skills to develop sufficient preparation to reach the outcome of successful EOC passage.

Initially the reading & writing skills as assessed by the most recent MSP seem highly promising (74.8% and 74.4% meeting standards respectively). Data tracked within the language arts department, however, highlights this as an ongoing area of concern. That 36.4% of students did not make typical growth in MAP reading supports the in-school picture of the struggles faced by some of our non-honors population. These students have reached a basic skill level, yet have not figured out how to push beyond. This limits their abilities to grow academically across the curriculum since reading is fundamental to each course. These 83 students make up disproportionate percentages of our students of color & ELL students, representing over 30% for each group. This overall number also closely tracks with our 70 students of >10 risk factors. Yet less than 9% of the entire 9th grade cohort has failed to earn credit in the most recent language arts class. While students exhibit basic skills in reading and writing, they struggle with the transition to 9th grade level work. The students observed to fail in the 9th grade courses exhibit a common lack of confidence and hesitation to attempt more rigorous work. Limited class participation and lack of homework completion by a significant portion of the non-honors cohort is an area of focus at the school. The 83 students not making adequate progress in MAP reading are the chosen focus students for the reading/writing area of concentration. Asserting that reading is fundamental to all coursework, passage of core classes and on time promotion to 10th grade will be the chosen indicator and outcome for this focus group.

Passage of core classes is critical to achieve on-time promotion to 10th grade. While a higher percentage (16.4%) of our entering 9th graders as compared to district averages (19.0%) enter Ingraham with a history of grade retention, much greater number of students fail to pass core courses. Within 3 subgroups, the percentage of students with previous failure to advance grade level nearly doubles to represent the number of students failing 9th grade core classes. These subgroups are African Americans (26.8% grows to 51.2%), Latinos (25.5% grows to 37.5%) and whites (8.8% grows to 18.6%). Over 45% of ELL students fail to earn core credit, but this trend is explainable by the delivery model described in the ELL Self Assessment. Most of these ELL students, as expected, earn credit on the second attempt at the course. For the non-ELL population, however, there are not dedicated seats for repeating core classes. Lack of alternative options like summer school or supported on-line credit retrieval begins a cycle where students fall further and further behind. Advanced to 10th grade level courses with 9th grade standing, they move forward without the adequate credits or skills. Algebra I, the most commonly failed course for 9th graders and required placement for all, is one of the exceptions in that students can repeat the course. Without right leveled curriculum or supports, however, there is not a serious expectation that the 2nd attempt will differ significantly from the first. Science is the 2nd most frequently failed 9th grade course. Many of the topics are addressed in a manner that assumes algebra 1 ready level math skills that are absent for a many of our incoming freshman. For this reason, the same focus students as for math/science (Level 1 MAP math students without math accommodations in their IEP) will be targeted. Passing core classes and achieving on time promotion to 10th grade will be the indicator and outcome.

ATTACHMENT 3: ENGLISH LANGUAGE LEARNER SELF-ASSESSMENT

Capacity of School ELL Program

Currently we have 2.0 FTE ELL teachers and 4 bilingual Instructional Assistants (2 full-time /2 part-time), though the teacher FTE will drop to 1.6 next year. Beginner students take a limited selection of content-replacement sheltered-English courses within ELL, transitioning into mainstream courses as their skills improve. Performance in ELL and current non-ELL courses, WLPT/WELPA scores, MAP scores, goals for post-high school, parental input and student preference are all considered to determine transitioning. The courses this year were a beginning support class, ELL LA 9, 10, 11, and 12; ELL World History 1, 2, and 3; US History, American Government; and a HSPE/COE preparation class. Decreasing ELL numbers due to the new assignment plan have led to the elimination of ELL science, math, and health. The beginning level support class will be gone for next year, and some social studies courses are expected to be eliminated in the future. This means students are entering some general education classes with lower levels of English proficiency than in the past. Students receive first language support in Cantonese/Mandarin, Tigrinya/Amharic, Spanish and Somali for development of content knowledge and English skills. Students receive these services in ELL and/or mainstream classrooms depending on area of greatest need.

The ELL department is committed to maintaining rigor while providing instruction appropriate for each student's level of English. At the beginning levels, the ELL LA classes use two basal text series that contain excerpts of authentic reading selections and short stories, supplemented by the instructor. Writing instruction focuses on progressing from basic to complex sentence structures and the construction of effective paragraphs, integrating computer skills for presentations. At intermediate levels, they work with authentic literature such as short stories, plays, and poetry. Writing skills include narrative and essays. When they move into advanced ELL classes, they read novels chosen to fit the lexile level of the students. The accompanying reading tasks are based on state reading targets and require well-developed written responses in the form of essays, memoirs, and poetry. Informational writing skills are taught in context. At this level, much of the instruction is project-based in longer units such as a career research and public speaking. History and civics classes provide appropriate content, but at adjusted levels. The textual materials chosen fit the reading levels of the students. Teachers supplement the text with primary source documents and art, music and creative writing activities. Each course includes some form of research writing. Ingraham's success in serving these students is demonstrated by district data showing 74 of our students (81.3%) showing gains on the 2011 WLPT II.

Ingraham's principal is SIOP trained. Significant departmental changes, progress, or needs are identified by the department and communicated to the principal on a regular basis. Both ELL teachers have completed either Scale Up or SIOP. One IEP teacher is ELL endorsed. One counselor is a previous ELL instructor in Seattle Schools. Science & Art both have 1 teacher with SIOP training as does the IEP department, with 3 additional science teachers and an IEP IA having experience teaching ELL overseas. 3 of the LA teachers have attended some ELL support trainings in the past.

A large number of the Ingraham staff participated in NUA literacy training. These strategies continue to be employed school-wide in the general education courses. Commonly used strategies include: utilizing vocabulary building exercises through pre-teaching and repetition of target vocabulary; accessing prior knowledge through graphic organizers, illustrations, photos, and video; guided reading strategies focusing on previewing/reviewing the text; utilizing differentiated reading materials by small groups; as well as many cooperative learning activities. Students are given multiple opportunities to revise daily work, research writing, and creative writing. Multiple media sources and delivery methods are both teacher-generated and student generated such as video/DVD/youtube, powerpoint, or photostory. In addition, primary source documents are frequently accessed from the internet. Students are taught how use their MAP results to find their lexile levels on the Source and how to search by lexile in the school library catalogue. Audio books, kindle books and kindle readers as well as books on CD are available to all students and staff through the library. The ELL department provides differentiated materials for students. A variety of levels of dictionaries, in English and other languages, and English thesauruses are available in ELL classrooms. Students may borrow these materials if they need them for other classes. The ELL department has a collection of books leveled by lexile which are available for students to borrow.

Other Supports for ELLs

We provide extended learning opportunities to our ELL students by staffing sufficiently to allow them retake ELL courses that initially were not passed. We also encourage students to audit classes that may be too difficult by using the "P" option, then retaking the class for credit. Most earn credit on the second experience. Many of our ELL students take the Read 180 course as an elective. They may repeat the course if their reading is still not at standard. This year, we piloted a 12th grade ELL COE class for intensive reading and writing instruction targeting the skills that ELL students need for portfolio development. For the reading assessment, 13 of 17 students passed and 3 qualified to augment their portfolios. Given that 12 of these students had scored a 1 on the previous HSPE, the reading results showed significant gains. For the writing, 5 of 14 students passed and 2 qualified to augment their portfolios. These results show that how writing is taught needs to be revisited in the ELL program.

ELL teachers and IAs as well as general education staff are usually accessible during break, lunch, or after school for extra help. This is in addition to the tutorial time built into the IA schedule. Currently, Ingraham provides homework help after school three days a week for all students. ELL students may use the online credit retrieval that is available for all students at Ingraham. At this time, we have no on-going activities for parent involvement, although the PTSA has attempted to encourage more ELL participation at their functions. Our instructional staff and teachers make home contact as needed. ELL parents who use email and the Source can keep informed about their student's progress and the status of required assignments. Although the district has organized Source training in home languages, there is still a need for our ELL families to access information through using technology.

ATTACHMENT 4: WORK PLAN SUMMARY

Responses to the questions in the Work Plan Summary are to be on 8 ½” X 11” and stapled with the other attachments.

Complete the work plan below. The work plan should be driven from your Data Analysis and the Self-Assessment in the prior attachments. Please use the example provided for you in the first column as a guide to the amount of information we are requesting in these sections.

Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
Focus Students	Who are your focus students?	All incoming 9 th graders who scored Level 1 on 8 th grade MSP in math (who do not have math accommodations on an IEP)	All incoming 9 th graders not making typical growth Reading MAP	All incoming 9 th graders who scored Level 1 on 8 th grade MSP in math (who do not have math accommodations on an IEP)	All incoming 9 th graders with 10 or more unexcused absences in 8 th grade.	All incoming 9 th graders who scored Level 1 or 2 on WELPA.
	Why did you choose these focus students?	Recent district initiatives have focused on extra supports for Level 2, including a current support class. The Level 1 students without an IEP are still enrolled in algebra I, but have no structured supports. The school's afterschool tutoring is often ineffective as fundamental math skills are absent to a	Reading is a fundamental skill for all academic classes. These students may have weaker academic skills or limited ability to develop academically as they are not progressing in reading as they should.	Historically 9 th grade students have the greatest difficulty obtaining credit in math courses. 9 th grade physical science is the 2 nd most common, with a strong overlap in lack of success for both classes. These two courses are also skipped most often; with students self reporting that they feel a lack of ability	Truancy issues span all race/ethnicity groups with almost 40% of our 9 th graders having 10 or more unexcused absences (all of these students are economically disadvantaged, with approximately half having IEPs).	These students traditionally have the largest academic gap with their peers and need to build a language foundation to have a possibility of academic success.

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		degree that is beyond the abilities of a volunteer math tutor to assist unguided.		to participate in the classes.		
	How many will you serve?	~50 incoming 9 th graders (ELL & non-ELL)	~83 incoming 9 th graders (ELL & non-ELL)	~50 incoming 9 th graders (ELL & non-ELL)	~87 incoming 9 th graders	~15 incoming ELL 9 th graders
Outcomes & Indicators*	Baseline	~50 incoming 9 th graders @ Level 1 in math	~83 incoming 9 th graders not making typical growth in Reading MAP	~50 incoming 9 th graders (ELL & non-ELL) @ Level 1 in math	~87 incoming 9 th grade students with 10 or more unexcused absences in the 8 th grade.	~15 incoming 9 th graders @ Level 1 or 2 on WELPA.
	Proposed Target	65% of 9 th graders will meet or exceed typical growth on MAP math	80% of 9 th graders will be low risk for passing core classes	80% of 9 th graders will be low risk for passing core classes	70% of 9 th graders will have 5 or less absences per semester	80% of 9 th graders will be low risk for passing core classes
Strategies	What services will be provided?	Students will enroll as cohorts (~25 students) in algebra 1 and an extra math support period. For the 1 st and 3 rd quarters, the 2 period block will utilize the CIMM curriculum (Cognitive Instruction in Math Modeling) to address serious fundamental gaps in--for example--positive and negative numbers, fractions,	During a two week 8 th to 9 th grade summer bridge program, the academic focus will be on reading and writing skills across the curriculum. A component of the bridge program will be sharing with families how to	The same two 25 student math cohorts will travel together to physical science classes utilizing the modeling physical science curriculum, which has similar underpinnings to CIMM. The math and science instructor will work collaboratively to address common	Extra Academic Intervention Specialist to case manage rolling caseload of 50 highest risk points 9 th grade truant students and assess needs of mid-year transfer students. Will coordinate mental health, social, and prevention & intervention	Level 2 students will take the Read 180 support course. All 9 th grade teachers, counselors, & administrative staff will attend 12 hours of training from the district at the 100 Level from the Scale Up program (Scaffolding Content and Academic Language in English

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		graphing, or number sense. The 2 nd and 4 th quarters will utilize the double period for algebra 1. The math curriculum will be coordinated with a physical science course (see Area #3) to reinforce common skills.	support these skills at home. In addition, all staff will be trained during professional development time on how to integrate these same best practices into their content area. The goal will be a common set of approaches and tools recognized by students in every course to strengthen reading & writing skills.	skills as appropriate for number sense, graphing, reasoning, etc. The math and physical science teacher will utilize release time to plan collaboratively and develop a system to monitor weekly student progress through targeted assessments used throughout the year.	services; connect students with educational options; coordinate meetings with school administrators, parents & staff; and create intervention alternatives that are culturally and developmentally appropriate. Interventionist will coordinate referrals and updates with THC and will also manage and coordinate the summer bridge program.	Using Proficiency Levels), targeted to supporting ELL students in all classrooms.
	Briefly summarize the frequency and duration of the support.	Daily double block of math (two 50 minute periods) with the same teacher coordinated with content and skills in science course. Daily in class tutoring from on site City Year case managers.	Two week intensive summer bridge program and ongoing throughout the school year in differing courses.	Daily physical science course (50 minute period) coordinated with content and skills in math course. In class tutoring from on site academic mentors. After school tutoring 4	Ongoing case management with weekly student check-ins. Ongoing monitoring of Source and ESIS for grades and attendance. Ongoing overview of data tracked by	Level 2: daily Read 180 support class (50 minutes) for two semesters

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				days per week.	community partners.	
	Which Key Component does this strategy fit under?	Extended in-school learning time	8 th to 9 th Grade Transition, Extended in-school learning time, & Family Involvement	Social/emotional/behavioral and health support & Extended in-school learning time	Social/emotional/behavioral and health support, 8 th to 9 th Grade Transition, & Family Involvement	Extended in-school learning time
	Explain your rationale for selecting this strategy.	Students need right-leveled curriculum and instruction in a more personalized environment. Utilizing a radically different curriculum with proven success for similar populations will give students a new opportunity to engage with math and rebuild confidence in possibilities for school success. Lack of appropriate background to succeed in courses such as algebra 1 has been attributed by students as a major cause for truancy, in addition to causing an inability to pass the	This approach attempts to maximize the benefit of a common approach in every discipline for reading. Assuming struggling readers are also struggling students; these are the ideal group to support with a bridge program to focus on the transition from 8 th to 9 th grade.	Students need right-leveled curriculum and instruction in a more personalized environment. A coordinated approach with similar tools targeted to the appropriate level will increase chances of success in both science & math classes. Many content and skills in the typical physical science course assume algebra 1 ready level skills that are absent in this group. This mismatch between course expectations and background are	Students with non-academic barriers to learning need additional in-school support and connections to community services.	Students need right-leveled curriculum and instruction in a more personalized environment. Common tools should make the non ELL classroom more accessible to these students.

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		algebra I course or EOC.		a major cause of truancy and academic failure.		
Key People	Who are the key people who will deliver the proposed strategies and what related experience do they have?	New 0.4 FTE math staff will participate in training & ongoing coaching in the CIMM curriculum	Current staff trained in best practices in reading & writing with curriculum development and staff professional development experience	Current staff will obtain training in Modeling Science Curriculum and will participate in training & ongoing coaching in the CIMM curriculum.	New Academic Interventionist 1.0 FTE with Masters in Counseling, Social Work, or Administration	Current Read 180 staff and current 9 th grade staff
Partnerships and Collaborative Efforts	If a community partner is providing services, identify the organization and their role.	See case management support/academic mentor supports under Area #4.	Making Connections, Centro de La Raza, and University Tutors for Seattle Schools will be coordinating with staff working in every area of concentration to develop the summer bridge	See case management support/academic mentor supports under Area #4. Making Connections will recruit, train, transport daily, and manage 10 college aged tutors to provide afterschool tutoring 4	Centro de la Raza will provide a 1.0 FTE intensive, year round case manager for up to 35 students (Latino & non-Latino). Supports to be provided are: academic support, Spanish language translation, home visits, and	See case management support/academic mentor supports under Area #4.

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			<p>program. Making Connections will focus on introducing the College and Career Readiness components that they will carry on throughout the school year. Centro de la Raza and University Tutors will focus academic, behavioral, and social transitions to high school. Each will incorporate family involvement.</p>	<p>afternoons per week.</p>	<p>support/translation services for family interactions with schools as well as connecting students to community resources such as employment referrals, parole support, or drug & alcohol treatment programs.</p> <p>University Tutors for Seattle Schools will provide 1 on site Supervisor-Academic Mentor (20hrs/wk) and 4 Academic Mentors (15 hrs/wk each) serving 50 students at a 1:10 ratio. They will provide monitoring & intervention for daily attendance. Weekly check-ins with students & bi-weekly staff and family contacts will</p>	

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					support creation and assessment of student generated goals for attendance, behavior and academics. Planned interventions will also supported by data gathered from in-class assessments, MAP scores, and standardized testing. Will provide family training on course expectations, appropriate home support for coursework, and how to access school services & data.	
	What is their specific expertise in helping you achieve your results?		Making Connections has extensive experience in providing college and career readiness for underrepresente	Making Connections has a proven track record in recruiting and managing effective college aged tutors.	Centro de la Raza has a proven track record providing culturally appropriate interventions to low income students of color	N/A

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			d students facing significant barriers while successfully involving family members.		facing significant non-academic barriers to learning. University Tutors has a successful background in recruiting and managing support staff concurrently attending school.	
	Why did you select this partner and what is your history with them?		Making Connections has a multi year history partnering with Ingraham. Ingraham currently has the largest enrollment in their city-wide program. Their knowledge of barriers to college and post secondary careers and how to integrate families into the readiness process drove their	While City Year has not partnered with Ingraham previously, they were selected due to their success at other schools with similar students, their ability to be on-site continuously case managing at a small ratio, and their flexibility to provide young, bi-lingual and/or culturally diverse mentors as positive role models.	While Centro de la Raza has not partnered with Ingraham previously, they were selected due to their success at other schools with similar student populations facing significant external barriers, their ability to provide year round wrap around case management, and their flexibility to work with both Latino & non-Latino students.	N/A

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			selection.		University Tutors has a history of working with Ingraham to provide in class college aged tutors. They were selected due to the uniqueness their proposed pilot project leveraging skilled graduated students on site to work with small case loads of students. The Supervisor-Academic Mentor will be an education PhD candidate focused on working with at risk youth. The 4 academic mentors will be graduate students working toward their school counseling degrees. The ability to shape the protocols of this pilot program to specifically	

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					address Ingraham's needs was another factor in their selection.	
Leveraged Funds	If you are leveraging other funds to support these strategies, please identify them here.	Building Budget	LAP, Building Budget	SPU Physics Department & Building Budget	HSGI grant In Kind Funding Centro de la Raza	LAP District Funds
	How will other funds be used to support your strategy?	The math department currently provides an additional math support class for Level 2 math students. 0.4 teaching FTE to	Current staff can be paid to develop & implement summer bridge curriculum and	The SPU Physics Department Plans to offer a Modeling Physics Professional Development Training during the	Mental Health Behavioral Support Counselor (HSGI grant funded) will work with all 10 th , 11 th and 12 th grade	Read 180 staff & materials are funded by LAP. Scale Up training is provided by the district at no cost to

Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
		staff the double block math periods will come from the building budget.	staff professional development from LAP or building funds. Read 180 staff and materials are funded by LAP.	2012 summer at a nominal cost to teachers that can be covered by the building budget.	students with 10 or more unexcused absences, contributing to the overall intervention approach for the school. Just over 50% of Centro de la Raza's costs are covered by in kind funding from donors such as the United Way.	schools or staff.

*** These must be aligned with those in the Outcomes and Indicators section of the RFI. You will be held accountable for the proposed targets in your contract with the City's Office for Education**

ATTACHMENT 5: COLLEGE AND CAREER READINESS PLAN

Strategy #1

Ingraham will be instituting a monthly advisory period to implement the college and career readiness plan. Activities to take place during this advisory period will be directed by the new school liaison from the Making Connections program. Reporting to the new Academic Interventionist Specialist, the Making Connections school liaison will coordinate content and structure of the advisory periods with counseling staff. For the first year, all efforts will be targeted towards college and career readiness activities for 9th graders. 10th and 11th grade students will participate in traditional advisories with assigned staff and 12th graders will spend this period with our existing college and career readiness partner for seniors, the UW's Dream Project. The long range plan will be to roll out college & career readiness activities at additional grade levels each year during these advisory periods; bridging to participation in the UW's Dream Project.

In small grade level groups, 9th graders will be assigned to a consistent staff member for advisory. Focus students assigned to an academic mentor from the community partner University Tutors in Seattle will be grouped with their mentor. Non-focus students will be assigned to an Ingraham staff member. Drawing on existing curriculum created by the Making Connections program, the content will address issues such as barriers to education, long range goal setting for post secondary pathways, or awareness of college admission requirements. Motivational speakers and guests will be recruited and organized by Making Connections as appropriate. Counseling staff will work in tandem to support these "college and career knowledge" activities with sessions using ConnectEdu, the new online tool acquired by SPS for use in all middle and high schools. 9th grade students will complete HS & Beyond plans. Connect! links the "Get to Know Yourself" assessments results ("What Do I Like?", "What Do I Value?", and "What Are My Skills?") to the "Explore Careers" tools for students. Connect! Has a built in curriculum ready to roll out in the subsequent grades connecting these student generated goals and Connects! tools to course selection, academic choices, future pathways, and developing interests. Families will have their own Connect! accounts to see their students' results, career lists, and other information. There will be introductory information sessions for families on how to use the tool in communication with their students around the students' post-secondary plans. Connect! also has a communication tool for use with both students and families, with alerts regarding important information and opportunities, a shared calendar of events, etc. Utilizing the standards based Family and Consumer Science financial literacy curriculum as a resource, appropriate financial literacy skills will be incorporated into the overall plan.

Strategy #2

To ensure that the college and career readiness plan is meaningful to students and families, Ingraham will build on the model developed by Making Connections: the college and career activities will be student centered and driven by the students' own interests, concerns, and experiences. The connection to tangible endpoints such as college admissions will be made explicit for each activity. How a student's day to day choices in attendance, academics, and behavior can influence these long range plans

will also be a focus. Student assessments and their results will be presented as tools for students to become self empowered in pursuit of their chosen future. Self assessment of current academic progress, aspirations, and challenges will be another tool. Trades/careers role models reflecting the student population will be guest speakers. Family involvement will be actively recruited through conducting a 9th grade parent workshop in the fall and in the spring to educate parents on college and career readiness. Setting up family Connect! accounts and introducing parents its tools will be part of the workshop. Students will be given an opportunity to share their own academic progress and challenges--as well as their aspirations identified in the advisory period. The Making Connection liaison will take a lead role in executing the parent workshops.

Community Partnerships

The Making Connections program will be playing a significant role in both strategies. Making Connections has a successful track record in supporting underrepresented students from ethnically diverse populations, with a large number of immigrant or refugee youth from low-income households. Targeted at beginning career and college readiness at an early stage, the program begins in 9th grade and supports students and families throughout the four years of high school and beyond. The overarching goal of the program is to increase female participation in STEM related fields. Effective college tutors based out of the UW Women's Center, workshops for students and families, case management, college site visits, professional mentors, and career exploration workshops are the backbone of the program. Additional supports appropriate to each grade level, such as SAT prep or college entrance essay writing, are provided. Family involvement is encouraged and successfully obtained throughout the process. Ingraham has been affiliated with Making Connections for 7 years. Currently Ingraham students make up the largest percentage of the 100 student multi-school, UW based program. Making Connections was chosen for their success in helping students recognize and address barriers to college, their success in helping students strategize long term about career pathways, and their proven ability to achieve meaningful family involvement.

Making Connections will be working with Ingraham counselors and staff to ramp up their program with a larger site based presence and increased overall student participation. The 19 hour/week on site program liaison will manage the expansion of the program in addition helping manage and execute strategies #1 & #2 in conjunction with staff. Fifty additional students from Ingraham will be recruited to participate in program. The on-site liaison will help oversee these students' participation in the new onsite afterschool tutoring managed by Making Connections and will coordinate recruitment, screening, matching, and retention of 50 college and career mentors for these students. Monthly activities to support the mentee/mentor relationship will take place as well as a monthly newsletter. As part of the expanded Making Connections program, these students will take part in established Making Connections STEM related career exploration workshops held quarterly on the UW campus. These students will also be able to participate in campus visits for Washington State Universities in the spring. Hosted to attend the WISE (Women in Science & Engineering) Conference, these students will also be able to explore hands on science activities and network face to face with professional women in STEM fields.

College & Career Readiness Calendar 2012-2013

Activity	Targeted Completion Date
Two Week Summer Bridge Program (85 Levy Focus Students)	August 2012
College & Career Readiness Advisory (All 9 th Graders)	September 12 th 2012
Recruitment New Students (50 Making Connections Students)	September 2012
Recruitment of Mentors (50 Making Connections Students)	September-October 2012
Hire new Making Connections High School Liaison	October 2012
College & Career Readiness Advisory (All 9 th Graders)	October 10 th 2012
Mentor Training (50 Making Connections Students)	October-November 2012
Fall Parent Workshop (All 9 th Graders)	October-November 2012
College & Career Readiness Advisory (All 9 th Graders)	November 14 th 2012
College & Career Readiness Advisory (All 9 th Graders)	December 12 th 2012
Site visit to STEM company during students' Winter Break (50 Making Connections Students)	December 2012
College & Career Readiness Advisory (All 9 th Graders)	January 10 th 2012
College & Career Readiness Advisory (All 9 th Graders)	February 14 th 2012
College campus visits to Washington State colleges (50 Making Connections Students)	February – April 2012
Second mentor training (50 Making Connections Students)	March 2012
College & Career Readiness Advisory (All 9 th Graders)	March 14 th 2012
College & Career Readiness Advisory (All 9 th Graders)	April 11 th 2012
Hold Annual Retreat for 9 th & 10 th graders (50 Making Connections Students)	Spring 2013
College & Career Readiness Advisory (All 9 th Graders)	May 14 th 2012
Making Connections Culminating Event (50 Making Connections Students)	May 2013
College & Career Readiness Advisory (All 9 th Graders)	June 13 th 2012

* Mentor-Student Workshop/Events will take place monthly (50 Making Connections Students)

* STEM Workshops will take place quarterly at the UW (50 Making Connections Students)

* The Making Connections school liaison will be part of the Student Success Team meeting weekly to discuss interventions & progress for Levy Focus 9th graders

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

Collaborative Planning

The goal of Ingraham's School-Based Health Center (SBHC) is to ensure each student has the resources needed to fulfill his or her academic potential. Currently the SBHC communicates to the school community in a variety of ways: a presence on the school website, as well as presentations to the PTSA, to student groups (such as GSA), to parents of incoming freshman, to parents at the annual open house, and to students at all school assemblies. Transfer students are introduced to SBHC staff at the time of registration and are encouraged to enroll. The SBHC staff attends several staff meetings and works to address staff identified needs such as requested in-class presentations or the facilitation of a new grief and loss group. The daily bulletin is used to communicate special projects like seasonal influenza vaccines. The SBHC staff provides an introduction all freshman classes within the first few weeks of school, resulting in a 36% enrollment rate for students ages 14-15. This year, a brief assessment tool was used to identify student concerns and offer opportunities for students to meet health center staff one on one early in the year. The SBHC will expand on this success by improving the assessment tool and providing more targeted interventions. The 9th grade health teacher has initiated a plan to deliver a unit with input from the SBHC on individual student medical plans. The focus will be on a personal assessment of needs (including access to insurance) and identifying specific school/community based resources for medical, dental, vision and mental health care. Family involvement in the development of the health plan will occur through targeted homework assignments. Presentations by the SBHC staff and facilitation of enrollment paperwork will also occur.

SBHC enrollees are periodically screened regarding their academic progress. Struggling students are made aware of resources available to them provided by the school staff. In addition, the SBHC addresses all barriers to learning including issues related to student's social environment. This may include meetings with families, identification of community resources such as Food Banks, referrals for mental health counseling for parents, and identification of specialty services such as drug and alcohol counselors. Currently this is an informal process. Limitations on participation of non-school staff within Ingraham's current intervention focused SIT teams have prevented coordination of resources and referrals. Participation in the to be formed Student Success Teams, targeted to Levy Focused students, will provide a new avenue to more formally coordinate these efforts in conjunction with school staff & community based partners. This will ensure targeted follow up and hopefully eliminate duplication of efforts. This new team will necessitate the use of the appropriate Release of Information Document that allow for appropriate sharing of student and family information.

The nurse practitioner, school nurse and mental health counselor work together within their respective area of professional practice and are co-located to facilitate referrals. The school nurse is a BSN-prepared RN who sees students for physical and emotional health or first aid and refers to either the mental health counselor or nurse practitioner for diagnosis and treatment through an informal process. The school nurse gives

referrals to the Teen Health Center staff on immunizations, injuries, illnesses, and mental health concerns upon student/parent consent.

Targeted Referral and Follow-Up Process

The SBHC will continue to support academic success by identifying possible health barriers to learning. These include frequent absenteeism secondary to medical conditions and poor performance related to mental health issues. Currently the school nurse refers students identified through a mental health screening tool (SDQ) to the SBHC. School staff directs almost all mental health referrals to the SBHC mental health provider, with the expectation that any necessary follow up for community providers will occur there. Staff can make referrals and facilitate setting initial appointments, or explain the drop-in policy to access whatever additional services are needed. Information sharing limitations have resulted in no follow up system for these referrals. Starting next year, 9th grade Levy focus students will be referred to the SBHC through information sharing at the Student Success Teams. Non-levy focus students will continue to be introduced to the SBHC with a “warm hand-off” from school staff. In addition to enrollment paperwork, students and families will be asked to sign appropriate release of information documents allowing for communication between the SBHC and appropriate school staff. The relevant SBHC staff and school staff would then schedule specific follow up goals such as a monthly check in or interventions identified by the Success Team for 9th grade focus students.

Data Sharing and Joint Targets

As detailed above, SBHC staff will create a pilot mechanism to share relevant information within the Student Success Teams for the 9th grade focus students. This work will form the basis for expanding successful communication with other school staff. They will work with legal staff from Seattle-King County Public Health and Seattle Public Schools to ensure that the Release of Information Document is in compliance with HIPAA and FERPA, with relevant staff receiving annual training. Targeted student groups will include, but are not limited to, 9th grade Levy focus students, students that transfer to Ingraham mid-year, recent (within 2 years) immigrants/refugees, English Language learners, low-income students, and students with known mental health or behavioral health concerns.

Logistics

The new Levy funded Academic Intervention Specialist will be the key school staff member facilitating communication between the SBHC and Ingraham staff & community based partners. Mental Health Specialist Eleanora Von will serve as the key contact for the SBHC. A pre-school term meeting will take place with the Intervention Specialist and the entire SBHC staff to plan strategies to effectively leverage participation in the Success Team; as well as to plan staff education at the back to school professional development. Weekly Student Success Meetings will take place. Key contact Mental Health Specialist Eleanora Von will serve as the representative member of the Student Success Team targeted to 9th grade levy focus students. Quarterly, the Academic Intervention Specialist will hold follow up meetings with the entire SBHC staff to assess progress on stronger collaboration and strategize improvements.

ATTACHMENT 7: MANAGEMENT AND OVERSIGHT PLAN

Tracking to Results

Ingraham staff and administration are experienced in using data to drive decision making and analyze progress. Staff members receive ongoing training on interpreting MAP, HSPE, and classroom data trends. Administrators review classroom data with each teacher throughout the school year and collaboratively design a tracking plan for each teacher. As part of Ingraham's Professional Learning Community initiative, teachers regularly review school and classroom data in a peer group setting to establish and interpret data trends and the resulting classroom implications. The smart goals and target populations for Ingraham's school improvement plan were all based upon data collected by the school, district and state.

To analyze the success or need for adjustments in ongoing initiatives, Ingraham currently has a school data focus team consisting of Ingraham educators from multiple disciplines. This team provides ongoing data review for the staff at both department and building meetings. Ingraham's Instructional Council (IC) reviews school progress monthly to provide direction in school goals and strategy. The IC develops content for professional development days based upon trends in the school's data.

To track the progress of our proposed work plan, Ingraham will use a case manager approach that will enable ongoing monitoring of an electronic "data dashboard" for each focus student based on existing district databases (Source and ESIS). Access to these data dashboards will be provided to staff members for each community based partner. Ingraham will create a Student Success Team headed by the new Levy-funded Academic Intervention Specialist. The team will be composed of the new Levy-funded and district-funded Academic Intervention Specialists, each CBO lead case manager, Karen Boudour, ARNP from the SBHC, Mental Health Program Case Manager Leanne Hust, and school nurse Walter Brodie. The Student Success Team will meet weekly to discuss data trends, the needs of individual students, and to develop or revise strategies as needed. Each community based partner will have one member on the team with data summarizing all of their organization's assigned focus students. It will be the responsibility of the community based partners to adhere to the common protocol to track weekly trends for individual students in attendance, assignments completion, classroom based summative assessment, and discipline issues. By tracking this information, the team can identify students who are improving or struggling and will be able to see specific trends. Keeping track of these categories for individual students will allow the team to trouble shoot and tailor intervention strategies that leverage the resources of the entire team.

Leadership, Planning, and Implementation

Ingraham has a staff defined decision-making matrix that has been successfully utilized to navigate decision making with input from many constituencies for many years. The staff is practiced at providing input and having their ideas and opinions valued within

any school change process. Administration facilitates collaborative decision making through providing relevant background information and structuring the overall process.

To develop the Levy work plan, a similar collaborative decision-making process was followed. Administration broke the project into discrete tasks and areas: math/sci, reading/writing, core classes, attendance, ELL, SBHC, and college and career readiness. A volunteer team of approximately 15 staff members formed the group. Groups were made up of mixed groups of administrators, counselors, school based nurses, IEP staff, content area specialists, and ELL specialists focused on an assigned area. Over the course of 3 preliminary planning meetings, options for focus students and work plan possibilities were addressed. Each of the area groups obtained feedback from departments or other relevant staff to bring back to the core group. Suggestions for the new math curriculum in the work plan, for example, originated from the science department. The RFQ list was shared with all staff and feedback on potential groups with which to partner was obtained by administration. By the final core group meeting, themes in students' needs and common ideas on addressing these needs coalesced to the point that the final work plan emerged. Data gathering, writing, and editing were then accomplished in emails and in small group meetings. The evaluation criteria were chosen by the relevant academic departments and truancy specialists, with the final percentage values to target determined by the principal. Updates and question periods were provided during all staff meetings as the plan was being developed as well. The major community based partner was chosen by the core group, but this partner backed out 3 days prior to the grant due date. Due to extreme time constraints, this led to two replacement community based partners that could provide similar services being determined by the administration. The final budget also had to be finalized by administration alone, but remained true to the intent of the plan with the prior CBO as determined by the core group.

All of our community based partners participated in multiple administrative meetings and at least one site visit. All provided detailed descriptions of staff, services, budgets, and prior experience. They were each very responsive in tailoring their program to the needs expressed by Ingraham. All three expressed a willingness to expand their current program offerings in some new capacity based on our requests. They were equally open to collaborating with one another. The two week bridge program, providing support for focus students on the 8th to 9th grader transition, will be a major undertaking which will coordinate the efforts of all three partners. While responsive to our requests, they are equally comfortable taking the lead in their relative areas of expertise such as academic support, college and career readiness, or case management services.

The levy work plan will result in nine new employees on site, 15 hours per week or more, in some capacity over the school week, only one of which will be teaching staff providing math support. In addition, an additional ten college-age tutors will be present for after school tutoring 4 days a week. A new Academic Intervention Specialist will be responsible for overseeing and coordinating the new community based partners. Developing common protocols for data tracking and intervention planning will be a key

early task. Making Connections will provide a new school-based liaison to coordinate college and career readiness, planning, and parent workshops for all 9th graders; to supervise the college tutors; and to support students in the Making Connections program. This liaison will most likely be drawn from graduates of the Making Connection program who continue to work closely with the organization. El Centro de la Raza will provide a new Case Manager experienced in providing culturally appropriate intervention to youth facing severe non-academic barriers to success, including connecting to community based resources. University Tutors for Seattle Schools will provide one new Supervisor/Academic mentor and four new academic mentors. Each will be full time graduate students. The supervisor will be a PhD candidate in education, focusing on intervention for at-risk youth while the academic mentors will be pursuing their master in school counseling. All will be focused on in-school attendance and counseling support. Continuing staff from Ingraham will be Principal Martin Floe, Karen Boudour, ARNP from the SBHC, Mental Health Program Case Manager Leanne Hust, and school nurse Walter Brodie.

Ingraham will continue to utilize the support of ongoing training using district subject-matter specialists and district coaches. The subject specialists will work with Ingraham teachers to improve teacher effectiveness. The district Research, Evaluation and Assessment Department will continue to be an active partner in providing us with timely, meaningful data for the Ingraham cohort. Finally, the district-based drug and alcohol intervention specialist will continue to be expected to support the 9th grade ELL cohort. District-led ELL support training, Scale Up, will be taken at the 100 level by all 9th grade staff.

A primary goal in the development of the work plan is to leverage the money as efficiently as possible to maximize the adult-to-student impact with the levy funds. To achieve this goal, we have chosen to work with the pilot University Tutors fund which will use graduate students to significantly lower costs to achieve very low staff:student ratios. In kind funding provided by sources such as the United Way allow El Centro de la Raza to provide year round, wrap around case management services at significantly reduced costs to Ingraham. Ingraham is also leveraging LAP funds to pay current staff to develop reading and writing curriculum to present at the summer bridge program. This same staff will present all staff professional development and work on implementing common best practices across the curriculum. Current building budget will fund ½ of the double block periods intended to target underachieving math students with the new CIMM curriculum. LAP funds also pay for the Read 180 Support classes at Ingraham. HSGI grant funds pay for our Mental Health Program Case Manager. We are relying on district-provided professional development (provided at no cost to Ingraham) to train all 9th grade staff in appropriate ELL supports. We are also relying on minimally priced professional development offered by Seattle Pacific University's Physics Department to be the provider of the Modeling Science training.

We have chosen to leverage the Levy funds as efficiently as possible to increase the number of adults providing direct services to students. This approach, however, also brings its own host of possible problems. Monitoring a cohort of approximately 80 focus

students in a school of approximately 1,000 will be challenging. There will be a number of case managers/liaisons/academic mentors from various CBO's working in our school. There is always the potential for communication breakdowns. Ingraham does not want to have teams of people in the building devising ad hoc plans, operating without a clear protocol or with a nebulous mission. To avoid these short falls we will create a Student Success Team that will meet weekly and be coordinated by the new ninth grade Academic Intervention Specialist. Where to physically house these additional staff members will be critical, not only for pure logistics, but also to ensure ease of collaboration and integration into the school community. Prior to the start of the school year, the Student Success Team will develop a system for keeping track of students as well as an accountability matrix for the various members of the team. A clear line of adult accountability will ensure a smooth integration of the partners. In addition, each case manager/academic mentor will have direct responsibility for the success of a manageable cohort of students.

Previous Success

Ingraham demonstrated outstanding success with several of our school wide initiatives. In the fall of 2008, Ingraham began a targeted plan of improving student writing skills. The Language Arts and History departments worked on common goals and expectations for student written work and collaborated to make sure students were given clear expectations in regard to written assignments across the curriculum. This plan incorporated targeted teacher training and school wide emphasis on writing in all disciplines at the 9th and 10th grade levels.

In addition to developing school wide expectations in writing and finding cross curricular writing workshops for teachers, Ingraham continually found ways to use building funds to bring in programs to get students excited about writing such as Seattle Arts and Lecture's Writers in the Schools, The Richard Hugo House's Scribes program and the Act Theater's Young Playwrights program.

Student writing scores on the state test showed steady improvement of from 67% to 80% within three school years. Ingraham staff worked on reading skills as well. Between 2004 and 2007 teachers from all departments took part in the National Urban Alliance's literacy training. Many of the strategies and enrichment activities from NUA trainings are still used in classrooms across the school. In the fall of 2009, Ingraham targeted struggling readers using computer based, interactive reading enrichment through our Read 180 program. The percentage of students exceeding typical growth on the district MAP test improved from 5 points below the district average to 2 points above the district average within 3 school years. Although there has been significant staff turnover in the humanities in recent years, Ingraham is still committed developing school wide reading and writing strategies. The school continues to implement NUA strategies as well as creating professional development workshops on the Balanced Literacy program for the entire staff.

Ingraham efficiently used existing district resources that included Read 180, SIOP training, and ongoing data analysis to achieve our results. It is our goal to increase ELL

support Scale Up training for all teachers in the building, beginning with the 9th grade cohort. This builds on participation by staff in previous district offered SIOP training. In moving to a full inclusion model, it is crucial for all classified and certified staff members to receive ongoing professional development to enable them to better serve all of our students.

Instructions

In the budget template below, please identify a low and a high range estimate for your proposal. Please include what you will do with earned performance pay for mid-year indicators (7.5% of total budget), end-of-year indicators (7.5% of total budget), end-of-year outcomes (10% of total budget). Note that your work plan should reflect the high budget range.

Commitment Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes & Indicators
	9th Grade Academic Intervention Specialist	\$88,000	\$88,000	Hire a 1.0 Interventionist to work with a rolling caseload of 50 focus students based on highest number of risk factors & evaluation of mid-year transfer students. Also responsible for managing community partners, facilitating intervention meetings with staff, SBHCs, & CBOs, as well as coordinating data tracking from CBOs, SBHC, and staff to monitor success of intervention program. Plans and directs the protocols for data monitoring & intervention planning for the academic mentor program. Coordinates the summer bridge program.	All - Focus student's needs fall in each of the areas.	Social, Emotional, Behavioral, and Health Support, Family Involvement, & 8th to 9th Grade Transition	On time promotion, passing core classes, & attendance
	Contractual Services: Centro de La Raza	\$22,766	\$22,766	Provide 1 Youth Case Manager for up to 35 students (Latino & non-Latino), providing year round intensive wrap around services such as academic support, Spanish language translation, home visits, and support/translation services for family interactions with schools. Also responsible for connecting students to community resources & supports such as employment referrals, parole support, or drug & alcohol treatment programs. Participates in the summer bridge program.	All - Focus student's needs fall in each of the areas.	Social, Emotional, Behavioral, and Health Support, Family Involvement, & 8th to 9th Grade Transition	On time promotion, passing core classes, & attendance
	Contractual Services: University Tutors for Seattle Schools		\$57,900	Provide 1 on site Supervisor/Academic Mentor (20hrs/wk) and 4 Academic Mentors (15 hrs/wk each) serving 50 students at a 1:10 ratio. Provides 4 days per week onsite monitoring & intervention for daily attendance. Weekly check-ins with students & bi-weekly staff and family contacts support creation and assessment of student generated goals for attendance, behavior and academics. Planned interventions are also supported by data gathered from in-class assessments, MAP scores, and standardized testing. Provides family training on course expectations, appropriate home support for coursework, and how to access school services & data	All - Focus student's needs fall in each of the areas.	Social, Emotional, Behavioral, and Health Support, Family Involvement, & 8th to 9th Grade Transition	On time promotion, passing core classes, & attendance

	<i>Contractual Services: Making Connections</i>	\$39,234	\$43,084	<i>A 19/wk school liason and 0.5 program manager supervise & conduct college and career readiness activities (including family workshops), arranges & monitor 50 college/career mentors with monthly meet-ups, recruits & supervises 10 UW stipend paid tutors onsite 4 days per week afterschool, & provides quarterly career exploration workshops. Participates in two week summer bridge program</i>	<i>All - Focus student's needs fall in each of the areas.</i>	<i>8th to 9th Grade Transition, Family Involvement, & Extended Learning Time</i>	<i>On time promotion, passing core classes, & attendance</i>
	<i>Teacher</i>		\$44,000	<i>Hire a 0.4 Math FTE to provide extended math to 50 students & coordinate with physical science teacher</i>	<i>Math/Science</i>	<i>Extended Learning Time</i>	<i>Meeting standard on algebra 1 EOC & math MAP</i>
	<i>Curriculum & Training</i>		\$6,750	<i>CIMM (Cognitive Instruction and Math Modeling) Fall Semester Training (3 teachers) & Curriculum Purchase</i>	<i>Math/Science</i>	<i>Extended Learning Time</i>	<i>Meeting standard on algebra 1 EOC & math MAP</i>
	<i>Mid-Year Indicator Performance Pay (2 % of 7.5%) - Earned in March</i>		\$7,500	<i>If awarded the incentive pay, we will continue with the CIMM (Cognitive Instruction and Math Modeling) Spring Semester Training (3 teachers) & Curriculum Purchase</i>	<i>Math/Science</i>	<i>Extended Learning Time</i>	<i>Meeting standard on algebra 1 EOC & math MAP</i>
	<i>Mid-Year Indicator Performance Pay (2% of 7.5%) - Earned in March</i>	\$7,550	\$7,550	<i>If awarded the incentive pay, we will extend the Contractual Services: Making Connections will host spring semester parent & student workshops on college and career readiness, provide Washington state college visits, and host students at the annual WISE (Women in Science & Engineering) conference.</i>	<i>All - Focus student's needs fall in each of the areas.</i>	<i>Family Involvement & Extended Learning Time</i>	<i>On time promotion, passing core classes, & attendance</i>
	<i>Mid-Year Indicator Performance Pay (3.5% of 7.5%) - Earned in March</i>	\$7,450	\$11,200	<i>If awarded the incentive pay, we will extend the Contractual Services: Centro de la Raza and/or University Tutors will offer more services based on assessed needs at that time.</i>	<i>All - Focus student's needs fall in each of the areas.</i>	<i>Social, Emotional, Behavioral, and Health Support & Family Involvement</i>	<i>On time promotion, passing core classes, & attendance</i>
	<i>End-of-Year Indicator Performance Pay (0.6% of 7.5%) - Earned in June</i>		\$2,250	<i>If awarded the incentive pay, we will obtain coaching from the CIMM curriculum developer on how to revise the implentation of the curriculum based on our experiences and strategize on how incorporate components into more courses the following school year.</i>	<i>Math/Science</i>	<i>Extended Learning Time</i>	<i>Meeting standard on algebra 1 EOC & math MAP</i>
	<i>End-of-Year Indicator Performance Pay (6.9% of 7.5%) - Earned in June</i>	\$15,000	\$24,000	<i>If we earn end-of-year indicator performance pay, we will create online credit retrieval options and supports to help students earn credits for promotion.</i>	<i>Math/Science, Passing Core Courses</i>	<i>Extended Learning Time</i>	<i>On time promotion, passing core classes & math MAP</i>

	<i>End-of-Year Outcome Performance Pay (10%) - Earned in September</i>	<i>\$20,000</i>	<i>\$35,000</i>	If awarded the incentive pay, we will expand the services of the community based partners based on an end of year needs assessment. This would include extending college and career readiness activities to the 10th grade and/or adding additional case management/academic mentoring services to target support for repeat 9th graders and additional focus students.	<i>All - Focus student's needs fall in each of the areas.</i>	<i>Social, Emotional, Behavioral, and Health Support & Family Involvement</i>	<i>On time promotion, passing core classes, & attendance</i>
		<i>\$200,000</i>	<i>\$350,000</i>				