

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

School Information:

School name: Interagency Academy

School address: Columbia Center - 3100 S. Alaska St., Seattle, WA 98108

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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Title: Principal

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Attachment #2: Data Analysis Summary

Interagency Academy

ELL Data

Interagency currently serves 54 students listed as eligible for bilingual services, 42 of whom are served in our current model. Twelve students have waived services. There are twelve languages spoken in our school, and two students are listed as immigrants.

This data sorely underestimates the number of bilingual students we serve and the number of students who are immigrants and refugees. This is likely due to incorrect data taken during initial student enrollment (likely due to language barriers).

Of the 42 students registered and served in our current model, eleven have WLPT-II scores that do not register at all due to refusal to test (Level 0), one student scored at Level 1 (beginning), three students scored at Level 2 (intermediate), and twenty-five students scored at Level 3 (advanced). Fourteen out of twenty students who tested during the last school year showed gains on the WLPT II. The other students do not show scores in the past two years. This is likely due to truancy or not being enrolled in school. None of our ELL students have been in our program for four years or more.

Three of the ELL students have risk assessment factors above 16. There are eight ninth graders who are ELL, three students are repeat ninth graders, and five students are first time ninth graders. Twenty-five of forty-two ELL students have high rates of unexcused absences which mirrors the rate of Interagency students as a whole.

We also serve 30 students in a program called Casa de los Amigos, a federally run, residential program for children whose parents have been deported. Due to the highly mobile population in this program and Interagency's new affiliation with this program, we do not have achievement data for these students. We will next year.

Our ELL students are referred to Interagency for the same reasons other students are referred – legal issues/adjudication, truancy, long term suspension or expulsion for violent offenses, drug/alcohol issues, school failure, and social issues like homelessness or pregnancy.

Data Analysis

Interagency Academy is a network of ten alternative high schools partnered with social service agencies and CBOs that serve a constantly growing population of students with incredible challenges in their lives. Our student population changes every week as we add new students who are returning from having dropped out due to:

- Pregnancy, homelessness, untreated mental illness, or other traumatic events;
- Having been expelled or long term suspended from comprehensive Seattle high schools for violent or drug-related offenses;
- Having returned from incarceration (either Juvenile Detention, JRA, or King County Jail); or
- Having not been supported adequately by the regular system for a variety of other reasons and are off track to graduate.

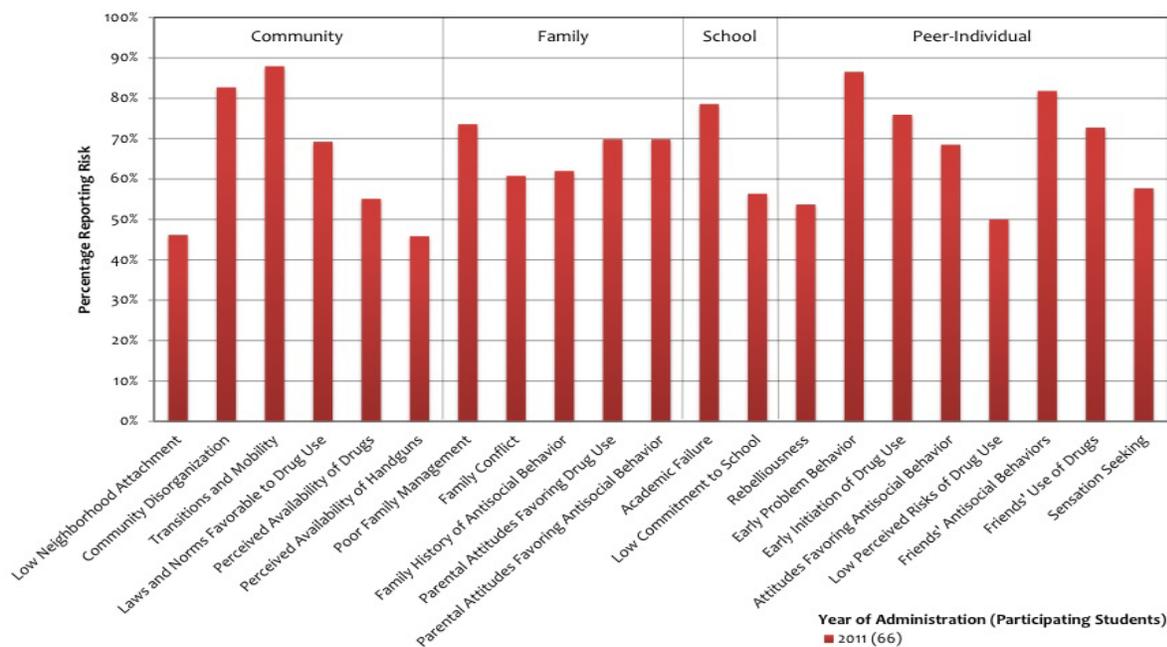
Interagency Academy is made up of the following school sites:

- Orion Center – Downtown and partnered with YouthCare
- Youth Employment Program (YEP) -- Downtown and partnered with Seattle Youth Employment Program and the Mayor's Office
- University District Youth Center (UDYC) – Across the street from University of Washington and partnered with UDYC (homeless youth drop-in center) and Catholic Community Services
- Southwest at Youngstown (SW) – West Seattle and partnered with Youngstown Cultural Arts Center and Southwest Youth and Family Services
- Opportunity Skyway Air Academy – Southeast Seattle and partnered with King County International Airport
- Alder Academy – Central District and partnered with King County Juvenile Corrections
- YouthCare North Campus – North Seattle and partnered with YouthCare specifically to serve youth working to exit prostitution (The Bridge) and students whose parents have been deported (Casa de los Amigos)
- Metrocenter YMCA – Downtown and partnered with the YMCA and Seattle Youth Violence Prevention Initiative
- King County Jail – Downtown and partnered with KC Adult Corrections for students 18-21 years of age.
- King County Juvenile Detention School – Central District and partnered with King County Juvenile Corrections

The data we used for this analysis is a snapshot of one moment in time for our school, when the spring Secondary Risk Report captured the data. Because we add between 15 - 40 new students every week, the data we collect at any one time represents the population at that time. Last school year we served 1,142 new students from September through June with an average of 500 students on any given day. Well over half of our students stay with us through the year once they have been assigned a site, many stay with us for years and graduate with us, and a small number transition back to comprehensive high schools.

Our achievement data shows that when we get students to come to school consistently, they achieve in all tested areas and earn credits toward graduation. Our attendance data shows that we have a huge truancy problem. When you look at the Evidence2Success Pilot Survey data from Spring of 2011, a clear picture emerges of why our kids are not coming to school (see graph below). They are overwhelmingly living in communities and families that use drugs regularly, where physical and sexual violence is the norm, where weapons are common, where unsafe sex leads to both disease and unwanted pregnancy, where consistent meals and shelter are not the norm, and where families cannot be depended on to create a safe, consistent environment where children So, we need to find a way to make school a compelling place where students see a way to break the cycle so prevalent in their family and community. They need to see that what we have to offer will make a difference in their future lives, and they need to see that right away. If they don't, we lose them back to the communities and families from which they came, and they are bound to repeat the cycles that plague poor communities of color in Seattle. can focus on school.

Risk Profile 9th & 10th Grades: 2011



*Taken directly from Evidence2Success Pilot 2011, Interagency Academy

For the purpose of this proposal, our data analysis will include two groups of ninth graders, first time ninth graders and repeat/off-track ninth graders. Interagency, as a rule, does not start ninth grade students on the first day of school. We receive students when it becomes clear that they are not going to succeed at a comprehensive high school. A large focus for us is students who enter after the start of the year. Already this school year we have started 888 students after the first day of school. In our focus group of 9th graders, 38 students started in September, 42 students started in October, 30 students started in November, 12 students started in December, 37 students started in January, 41 students started in February, 33 students started in March, and 9 students started in April (as of April 11).

Currently, Interagency serves 39 first time 9th grade students. Average attendance for this group of students while at Interagency this year is 70%, but 23 of these students (58%) are labeled high risk for unexcused absences. To be on track to move to 10th grade in 2012-13, students should have 2.5 credits by the semester. Only 12% (5 students) in this group have 2.5 credits or more. 64% (25 students) have between 0 and 1 credits. Only 7% (6 students) have a GPA of greater than 2.0. 23% (9 students) have a passing score in their last math course, and 30% (12 students) have a passing score in their last language arts course. On the last MSP assessment in math, 35% (14 students) scored in the Level 1, 23% (9 students) as Level 2, and only one student passed (2%). On the last reading MSP, 30% (12 students) scored in the Level 1 range, 17% (7 students) in Level 2, and 17% (7 students) passed.

Interagency serves 112 off track 9th grade students who are in 9th grade for the second, third, fourth, or fifth time. Average attendance for this group of students while at Interagency this year is 63%, but 68 students (60%) are labeled high risk for unexcused absences. 21% (24 students) have between 0 and 1 credit, and 57% (64 students) have between 1 and 5 credits. 95% (106

students) have a GPA below 2.0. 56% (63 students) have a passing grade in their last math class. 52% (59 students) have a passing grade on their last language arts course. On the last MSP assessment in math, 26% (29 students) scored in the Level 1 range, 7% (8 students) as Level 2, and only 5% (6 students) passed. On the last reading MSP assessment, 17% (19 students) scored in the Level 1 range on their last MSP assessment, 20% (23 students) are Level 2, and 27% (30 students) passed.

The outcome we will focus on first is moving 9th graders to 10th grade. The very nature of our school population is that they are not on pace or on time. Our goal will be to get every student to a predictable pace for earning credits. This means that success will be counted by a student earning a minimum of .5 credits every month. While we can't guarantee that every student will earn enough credits during the 2012-13 school year to advance to 10th grade, we can set markers that show consistent increases in earning freshman credits. The following table shows the minimum credits we will expect students to earn based on the amount of time they are with us and whether they commit to working through the summer at the same pace:

Start at Interagency	Minimum credits earned by June	Credits earned in summer (by August)
September	5	6
October	4.5	5.5
November	4.0	5.0
December	3.5	4.5
January	3.0	4.0
February	2.5	3.5
March	2.0	3.0
April	1.5	2.5
May	1.0	2.0
June	.5	1.5

We will offer and expect students to earn credits at the rate listed above, and we will add the credits from previous schools to that total. While our goal is to move them all to 10th grade in a year, we have to be realistic about where students are starting. We will judge our performance by our ability to change the rate at which students are earning credits using the metric above as the minimum standard.

Next, we will focus on preparing our students for success on the state tests, including the HSPE in reading and writing, and the EOC exams in algebra, geometry, and biology. When students earn enough credit in core areas required to move to 10th grade, students are prepared for required state tests. The primary reason our students have not been prepared is because they have not attended school regularly from elementary grades through the present.

The indicators that will show we are making progress toward the outcomes are clear: reduction of absences, increasing rates of passage of core classes, students meeting or exceeding typical growth on MAP in reading and math, and a demonstration of increasing English language acquisition. Every area is critical for us because of the connection to necessary outcomes. Without increasing attendance, we cannot address the critical academic needs. Without understanding why students are not attending and developing a care plan for students that address the risk factors facing them outside of school, we cannot address the academic needs. Because all of our students are severely at risk, the indicators we choose to focus on will vary based on the data we collect that demonstrates the greatest needs for each student.

Capacity of School ELL Program Interagency uses a Sheltered Instruction in English model for ELL instruction. Students are included in all general education classes. Teachers scaffold instruction to allow ELL students to access grade level content and continue English language acquisition. All teachers use tested, evidence-based ELL strategies such as anchor charts and vocabulary previewing. Additional instructional approaches are included in the Reading and Writing Workshop curriculum which is used for Language Arts, such as independent leveled reading instruction, guided reading, teacher led read-alouds, and small group skill based instruction. All core classes are small (usually <15 students). Students have opportunities to practice academic language as they engage in guided interactions in pairs, small groups and in class discussions. Teachers confer regularly with individual students to monitor language development and content understanding.

Test data provides evidence that the strategies are helping some of our students to make gains. For example: Fourteen of twenty ELL students who took the WLPT-II last year showed gains. Sixty-two percent of ELL students who tested both Fall 2011 and Winter 2012 showed gains on the MAP test in reading while thirty-seven percent showed gains in math. The data indicate we have room to improve, especially in math. We plan to include professional development in best practices for working with ELL students for all of our staff early next fall and will allocate time in our regularly scheduled team meetings to study disaggregated data so we can monitor our progress throughout the year.

Though our school principal has not attended specific training in ELL instruction in the last three years, she did previously complete the course in Guided Language Acquisition Design (GLAD). She has also led the effort to implement Reading and Writing Workshop instruction methods throughout the school, in part to better meet the needs of ELL students. The principal provides oversight of instruction for English Language Learners by regularly observing classes, monitoring progress of all students including ELL students, working with staff to develop needed interventions, and securing new teaching materials to meet student needs. Three of our teachers, Gina Cassinelli, Thatcher Wood, and Chris Kaufman, have ESL endorsements in addition to secondary subject endorsements. Our reading specialist has completed SIOP training. Other staff members report having recently completed GLAD(3 teachers), Scale Up 100-300 (1), Advanced Structured English Immersion(1), and the Danforth ELL Instruction Module (1).

Before starting classes at our sites, students participate in a weeklong orientation and assessment process. Academic assessment includes the MAP test for reading and math, and a writing assessment. We interview each student and solicit information from parents. We review school records and determine if students are eligible for bilingual or special education services. If literacy concerns are noted, students have an individual reading assessment with our reading specialist. This gives us an opportunity to consider each student's conversational and academic English language skills as part of the placement and instructional plan. This information is provided to the student's teachers when they start classes after the orientation.

At every site, teachers scaffold lessons to reach all learners. For ELL students, specific scaffolding includes previewing key vocabulary, guided interaction in small groups, using “just right” text and graphic organizers, and materials such as ACHIEVE 3000, which delivers grade level content to students by modifying text to match the learner’s current reading level. Students receive content specific direct instruction with multiple opportunities to try out the strategies taught in class, so that the teacher may conduct informal/anecdotal assessments and support as the students needs arise during the class.

In addition to core curriculum materials, we use the following supplemental materials to support ELL students: Math: *JUMP Math* curriculum, *I Can Learn* computer based math curriculum, Algebra Tiles, *Hands on Equations* manipulative equation solving materials. Reading: Reading Workshop supports students reading “just right” books. We maintain substantial classroom libraries to support students at all reading levels. Students are encouraged to use dictionaries, including dual language dictionaries. ACHIEVE 3000 is available at selected school sites. Writing: Writing Workshop engages students in rigorous genre specific writing instruction at their current level of English language proficiency. Students use dictionaries and thesauruses. Students are invited and encouraged to participate in public readings to celebrate and highlight their English language progress, often at Barnes & Noble Book Fairs.

Other supports for ELLs For ELLs not currently on track, we provide the following interventions: ELL students who also have an IEP receive additional support, modifications and accommodations consistent with their IEP. Students at all sites may also enroll in a second dose Support Math or Reading Intervention class. The reading class uses the Wilson Phonics program, designed for students with learning challenges, and also shown effective with English language learners.

Our staff communicates with parents regularly about their student’s progress. Family contact includes conferences, phone calls, and home visits. Staff are available to translate in Spanish, Samoan, Vietnamese, Mandarin, Cantonese. Additional translation is arranged as needed. Parents are invited to participate in the initial orientation meeting and we schedule parent gatherings twice each year to inform parents about ways they can monitor and support their child’s progress. Topics include accessing The Source, graduation requirements, supporting students on homework and in online classes at home, and planning for post high school options. Students and parents who utilize the Achieve3000 program can use it outside of school hours, wherever they can access the internet (parent accounts are available).

During the 2012-13 school year we plan to increase parent outreach during the orientation process, especially for ELL families, and increase parent participation in planning for life after high school. The positions and partnerships made possible through this investment will support additional family participation throughout the school year as we are able to make stronger connections with families through home visits, additional family contacts to link students and families to services, and additional support for students pursuing post high school goals.

Attachment #4: Work Plan Summary

Attachment #4: Work Plan Summary

Interagency Academy

High School Innovation

RFI 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?	<p>All 9th graders starting at or transferring to Interagency who did not pass the 8th grade Math MSP, or who have MAP scores < 232.</p> <p>This includes first time 9th graders and repeat 9th graders.</p>	<p>All 9th graders starting at or transferring to Interagency who did not pass the 8th grade MSP, or who have a MAP score < 200 will be further assessed by our LAP funded reading specialist. If students also demonstrate writing challenges during intake, they will also be assessed.</p> <p>This includes first time 9th graders and repeat 9th graders.</p>	<p>All 9th graders starting at or transferring to Interagency during the school year, i.e., all current and new students with fewer than 6 credits (including all 9th grade core classes).</p> <p>This includes first time 9th graders and repeat 9th graders.</p>	<p>All 9th graders entering or transferring to Interagency with five or more absences during the most recent semester.</p> <p>This will include almost all, if not all, of our first time 9th graders and repeat 9th graders.</p>	<p>All ELL students at Interagency, with special focus on students with 9th grade credits.</p>

	<p>Why did you choose these focus students?</p>	<p>Performance on the 8th grade math MSP is an indicator of readiness for high school math content. MAP scores provide a second data point (232 is the median 8th grade mid-year score) Algebra 1 is challenging for many students. Providing extra support (through a second math class and other support strategies) to these students will allow them to succeed in Algebra and future high school math.</p>	<p>Students who struggle as readers have a difficult time accessing the high school curriculum in all subject areas. MSP and MAP data give a good indication of student's needs in reading. A MAP RIT score below 200 has proven to be an indicator of necessary intervention and follow up. We will use our LAP funded reading specialist to assess and teach these intervention classes to readers.</p>	<p>Virtually all 9th graders who come to Interagency after school starts in September are already "behind" on credits. Not earning full credits in the first 9th grade year is a risk factor for dropping out. Returning (older) students who come to Interagency with fewer than 6 credits are at even greater risk. Focusing our efforts to support these students will increase the pace at which they earn credits.</p>	<p>Most students who come to Interagency as 9th graders have been absent from school for more than 20 days. Addressing attendance issues through supporting social/emotional/behavioral and academic needs is essential if students are to make progress toward high school completion.</p>	<p>In addition to the challenges faced by all Interagency students, ELL students must also contend with developing English language skills as they are challenged to master grade level material. All ELL students will benefit from the improved instructional skills our staff will acquire through professional development. Care Coordinators will help students have better access to language appropriate and culturally competent social and health services.</p>
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	How many will you serve? ~50 incoming 1 st time 9 th graders ~150 repeat 9 th graders	~45 Level 1 Math Students ~20 Level 2 Math Students (Both 1 st time 9 th grade students and repeat 9 th grade students)	~35 Level 1 Readers ~30 Level 2 Readers (Both 1 st time 9 th grade students and repeat 9 th grade students)	~45 1 st time 9 th graders ~150 repeat 9 th graders	~25 1 st time 9 th graders ~70 repeat 9 th graders	~54 ELL students across all grades
Outcomes & Indicators*	Baseline	45 incoming 9 th graders @ Level 1 in math.	35 incoming 9 th graders @ Level 1 in reading.	~195 9 th graders are behind in earning credits to move to 10 th grade.	~95 9 th graders have serious attendance problems.	14/22 students made gains on WLPT-II (63%).

	Proposed Target	<p>50 % of Level 1 math students will exceed typical growth on Spring to Spring MAP math*</p> <p>*Depending on when they start with us. All who start in September will exceed typical growth.</p>	<p>70 % of Level 1 reading students will exceed typical growth on Spring to Spring MAP reading*</p> <p>*Depending on when they start with us. All who start in September will exceed typical growth.</p>	<p>We expect students to immediately begin earning credits (by passing classes) on a consistent, paced basis. Depending on when they enter our school, we expect the following:</p> <table border="1" data-bbox="1184 592 1465 1079"> <thead> <tr> <th>Start date</th> <th>Credits by June</th> </tr> </thead> <tbody> <tr><td>Sept</td><td>5</td></tr> <tr><td>Oct</td><td>4.5</td></tr> <tr><td>Nov</td><td>4.0</td></tr> <tr><td>Dec</td><td>3.5</td></tr> <tr><td>Jan</td><td>3.0</td></tr> <tr><td>Feb</td><td>2.5</td></tr> <tr><td>Mar</td><td>2.0</td></tr> <tr><td>Apr</td><td>1.5</td></tr> <tr><td>May</td><td>1.0</td></tr> <tr><td>June</td><td>.5</td></tr> </tbody> </table> <p>80% of 1st time 9th graders and 60% of repeat 9th graders who attend 60% or better will earn credits on pace with the chart above.</p> <p>80% of 1st time 9th grade students who attend 60% or better will earn credits on pace with the chart</p>	Start date	Credits by June	Sept	5	Oct	4.5	Nov	4.0	Dec	3.5	Jan	3.0	Feb	2.5	Mar	2.0	Apr	1.5	May	1.0	June	.5	<p>We expect students to increase their attendance when they start at Interagency in the following way: If the past history is: *0-25% attendance, we will increase to 50% or better. *26-50% attendance, we will increase to 60% or better. *51-70% attendance, we will increase to 80% or better. *Over 80%, we will look for any increase as success.</p>	<p>80 % ELL students tested will make gains on WLPT-II*</p> <p>*Depending on when they start with us. All who start in September will exceed typical growth.</p>
Start date	Credits by June																											
Sept	5																											
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Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
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Strategies	<p>What services will be provided?</p>	<p>Reduced class size for all math classes.</p> <p>Extra Math Support class for students in this group – max 12 students per class per site. Curriculum chosen based on what MAP scores indicate are areas needed for growth and for success in current grade level course.</p> <p>For focus students, an additional 3-hour session will be required every Friday for academic support (includes reading/math and other academics).</p>	<p>Emerging readers, those in the K-2 range (as measured by MAP and Wilson assessment), will all be assigned to a reading Intervention class using Wilson Phonics curriculum.</p> <p>Our implementation of Readers and Writers Workshop for all of our high school students has allowed us to differentiate our instruction to meet every student where he/she is. Classes are reduced size, there is targeted small group and individual instruction.</p> <p>For focus students, an additional 3-hour session will be required every Friday for academic support (includes reading/math and other academics).</p>	<p>9th Grade Success Accelerator Advisors will lead daily groups with our focus students at each site. The focus is on work completion/staying on pace to move to 10th grade, study skills, achieving personal goals based on individual students' barriers, and planning for graduation and post-graduation.</p> <p>Our School to Life Specialists are critical in connecting students to school by helping them see the relevance of school to their future.</p> <p>Close monitoring of academic progress, grades, and credit completion by 9th grade advisor is critical.</p> <p>9th Grade Success Accelerator Advisors will be expected to work closely with each student's family or support system.</p>	<p>Our coordinated support team will identify causes of attendance issues, and plan with student how to overcome barriers.</p> <p>Students set attendance goals and create a plan for achieving them.</p> <p>Care Coordinators will link student and family to services to address reasons for truancy and monitor success of referral and services. 9th grade advisor will monitor attendance and follow up with student/family daily.</p> <p>Our School to Life Specialists are critical in connecting students to school by helping them see the relevance of school to their future.</p>	<p>All staff will increase attention to effective strategies for ELL language acquisition. ELL students who are struggling in reading and/or math will be enrolled in second dose support classes. Reading support will use the Wilson Phonics program, which accelerates reading development for ELL students. We will continue to work with and refer students to Consejo, ACRS, Sea Mar and other community service providers with cultural and language assets. Care Coordinators supported through this investment will connect students and families to services. High School to Life staff will organize outreach to families of ELL students to ensure participation in</p>
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<p>Briefly summarize the frequency and duration of the support.</p>	<p>Additional math class meets 4 times/week – 1 hr. each day. Additional 3 hour session for 9th graders on Fridays (all subjects).</p>	<p>Additional reading class meets 4 times/week – 1 hr. each day. Additional 3 hour support session for all 9th graders on Fridays (all subjects).</p>	<p>Daily 9th Grade Success Accelerator Advisory meets 45 min/day Mon-Thur and on every Friday for 3 hrs. Care Coordinator is involved as needed, but regularly.</p>	<p>Daily Advisory monitoring. Family contact as needed. Care Coordinator intervention and support as needed.</p>	<p>Professional development: 3-2 hour training sessions for all staff ELL support for students in reading and math, 4 times/week, 1 hr. each day Care Coordination: as needed</p>
<p>Which Key Component does this strategy fit under?</p>	<p>Extended in-school learning time College and Career Readiness</p>	<p>Extended in-school learning time College and Career Readiness</p>	<p>8th to 9th grade transition(9th graders who enter school after start of year will not have made a successful transition) Social/emotional/behavioral and health support. Family involvement College and Career Readiness</p>	<p>Social/emotional/behavioral and health support. Family involvement College and Career Readiness</p>	<p>Extended in-school learning time Family involvement Social/emotional /behavioral and health support College and Career Readiness</p>

	<p>Explain your rationale for selecting this strategy.</p>	<p>Students need additional instructional time and the opportunity to learn content and skills they have missed. Curriculum can be individualized to student needs and learning style. Extra class allows for additional use of manipulative materials such as algebra tiles and hands on equations. We will also use <i>I Can Learn</i>, a computer based program. Increasing focused academic time for 9th graders gives them a chance to increase pace of learning and credit accrual in supportive, small class settings.</p>	<p>Students who struggle in reading have a difficult time accessing all parts of the high school curriculum. Wilson Phonics is an evidence based program designed to increase students' decoding skills. We have used it for one year with great success. With strengthened basic skills, students can benefit from reading instruction provided to all students to improve fluency and comprehension. Increasing focused academic time for 9th graders gives them a chance to increase pace of learning and credit accrual in supportive, small class settings.</p>	<p>Students who have fewer than 5 credits at the end of their 9th grade year are at high risk for dropping out of school. We believe providing special 9th Grade Success Accelerator Advisory for these students will create a sense of urgency, allow students to connect to one key adult staff member who will get to know them well, problem solve with them when issues arise, and connect them to other opportunities. The Advisor will closely monitor their learning and progress and intervene immediately if there are concerns. The additional 3 hour session each week will give students added, guided time to catch up on missed learning opportunities.</p>	<p>Each and every student we serve faces barriers outside of school that contribute to their patterns of attendance. Interagency's intake/orientation process gives us an opportunity to identify and understand some of the barriers students face, e.g. mental health, lack of stable housing, domestic violence, drug/alcohol issues, lack of transportation, pregnancy or parenting responsibilities. A Care Coordinator will be able to connect students to community services that will help address these barriers, support the student/family in moving past their barriers, and create a strong connection between student, family, services, and school. Research tells us that when students have at least one adult at school who is connected to their success, they are more likely to attend.</p>	<p>In addition to the challenges faced by other Interagency students, ELL students must also contend with developing English language skills as they are challenged to master grade level material. All ELL students will benefit from the improved instructional skills our staff will acquire through professional development. Care coordinators will help students have better access to language appropriate and culturally competent social and health services.</p>
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Key People	Who are the key people who will deliver the proposed strategies and what related experience do they have?	<p>Highly qualified math teachers will teach the intervention classes at each school site.</p> <p>Teachers will have training in intervention math curricula.</p> <p>Math teachers work together every week for 3 hours as a Professional Learning Community to deepen their practice. This is led by our math specialist (funded through Title ID-Institutional Education).</p>	<p>Highly qualified reading and writing teachers will co-teach the intervention classes at each school site with our Reading Intervention Specialist.</p> <p>All reading teachers have been trained in Wilson Phonics and Readers/Writers Workshop.</p> <p>LA teachers also participate in weekly 3 hour PLCs to deepen their practice. This is led by our literacy specialist (funded through Title ID-Institutional Education)</p>	<p>One or two teachers at each site will be selected to lead the 9th Grade Success Accelerator Advisory. We will offer the positions to our strongest staff.</p> <p>Care Coordinators will be hired by our partner agencies – Interagency will participate in selection.</p> <p>High School to Life Specialists will be hired through the school district and will function as connectors between students and career/college experiences.</p>	<p>One or two teachers at each site will be selected to serve as 9th grade Advisors. Care Coordinators will be hired by our partner agencies – IA will participate in selection.</p> <p>High School to Life Specialists will be hired through the school district and will function as connectors between students and career/college experiences.</p>	<p>Current teachers with ESL endorsements and those who have already completed substantial training will take the lead in analyzing data and recommending professional development for our entire staff. We will also work with Veronica Gallardo, Director of Bilingual Services.</p> <p>We will harness the relationship we have with Youthcare’s Casa de los Amigos program where their expertise is bilingual education.</p> <p>The Care Coord. will be selected in part for their experience with ELL students. They will play a key role in connecting students and families to services and engaging families in school activities.</p>
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Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
Partnerships and Collaborative Efforts	If a community partner is providing services, identify the organization and their role.	This area is covered by our school staff. The community partners will help with our success by increasing the attendance and focus of students by helping have their other needs met.	This area is covered by our school staff. The community partners will help with our success by increasing the attendance and focus of students by helping have their other needs met.	While key responsibility for supporting students in passing classes and earning credits will be with Interagency instructional staff, we will contract with Youth Care, SWYFS, and THS to provide Care Coordination Case Management services to connect students and families to services that address issues and barriers contributing to student ability to attend school regularly.	We will contract with Youth Care, SWYFS, and THS to provide Care Coordination Case Management services to connect students and families to services to address issues that contribute to student motivation and ability to attend school regularly.	We will work with Youthcare's Casa de los Amigos program, ACRS, Consejo, Sea Mar, Safe Futures, CISC, and other agency partners with cultural focus and language accessibility. We will refer students and families, facilitate getting students connected to services, and monitor progress and emerging needs.

	<p>What is their specific expertise in helping you achieve your results?</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>YouthCare specializes in case management and other services for young people with unstable housing and related concerns. Many of our students have these needs.</p> <p>YouthCare case managers are able to connect students to a wide range of needed services in the community in addition to services provided by the agency, drug/alcohol support, mental health counseling, job training/employment, and clothes/food. SWYFS services include counseling, family support, SYVPI, teen parent support and other services our students need. SWYFS participates in the West Seattle Care Coordination Pilot Project and will fill the care coordination role for that effort. Therapeutic Health Services (THS) provides counseling, mental health, substance abuse treatment, and case management services for students with a focus on central and south Seattle.</p>	<p>These organizations have a strong history of assisting young people and their families to overcome obstacles and make strong connections in the community.</p>
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	<p>Why did you select this partner and what is your history with them?</p>	<p>N/A</p>	<p>N/A</p>	<p>We have a long successful history of working with each partner agency. Youth Care partners with Interagency at our Orion Site (housed at the YC Orion Center). Students benefit from internships, housing case management and other services at the Orion Center. SWYFS is located across the street from Interagency SW School in the Delridge corridor. Interagency places students at the SW Education Center operated by SWYFS under contract with SPS. Interagency and SWYFS refer students (in both directions) and jointly serve many students.</p> <p>This investment will expand and strengthen the cooperative working relationship to better serve students in W. Seattle. THS offers drug/alcohol intervention groups at every Interagency site, and we refer many students to THS, especially for substance abuse assessment and treatment services. Staff from THS regularly participate in Interagency student placement planning. This investment will build on the existing partnerships and increase timely access to needed services.</p>	<p>The agencies all offer effective services that our students need. We have had success working with them as partners.</p> <p>We expect to develop working partnerships with additional service organizations as a result of this investment.</p>
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Leveraged Funds	If you are leveraging other funds to support these strategies, please identify them here.	Title ID (Institutional Education/ Neglected and Delinquent Youth) pays for a full time math specialist.	LAP pays for a full time reading intervention teacher. Title ID (Institutional Education/ Neglected and Delinquent Youth) pays for a full time literacy specialist.	We have access to money from a federal high school dropout recovery grant that funds our online learning program (American Academy), and funds a teacher for The Bridge (for girls exiting prostitution).		ELL funds pay for a full time teacher and an Instructional Assistant at Casa de los Amigos.
	How will other funds be used to support your strategy?	The combination of what we already have works perfectly with the expanded model described in this work plan.				

Attachment #5: College and Career Readiness Plan

Interagency Academy

Strategy #1: Curriculum and Assessment For our curriculum, we will use a combination of best practices aimed at accelerating achievement and helping student prepare for college and career. Individualized Student Learning Plans will be used to collect information and evidence about students' academic progress, personal and career interests, and college readiness. Students and advisors will use **connectedu.net** to administer and interpret career and interest inventories, as well as prepare and support college readiness and/or entrance assessments such as the COMPASS, PSAT, or ACT. Advisors will also use the resources on seattleschools.org and OSPI website, including Navigation 101 to create High School & Beyond plans. Students will take an online financial literacy course through The American Academy, and progress will be monitored by the advisor.

We will deliver the curriculum in small grade level Advisory groups – separating first time 9th graders from repeat 9th graders so that specific needs can be addressed. The small, specific groupings (<12 students) will allow advisors to frequently confer with individual students to encourage and monitor progress. Advisory classes will meet daily, with one day per week focusing on career/internship/high school & beyond, and one day focusing on meeting the academic requirements to proceed to 10th grade. Additional days will focus on attendance and personal goals.

Students in all grades will complete career and interest inventories using the web based connectedu.net program. This online tool provides assessments to explore questions like: “What do I like? What do I value? What are my skills?” Specific assessments and college entrance tests our students will take are detailed here by grade level: **9th grade:** EXPLORE. Students use the EXPLORE test scores to find out how well they know the subject matter and what they need to learn next to prepare for college. Results from EXPLORE and PLAN can be used to prepare for ACT. **10th grade:** PSAT and PLAN. The PSAT provides firsthand practice for the SAT. Students who take the test are considered for National Merit scholarships and can access additional college and career planning tools. We are also investigating curricula we might use to better prepare students for the COMPASS test since many of our students are interested in attending community college as a first step after high school. **11th grade:** SAT and/or ACT college entrance assessments. Students interested in Running Start or Community College will take the COMPASS test. **12th grade:** SAT, ACT and/or COMPASS.

In addition to working with students to prepare for the assessments, the Success Advisor will meet with students after the assessment to interpret results and help them plan for next steps. The Advisor will contact families to include them in the preparation plan for the assessment. The advisor will communicate with families frequently to keep up to date on progress and achievement as it relates to assessments and academic achievement.

In addition to daily work with their Advisors, 9th grade students will have the support of the Connecting High School to Life Specialists (through this investment) who will match students to internships and to jobs based on students' interests, needs and aspirations. Specialists will meet with students during Advisory and on Fridays when 9th graders will participate in activities to accelerate progress in their academic classes and further connect with school and life beyond

high school. The School to Life Specialist will meet with students at least twice each month to lead specific career and college knowledge activities. Students will also visit local colleges and career training programs.

Strategy #2: Student Portfolio Presentation: This event will be held at every site, once in winter and once in spring. Each student will prepare a summary of their achievements in a portfolio format to present to the community of advisors, teachers, peers, families, and community stake holders. Students will present academic, career/internship, and personal successes and aspirations along with continuing challenges and barriers.

Our plan for ensuring this process is meaningful for students and families entails monitoring closely the progress of the students and implementing early interventions that include the families when students encounter challenges.

Fall: Students create an individualized Student Learning Plan with the advisor and begin working on connectedu.net. **Winter:** Students present a portfolio that summarizes their success and achievement, as well as identify current (revised and updated) aspirations and challenges. Families and other support providers will be encouraged to attend. **Spring:** Students present a portfolio that summarizes their success and achievement, as well as identify current (revised and updated) aspirations and challenges. Families and other support providers will be encouraged to attend the evening event.

Community Partnerships

We already work with the following community partners in support of student success and life beyond high school. For this investment, we will focus resources on developing capacity at our school sites to help students take advantage of the kinds of opportunities offered by: **YouthCare** – provides internships and apprenticeships for many students in the employment programs: Barista Training and Education, The Tile Project, YouthTech, YouthBuild, and Civic Justice Corps. **Seattle Youth Employment Project - SYEP's** School Year Program focuses on youths' academic needs to help them graduate from high school and identify post-secondary plans. During the summer, the program places youth in seven-week paid internships to develop work readiness skills and provide exposure to the world of work. **King County Airport** – Students interested in aviation or in aviation careers are offered assistance in finding a mentor or job shadow experience. **University District Youth Center** – The Zone Project at UDYC provides employability skills training and job search assistance. Youth receive 8 week paid internships during which they learn the creative writing process, using what they learn to create a personal Zine (mini-magazine) while also learning essential skills for obtaining and maintaining employment, such as accountability, job search techniques, resume and cover letter creation and interview skills. **Learning Employment Achieving Potential** – The LEAP program offers job readiness training to help students find and keep a job. The LEAP program tailors employment services to meet individual needs and goals and build employment skills. **Raising Our Youth as Leaders** – The ROYAL Project provides intensive support services to at-risk youth involved in the juvenile justice system.

Attachment #6: School-Based Health Center Plan Interagency Academy

Interagency Academy does not yet have a School-Based Health Center. We are anxious to begin developing a center to meet our students' health and mental health needs.

Tracking to Results

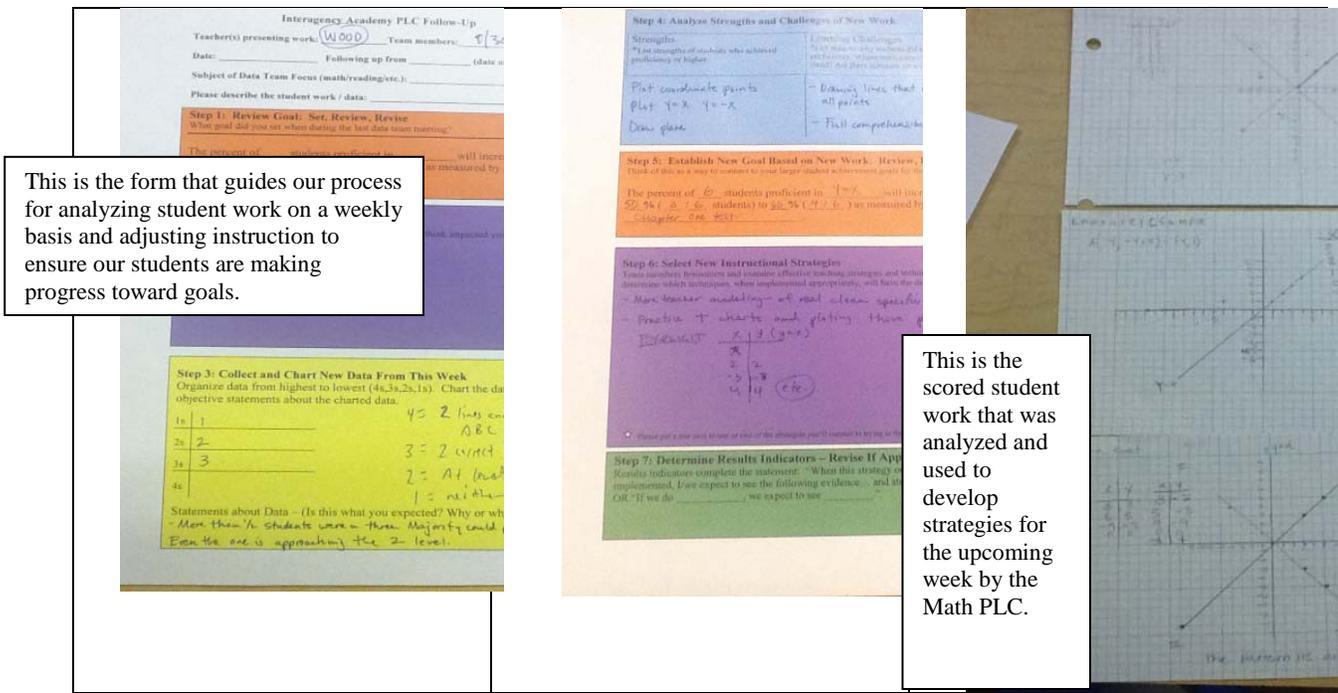
Please describe the process you currently have in place for helping your staff understand their baseline data and track their results.

During the 2010-11 school year, Interagency began to use meaningful data on a regular basis. We started a week long intake process for every student referred to Interagency at a consistent, new location (Columbia Center). During this week, our intake team works with our new students to determine current levels of performance in reading (MAP), math (MAP), writing (on-demand writing sample scored with a rubric), attendance (past performance), grades and credits (using transcripts), IEP status, and ELL status. If students are particularly low skilled in reading, writing, or math, our specialists follow up with one on one assessments to determine which interventions are necessary. We use all of this data, combined with a 1-1 interview with each student that illuminates the barriers and challenges in the student's personal life, to teach students to write realistic goals for reading, writing, math, credit earning, attendance, career aspirations, and personal issues (drug/alcohol, violence, housing, etc.).

All of this is translated into a very specific Student Learning Plan that follows the student to their assigned Interagency site. The Student Learning Plan and all of the data in it is reviewed daily in our advisory classes. Students reflect and revise goals as necessary. Advisors support students in getting help that they need to stay on track. We use the learning plans as a way to differentiate services and instruction for our students. The Learning Plans and the intake process will set up the new staff hired through this grant to be able to start right away addressing the needs that students have. Our school site teams spend an hour before the new students arrive reviewing the plans as a team. This allows them to prepare for the students and honor the work they have done.

We began MAP testing all students last year 3 times during the school year and using this data to set individual goals for students and to determine placement in intervention classes. We used our MAP data to judge our performance as a school and to adjust how we are teaching our students. Are our students meeting or exceeding typical growth? If not, what do we need to do? This culture change was massive for our staff, but they quickly shifted to feeling responsible for student achievement.

This year, our goal was to go deeper with our use of data and to use relevant, formative data to plan in real time for our student's needs. In order to make this goal a reality, we set up weekly 3 hour staff professional development meetings that focus on using relevant data to change our practice for the upcoming week. Each team brings relevant data from the past week, assesses it against the established learning targets, and plans together for the next week's instruction. Our language arts teachers focus on both reading, and writing, our math teachers focus on math, and our classified support staff focus on attendance data and data that shows the rate at which our students are completing online courses. For our reading, writing, and math teachers, we worked on how to use weekly formative data to design meaningful instruction for each of our students. An example of the math team's work and the process through which we do this work is below:



On a weekly basis we analyze our student work in math, reading, and writing. We also analyze our attendance data, credits earned using our online program (American Academy), and students dropped from schools due to 20 days of consecutive absences (20 day drops). The purpose of analyzing our attendance data is to see which students need intervention and to plan the specific interventions based on our knowledge of each student. Our American Academy data is critical for us to evaluate weekly because we have to stay on top of which students are on track to earn the necessary amount of credit and which students need additional support. Again, we design that support at the time of the data analysis. As our data shows, our students' lives are complex and challenging. We look at our 20 day drops every week to see why students have disappeared. Have they been incarcerated or lost housing? If we do not know why, we seek to find out and recover the students. We plan home visits or drives to areas that students often hang out. Phones don't often work for our students so we must be innovative in how we locate and re-engage our students.

Throughout the year, how will you know which students are on course to achieve Levy results?

We will add a weekly coordination meeting to review every 9th grade student (both first time and repeat) with the new Success Accelerator Advisors from every site, the Care Coordinators, the High School to Life Specialists, and the administrative team. The purpose of this meeting will be twofold: reviewing progress of each student related to every indicator, and collaborating to share resources across the city that will help students at every school site.

Each quarter we will have an all day student review meeting to examine how every 9th grade student is doing relative to the indicators and plan interventions accordingly. We will also review all of our ELL students to ensure they are on track to show improvement based on the indicators.

Briefly describe how your school and partners will use data to track and monitor your proposed results and adjust strategies as needed.

Our community partners will work together with us in the weekly data review process. The meetings will include High School to Life Specialists, Success Accelerator Advisors, the Care Coordinators, and the administrative team will review student data every week. This will allow coordination and collaboration among the teams as well as specific, planned interventions. Every member of the team will be accountable for reporting their work regarding each student and specific goals we are tracking.

Leadership, Planning, and Implementation

The purpose of this section is to identify the personnel capacity, support, and needs you will address in order to ensure you achieve your proposed results.

What decision-making process have you gone through in your school to get buy-in from your staff and allow for implementation of your proposed strategies?

Our staff meets weekly for 3 hours to stay on the same page and continue to develop effective strategies to meet the diverse needs of our students. Our budget process this year yielded a 45-0 vote in support of Interagency's plan. We have a very committed staff ready to make whatever changes are necessary.

How did you include your school-based health center in the RFI planning process? What role will your SBHC play in providing input on implementation of the proposed strategies?

Because we don't have a much needed school based health center yet, we will not include them in this process. We will, however, include this team in developing the plan for the School Based Health Center.

How did you include community partners in the RFI planning process?

Because of our deep, meaningful partnerships with the community partners we currently have, this process was easy for us. Community partners already host our schools and are looking for ways to better support and connect our students to services. We are starting ahead of other schools in the development of community partnerships because we already have ongoing and active partnerships with THS, YouthCare, SWYFS, Sound Mental Health, Boys and Girls Club, YMCA, SYEP, King County Airport, King County Department of Juvenile Corrections.

What plan do you have in place to allow community partners to continue to have input in program implementation?

We have ongoing dialogue with our community partners, and we expect to continue. Our systems will be assessed regularly in collaboration with our critical community partners.

Who are the key people within your school who will lead your Levy-funded strategies? What is the expertise and the specific roles they will play in helping you achieve your results?

	Expertise	Role in this investment
Kaaren Andrews, Principal	Oversees instruction, teams, overall project leadership, convene teams for data review and analysis. Lead project evaluation.	
Melinda Leonard	Math instructional leadership, Human services management.	Lead Care Coordination Team and School to Life Program. Continuing professional development in math.
Demetrice Wheeler	Orientation/ Intake/ Assessment Team Lead	Initial service planning, parent involvement for transitioning students, incorporate Care Coordinators into Intake Process so they are part of the team analyzing needs and barriers of all students.
Melissa Rysemus	Reading/writing instructional leadership and initiatives	9 th Grade Success Acceleration Advisory leadership. Screening for literacy needs. Professional development for literacy teachers.
Gina Cassinelli, Thatcher Wood, Chris Kaufman	ELL	Professional development and planning. Review academic progress and plans for ELLs.
Site Leads	Teachers who lead instruction and student support staff at each site. Expertise in site management, high risk student needs, progressive discipline, high school content, teaching.	Schedule and coordinate work of Care Coordinators and School to Life Specialists serving students at site. Communicate between sites and other stakeholders. Track services and progress.

Please list someone from each of your partner organizations, including your SBHC.

Therapeutic Health Services	Norman Johnson
King County International Airport	Leslie Barstow
Southwest Youth and Family Services	Steve Daschle
YouthCare	Melinda Giovengo / Hedda McClendon/ Ruth Blaw
King County Department of Corrections	Pam Jones / Lee Davis
The Bridge (Youthcare)	Leslie Briner
Casa de los Amigos (Youthcare)	Silvia Mendoza

University District Youth Center	Erin Maguire
SYEP	Kellie Nakano
Rainier Vista Boys and Girls Club	Rick DuPree
YMCA	Jennifer Parker
Youth Violence Prevention Initiative	Mariko Lockhart

Please describe the systems you have in place to identify the components of a strategy that is or is not working.

The collaborative student review meetings will illuminate for us what is working and what is not. We will use this information to adjust our strategy accordingly.

What challenges do you anticipate and what steps will you take to increase your chances of achieving your results?

The most critical piece that we need to put in place is around building the team of professionals we hire. We need to be clear with them what our expectations are, how they will be measured/ judged, what accountability measures will be in place, and our expectations around collaboration. We expect to grow and change from the team dynamics.

If applicable, who within the school district will be supporting your school in achieving your results? What is their expertise and specific role?

We expect to have full support from our district team, specifically Michael Tolley, Interagency's Executive Director. We will also utilize Veronica Gallardo, Director of Bilingual Services, Becky Clifford, Director of Special Education, and Dinah Ladd, Homeless Liason.

What other funds do you plan to leverage to support this work to achieve your results?

We will use our Federal Title ID (Institutional Education Grant/ Neglected and Delinquent Youth Grant) to supplement the work we are doing. Also, our LAP funds are devoted to reading intervention support for our students, specifically Wilson Phonics.

Previous Success

MAP data has been useful on an individual basis only. Our students are in transition to the point that it is nearly impossible to look at averages to tell any story. However, our MAP scores show we are seeing way above district average gains for all off track 9th, 10th, 11th, and 12th grade students in reading and math (Fall to Winter MAP 2010-11). We tested more students than ever last year (a 1000% increase). This required us to drive every student in vans from sites to the Columbia Center to test because we do not have access at our school sites.

We have increased our enrollment significantly, and this is due to a purposeful intake process (described above). We have also increased our daily attendance by 45% last school year (from 25% to 70%). I believe part of this increase is due to our purposeful intake process and individualized approach.

Our discipline referrals and incidents are significantly lower than they were last year. We have almost no suspensions and a much higher rate of retention.

Student Learning Plans are the heart of our work at Interagency. We have adjusted, analyzed, studied, and adjusted again the plan format, content, and function. Plans are available for review. We have developed a professional learning focus around the SLPs and have many examples of student growth and learning through our SLPs. We also went through a process of evaluating each Student Learning Plan in partnership with each student to assess progress toward goals in academic status (credit earning), reading, writing, math, career development, and personal goals/achievement.

As described above, we review data in the area of math, reading, writing, and attendance on a weekly basis. We also review benchmark data (MAP, HSPE, EOC) when the data is released. This guides our scheduling of student interventions as well as our instructional practices.

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
7120	Care Coordination Contractual Services - YouthCare	\$47,000	\$94,000	<p><i>Under high range budget we would purchase 2.0 full time case managers through YouthCare. Under the low range budget, we would purchase 1.0 case managers. Each case manager would be attached to a specific site or two sites (depending on size of site) with the purpose of connecting students who attend Orion, YEP, YMCA, UDYC, Opportunity Skyway, and our new SE site to critical services by using YouthCare supports and other community providers as necessary. The Care Coordinators would be part of the Interagency team helping to determine needed services, connecting students to services and supports, and following up with students and service providers about progress. They would also reach out to students who are missing school or need additional support including home or community visits. One case manager through YouthCare costs \$47,000.</i></p>	Attendance, Passing Classes	Social, Emotional, Behavioral, and Health Support and Family Involvement	<p><i>Reducing absences, credits earned toward promotion to 10th grade, meeting or exceeding typical growth on MAP for reading and math</i></p>
7120	Care Coordination Contractual Services - SWYFS	\$18,848	\$23,560	<p><i>Under high range budget we would purchase a half time case manager through SWYFS. Under the low range budget, we would purchase a 0.4 case manager. The role of the case manager would be to connect all students who attend SW @ Interagency to necessary services. The staff member will be the lead representing Interagency for the West Seattle Care Coordination Pilot Project led by Seattle King County Department of Public Health. The person would be part of the Interagency team, determine needed services, connect students to services and supports, follow up with students and service providers about progress. They would also reach out to students who are missing school or need additional support including home or community visits. A full time case manager costs \$47,120</i></p>	Attendance, Passing Classes	Social, Emotional, Behavioral, and Health Support and Family Involvement	<p><i>Reducing absences, credits earned toward promotion to 10th grade, meeting or exceeding typical growth on MAP for reading and math</i></p>

7120	Care Coordination Contractual Services - Therapeutic Health Services(THS)	\$9,424	\$23,560	Under the high end budget we would purchase a half time case manager through THS. Under the low range budget, we would purchase a 0.2 case manager. The case manager would be attached to Alder Academy with the purpose of connecting students to necessary supports and other community providers. The person would be part of the Interagency team, helping to determine needed services, connecting students to services and supports, and following up with students and service providers about progress. Each case manager through THS costs \$47,120.	Attendance, Passing Classes	Social, Emotional, Behavioral, and Health Support and Family Involvement	
20220503	Stipends for 9th Grade Success Accelerator Advisors	\$18,000	\$10,000	Success Accelerator Advisors (SAAs) are staff members at each site who are given a stipend to take on extra responsibility for advising and accelerating our two groups of focus 9th grade students. Under the high end plan, there would be one stipended advisor at each site serving the first time 9th grade students and the off track 9 th grade students. Under the lower end plan, we would add 4 SAAs and create smaller advisory groups. In both plans, SAAs will meet daily during advisory with his/her group of 9th graders to review progress and goals as well as to implement a specific college/career oriented curriculum. All 9th graders will attend an extra 3-hour session every Friday with the focus of getting caught up on credits and exploring/connecting with careers and college. Each stipend would be \$2000.	Passing Classes, Attendance, Math/Science, Reading/Writing, English Language Acquisition	9th Grade Transition, Extended Learning Time, Family Involvement	Reducing absences, credits earned toward promotion to 10th grade, meeting or exceeding typical growth on MAP for reading and math
7120	Connecting High School to Life Specialists	\$50,000	\$100,000	Under the high end budget, we would purchase 2.0 full time specialists who would serve between 2-3 school sites. Under the low end budget, we would hire 1.0 specialists who would serve a much larger number of students and school sites. The goal of this position is to develop an authentic connection between school and life beyond school. Our school schedule is built around the belief that students need real experiences in the work world to find meaningful long term goals. We reserve all day Friday for internships, employment, shadowing, college visits, and experiential learning. The School to Life Specialists would ensure every student had meaningful plans for Fridays, help students apply for jobs and internships, take students to visit local colleges and trade schools, and expose them to a variety of career options. We will build a collaborative team of specialists who share resources and best practices as we develop this model. One CHSL Specialist costs \$50,000.	Passing Classes, Attendance, English Language Acquisition	9th Grade Transition, Social/Emotional/Behavioral/ and Health Support, Extended Learning Time, Family Involvement	Students completing Career and Technical Education course of study before graduation, reducing absences, passing core courses

5100	Mid-Year Indicator Performance Pay (7.5%) - Earned in March	\$15,000	\$26,250	When we earn mid-year indicator performance pay, we will purchase netbooks at approximately \$200/each for our 9th grade students to make online course completion possible outside of the school day. We will also set up financial incentives for our students to successfully complete internships. We will also pay staff to open computer labs later in the evenings to support students who need extra help.	Students passing core courses/earning credits to move to 10th grade	Extended Learning Time, Social/Emotional/Behavioral and Health Support	9th graders promoting to 10th grade, students passing core classes each semester, meeting or exceeding expected growth in MAP for reading and math
5100	End-of-Year Indicator Performance Pay (7.5%) - Earned in June	\$15,000	\$26,250	When we earn end-of-year indicator performance pay, we will purchase netbooks at approximately \$200/each for our 9th grade students to make online course completion possible outside of the school day. We will also set up financial incentives for our students to successfully complete internships.	Students passing core courses/earning credits to move to 10th grade	Extended Learning Time, Social/Emotional/Behavioral and Health Support	9th graders promoting to 10th grade, students passing core classes each semester, meeting or exceeding expected growth in MAP for
5100	End-of-Year Outcome Performance Pay (10%) - Earned in September	\$20,000	\$35,000	When we earn end-of-year outcome performance pay, we will purchase netbooks at approximately \$200/each for our students to make online course completion possible outside of the school day. We will also set up financial	Passing Core Courses	Extended Learning Time, Social/Emotional/	9th graders promoting to 10th grade, students
	District Indirect (3.77%)	\$7,286	\$12,766				
	Total:	\$200,558	\$351,386				