

ELEMENTARY SCHOOL INNOVATION RFI

School Information:

School name: Madrona K-8

School address: 1121 33rd Ave. Seattle, WA 98122

Application Components and Checklist (submit in this order):

- Cover Sheet
- Data Analysis Summary
- Local School Level Data (Optional)
- English Language Learner Self Assessment
- P-3 Alignment and Collaboration Self Assessment
- Work Plan Summary
- Social, Emotional, Behavioral and Family Support Plan
- Management and Oversight Plan
 - Tracking to Results
 - Leadership, Planning, and Implementation
 - Previous Success
- Annotated Budget

Contact Information:

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Signature: 

Date: 4/26/12

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ATTACHMENT 2: DATA ANALYSIS SUMMARY

1. WaKIDS Data

During our Fall WaKids Teaching Strategies Gold Assessments, we noted the following:

- **Social Emotional:** Approximately 25% of our kindergartners did not meet age level expectations in three of the 12 dimensions of the social emotional domain. This is most prominently noted in the following dimensions: limits and expectations, interacts with peers, and makes friends categories. We've noted a wide range of our students were well below age level expectations.
- **Physical:** Approximately 50% of our kindergartners did not meet age level expectations in three of the five dimensions of the physical domain. The most notable categories where skills were lacking included: demonstrates balancing skills, demonstrates gross motor manipulative skills, uses fingers and hands, and uses writing and drawings tools.
- **Language:** Approximately 50% of our kindergartners did not meet age level expectations in four of the eight dimensions of the language domain. The most notable in the following dimensions: uses conventional grammar, tells about another time or place, engages in conversation, and uses social language. Once again a wide range of our students were well below age level expectations.
- **Cognitive:** Approximately 25% of our kindergartners did not meet age level expectations in two of nine dimensions. The most notable categories where skills were lacking included: shows curiosity and motivation and classifies.
- **Literacy:** We noted a wide range of abilities in the literacy domain. About 50% of our kindergartners did not meet age level expectations in the following dimensions of the literacy domain: notices and discriminates rhyme and writes to convey meaning. Approximately 20% of our kindergartners had difficulty identifying and naming letters. Three kindergartners were not able to identify letters at the start of the year. 25% lacked the ability to use letter sounds. We also noted approximately 25% of our students were not at age level expectations for using and appreciating books but almost all students would interact during read-alouds and book conversations.

Only one WaKIDS assessment was required by Seattle Public Schools as part of the pilot program. Next year two data points will be required as part of levy funding and we look forward to using this additional data to assess student growth in the future.

The WaKIDS information has informed conversations about the six Areas of Learning. Our students lack some basic skills when entering kindergarten. Holding a pencil, using a book, gross motor skills, and making friends are all categories with room for improvement. Our data analysis suggests several

strategies, including working with local daycare providers, creating a jumpstart program, and continuing our current work in the P-3 Collaborative Pilot Group could help our students before the first day of school. Once at school, small group interventions with our counseling team, one-on-one reading time with a tutor, and guided practice of basic skills will also help achieve age level expectations.

2. ELL Data

Madrona K-8 is not a designated ELL school. We have five ELL students in our Elementary. Our students who have been identified as ELL are testing Level 3 (advanced) and Level 4 (transitional) on the WPLT. Because of our low ELL population and advanced WPLT scores we include our ELL students in interventions used for all students. The ELL students who are struggling in math or reading will be included in our Focus Groups.

3. Data Analysis

Detailed data analysis of the Areas of Concentration indicates the following:

Improve Reading / Writing: Data provided by OFE shows 53% of our students not meeting typical growth on the reading MAP. Further analysis shows 59.6% of our students on Free and Reduced lunch students (FRL) and 37.9% of our students not on FRL are not meeting typical growth.

In reviewing our 3rd grade MAP data, we see a correlation between our lowest performing students and lack of growth. We are also noting our high population of students receiving special education services, and that these students are included in the lowest performing group. As seen in the OFE data, 73% of our special education students are not making typical MAP growth in reading. 55.6% of our special education students are testing at Level 1 on the reading portion of the MSP.

We are encouraged by two pieces of school data. One, the majority of our students are testing at Level 2 or Level 3 on the reading portion of the MSP for grades 3-5, and this includes both FRL students and non FRL students. And two, the reading intervention we've established in our 3rd grade classroom, Read 180, is indicating growth on assessments in our low Level 1 students, mid-range students, and high achievers.

In reviewing one of our 1st grade classroom's Teacher's College Assessments and Winter MAP reading growth data the following was noted:

- All students not on track to meet proficiency expectations for 1st grade on the Teacher's College Assessments for this year started 1st grade not meeting reading grade level expectations. With these students, however, all but one student *exceeded* typical growth on the Winter MAP.

A summary of the data analysis for reading:

- Our lowest performing students are typically students receiving special education services, with a few exceptions. Madrona K-8 is not designated as a school with special education services. We are working on a plan to show growth in our students who are currently on Individualized Education Plans.
- We are not seeing as much growth in our FRL student population as we are in our non FRL.
- In grades 3-5, we show many students close to proficiency but not meeting typical growth. The majority of our students are testing at Level 2 or Level 3 on the MSP for reading.
- In 1st grade, we see our struggling students making more than typical growth but because of where they started they are not meeting proficiency by the end of the year.

Identified Focus Groups for Reading:

- Focus Group 1: We are targeting K -2nd grade students who begin the year below grade level expectations.
- Outcome for Focus Group 1 students in Reading Area of Concentration: K-2nd grade students making annual typical growth on reading MAP.
 - *Kindergarten Target: 75% typical growth*
 - *1st grade target: 75% typical growth*
 - *2nd grade target: 60% typical growth*
- Indicators for Focus Group 1 students in Reading Area of Concentration:
 - Students with absences fewer than five days per semester excused or unexcused.
- Focus Group 2: We are targeting 4th – 5th grade students who tested Level 2 on the MSP.
- Outcome for Focus Group 2 students in Reading Area of Concentration: 3rd – 5th grade focus students moving from Level 2-Level 3 or higher on reading MSP
 - *4th grade target: Moving 50% of Level 2 students to Level 3*
 - *5th grade target: Moving 50% of Level 2 students to Level 3*
- Indicators for Focus Group 2 students in Reading Area of Concentration:
 - 3rd – 5th grade students meeting and / or exceeding annual typical growth on the Reading MAP.
 - Students with absences fewer than five days per semester excused or unexcused.

Improve Math / Science: Our MSP data for 3rd – 5th grades indicates a large gap between Level 1 students and those testing as proficient at Level 3. Overall 40% of our MSP students tested at Level 1, with 90% of our students with Individual Education Plans (IEPs) testing at Level 1. The MSP data for 3rd grade shows our students in the Level 1 Below Basic are very far from achieving Level

2. Forty four percent of our students on FRL tested at Level 1 compared to 18.2% of non FRL students.

The encouraging data is that we do have 46.7% of our students testing in Level 3 or higher. However in reviewing our 3rd grade MSP data, 53% of the Level 3 students received a score of 400-403.

We are also encouraged that, 58.1% of our students made typical growth on math MAP. Our teaching staff has indicated a link between reading and math but also notes, our students show growth quicker in math than reading. Accordingly we have decided to focus heavily on reading in our K-2 students.

In grades 3rd – 5th, we will provide small group interventions and out-of-school time to supplement math for our students. We will also focus on maintaining and improving proficiency for our students at Level 3.

Identified Focus Groups for Math:

- Focus Group Math: We are targeting 3rd – 5th grade students who have tested at Level 3 on the previous year's MSP, scoring between 400-405.
- Outcome for focus group students in Math Area of Concentration: 3rd – 5th grade students maintaining a Level 3 or higher on one or more grade-level state tests (this only applies to students who receive a scale score of 405 or below the prior year.)
 - 4th – 5th grade: 75% maintain Level 3
- Indicators for 3rd – 5th grade focus group students in Math Area of Concentration:
 - 4th – 5th grade students meeting and / or exceeding annual typical growth on math MAP
 - Students with absences fewer than five days per semester excused or unexcused.

Improve Attendance: According to the OFE data provided, 90% of our students have an attendance rate of 90% or better. Our unexcused absences are very low, but total absences are much higher than expected. The area in need of improvement is with our students on FRL students. 12.7% of our FRL students had between two and five unexcused absences compared to 1.6% of our non FRL students. A strong case management team and weekly, if not daily, data oversight by the Levy Project Manager will allow us to work with families who are in need of added support for attendance. Attendance will be linked as an indicator to our desired outcomes in both reading and math.

ATTACHMENT 3: LOCAL SCHOOL-LEVEL DATA

Current 4th Grade MSP Data

Current Grade	Reading:		Mathematics:	
	Scale Score	Level	Scale Score	Level
4	363	L1 Below Basic	312	L1 Below Basic
4	363	L1 Below Basic	343	L1 Below Basic
4	388	L2 Basic	348	L1 Below Basic
4	377	L2 Basic	348	L1 Below Basic
4	409	L3 Proficient	353	L1 Below Basic
4	417	L3 Proficient	358	L1 Below Basic
4	384	L2 Basic	363	L1 Below Basic
4	359	L1 Below Basic	367	L1 Below Basic
4	409	L3 Proficient	367	L1 Below Basic
4	394	L2 Basic	371	L1 Below Basic
4	381	L2 Basic	375	L2 Basic
4	405	L3 Proficient	383	L2 Basic
4	381	L2 Basic	383	L2 Basic
4	375	L2 Basic	387	L2 Basic
4	405	L3 Proficient	400	L3 Proficient
4	440	L4 Advanced	400	L3 Proficient
4	405	L3 Proficient	400	L3 Proficient
4	409	L3 Proficient	403	L3 Proficient
4	401	L3 Proficient	403	L3 Proficient
4	409	L3 Proficient	403	L3 Proficient
4	433	L4 Advanced	403	L3 Proficient
4	394	L2 Basic	411	L3 Proficient
4	409	L3 Proficient	415	L3 Proficient
4	426	L4 Advanced	419	L3 Proficient
4	417	L3 Proficient	419	L3 Proficient
4	405	L3 Proficient	424	L3 Proficient
4	449	L4 Advanced	429	L3 Proficient
4	426	L4 Advanced	436	L4 Advanced
4	433	L4 Advanced	436	L4 Advanced
4	433	L4 Advanced	440	L4 Advanced
4	427	L4 Advanced	440	L4 Advanced
4	440	L4 Advanced	440	L4 Advanced
4	433	L4 Advanced	447	L4 Advanced
4	460	L4 Advanced	468	L4 Advanced
4	449	L4 Advanced	575	L4 Advanced

Sample Teacher's College Assessment for split 1st / 2nd grade Classroom

Student Grade	TC Start of Year	TC March	TYP. Winter MAP Growth
1 st	C	F*	Yes
2 nd	H	M	Yes
2 nd	F	H*	Yes
1 st	NA	K	Yes
2 nd	D	G*	Yes
1 st	B	F*	Yes
1 st	NA	M	Yes
1 st	D	J	No
1 st	E	I	No
1 st	B	F*	Yes
2 nd	NA	N	Yes
2 nd	C	G	No
2 nd	NA	M	No
2 nd	C	L	Yes
1 st	G	L	Yes
2 nd	C	D*	No
1 st	C	D	No
2 nd	NA	K	Yes
2 nd	D	I*	Yes
1 st	G	L	Yes

Highlighted are students NOT close to meeting standard for end of year.

Proficiency on Teacher's College Assessment for the start of 1st grade is Level D or E.

Proficiency on Teacher's College Assessment for the start of 2nd grade is Level I/J/K.

Read 180 3rd grade Assessment

GRADE	FIRST TEST IN SELECTED TIME PERIOD		LAST TEST IN SELECTED TIME PERIOD		GROWTH IN LEXILE®
	LEXILE®	DATE	LEXILE®	DATE	
3	BR (61)	10/26/11	557	03/29/12	496
3	410	10/26/11	839	03/29/12	429
3	BR (0)	10/26/11	428	03/29/12	428
3	BR (72)	10/26/11	338	03/29/12	266
3	611	10/26/11	850	03/29/12	239
3	103	10/26/11	330	03/29/12	227
3	BR (38)	10/26/11	231	03/29/12	193
3	BR (0)	10/26/11	191	03/29/12	191
3	BR (0)	10/26/11	179	03/29/12	179
3	295	10/26/11	414	03/29/12	119
3	163	10/26/11	267	03/29/12	104
3	BR (0)	10/26/11	100	03/29/12	100
3	BR (52)	10/26/11	145	03/29/12	93
3	BR (0)	10/26/11	BR (38)	04/03/12	38
3	BR (0)	10/26/11	BR (0)	04/03/12	0
3	BR (0)	10/26/11	BR (0)	03/29/12	0
3	BR (0)	10/26/11	BR (0)	03/29/12	0
3	BR (0)	10/26/11	BR (0)	03/29/12	0
3	353	10/26/11	257	03/29/12	(-96)
3	515	12/07/11	478	03/29/12	(-37)
3	592	10/26/11	562	03/29/12	(-30)
3	BR (24)	10/26/11	BR (0)	02/07/12	(-24)
3	612	10/26/11	446	03/29/12	(-166)
3	340	10/26/11	330	03/29/12	(-10)
3	1223	02/17/12	N/A	N/A	N/A

Using This Report

Purpose: To identify the growth each student is making, check the dates of the two tests for an individual student. On average, students are expected to grow approximately 75-100 Lexiles per year.

Follow-Up: Provide opportunities to challenge students who show significant progress. Provide appropriate levels of intervention and support to students who are showing little growth. If zero or negative Lexile growth is recorded, check to see if students' test experience is problematic in some way and retest accordingly.

ATTACHMENT 4: ENGLISH LANGUAGE LEARNER SELF ASSESSMENT

1. Capacity of School ELL Program

Madrona K-8 is not a designated ELL school. We have five ELL students in our Elementary. Our students who have been identified as ELL are testing Level 3 (advanced) and Level 4 (transitional) on the WPLT. Because of our low ELL population and advanced WPLT scores we include our ELL students in interventions used for all students. The ELL students who are struggling in Math will be included in our Math Focus Group.

Five students are identified as ELL:

Level 3 (advanced) = 4

Level 4 (transitional) = 1

ATTACHMENT 5: P-3 ALIGNMENT AND COLLABORATION SELF ASSESSMENT

1. Madrona K-8 has two preschool programs co-located in our building. The first is Community Day School Association (CDSA). The second is a Seattle Public School Developmental Preschool. A formal process for collaboration has never been established but informal collaboration does occur. Madrona K-8 is not designated as a school with special education services so students graduating to kindergarten from our SPS Developmental Preschool typically do not end up in our kindergarten classrooms. Over the years, we have had some students from CDSA start in kindergarten; however the percentages are historically very small. We are currently working with CDSA and other local preschool providers to determine what preschool programs are feeder schools into our kindergarten classrooms. This outreach effort will allow us to start discussions with preschools, align our curriculum, and provide transition support.

2. Collaboration with CDSA and our SPS Developmental Preschool is informal. CDSA will visit the kindergarten classrooms every spring to introduce their students to a kindergarten classroom setting. There is occasional exchange between the teachers as to curriculum and activities, but nothing planned or intentional. Our Developmental Preschool teacher has participated in our kindergarten art projects, CDSA teachers have assisted with dance demonstrations and project ideas and supplies are often shared.

3. Madrona K-8 has joined CDSA along with other local preschools and SPS K-3 staff to participate in a P-3 Collaborative Pilot Group this year with Seattle Public Schools and the City of Seattle. These collaborative sessions will continue next year. These conversations inform our curriculum alignment with CDSA and other preschools.

We have found that our students who enter kindergarten not meeting age level expectations spent time in small in-home preschool programs. In the P-3 Collaborative Pilot Group, Childcare Resources presented information on the network of Family, Friends and Neighbors providers. Our levy proposal includes an outreach effort to these providers with CDSA. CDSA has agreed to provide a monthly gathering of preschoolers and their providers to discuss developmental appropriate activities, curriculum, and kindergarten readiness. Our kindergarten staff will assist with materials for these gatherings.

4. The collaboration and curriculum alignment between our K-2 staff is much more formal and vertical in nature. Our district literacy coach, Mary Bell, has led our K-2 staff and our school reading specialist in curriculum alignment planning sessions. These have been highly informative and constructive. Our K-2 staff is developing some common literacy language to use across grades for students. This information will also be shared with our preschool teachers. WaKIDS also introduces common language around the Teaching Strategies Gold Assessment tool which is slowly being implemented in assessments across K-2. Professional Learning Communities (PLCs) are utilized to review implementation of these standards and curriculum, provide feedback, and adjust as required.

Our kindergarten teachers work closely together to establish year end goals for their classes and students. They work collectively to implement strategies to achieve these goals. Reading and writing goals were also established by our K-2 team last year in a packet which was distributed to families and staff.

5. Our K-2 staff have participated in multiple district led Early Learning Trainings. These primarily focus on literacy and look at developmentally appropriate and effective instructional practices. During these trainings our staff visits other schools where they watch read alouds, guided reading groups, etc. in actual preschool, pre-K, kindergarten, 1st, and 2nd grade classrooms. They return to their Professional Learning Communities (PLCs) to discuss what they have seen and implement new ideas.

6. Teachers collect a variety of data throughout the year to see how curriculum and teaching strategies are working. Teacher's College assessments are given monthly to monitor progress in reading. Assessments of phonics, alphabet recognition, sight word testing, and online intervention software assessments are gathered throughout the year to inform progress and shift strategies when required. This information is also shared in PLCs to inform progress from year to year across K-2. Our math and reading specialists also collect data through assessments and share this information with our teaching staff. The addition of WaKids assessments provides our staff with another data point to evaluate progress.

7. We currently do not have a system in place to share information and data between early learning providers and kindergarten teachers. Occasionally our kindergarten staff will reach out to student's previous preschool if additional information is desired on a particular student.

ATTACHMENT 6: WORK PLAN SUMMARY

		Area of Concentration #1 Improve Reading/Writing	Area of Concentration #2 Improve Math/Science
Focus Students	Who are your Focus Students? (See Page 3)	<ol style="list-style-type: none"> All incoming kindergartners who do not meet grade level expectation on the literacy portion of the WaKIDS Teaching Strategies Gold assessment. All incoming 1st and 2nd graders who have a RIT score on the Spring MAP below grade level expectation and beginning of year Teacher's College Assessments indicates the student is behind. Incoming 4th and 5th grade students with a Level 2 score on the previous year's MSP. 	<ol style="list-style-type: none"> All incoming 4th – 5th grade students who tested at Level 3 on the previous year's math MSP but scored between 400-405.
	Why did you choose these Focus Students?	<ol style="list-style-type: none"> After looking at this year's 1st grade data and growth, we know the students who start out behind have shown growth but not enough to meet grade level expectations by the end of the year. After reviewing MSP data, most of our students are testing at Level 2 and 3 on the MSP in Reading. 	<ol style="list-style-type: none"> After reviewing math MSP data, we noted our students are testing at Level 1 or proficient. Approximately 50% of our Level 3 students tested between 400-405.
	How many Focus Students will you serve?	<ol style="list-style-type: none"> ~20 incoming Kindergartners ~15 incoming 1st graders ~20 incoming 2nd graders ~10 incoming 4th grade students ~10 incoming 5th grade students 	<ol style="list-style-type: none"> ~10 incoming 4th graders ~10 incoming 5th graders
Outcomes & Indicators (p.7-8)	Baseline	<ol style="list-style-type: none"> 25 incoming Kindergartners not meeting WaKIDS literacy domain age level expectations. 15 incoming 1st graders MAP RIT score below grade level expectations. 22 incoming 2nd graders MAP RIT score below grade level expectations. 15 incoming 4th grade students at Level 2 MSP. 11 incoming 5th grade students at Level 2 MSP. 	<ol style="list-style-type: none"> 15 incoming 4th graders at Level 3 on MSP in math. 15 incoming 5th graders at Level 3 on MSP in math.
	Proposed Target	<ol style="list-style-type: none"> 75% of Kindergartners make typical MAP growth 75% of 1st grade students make typical MAP growth. 60% of 2nd grade students make typical MAP growth. 50% of 4th and 5th grade students testing at Level 2 on previous MSP will move to Level 3. 	<ol style="list-style-type: none"> 75% of 4th and 5th grade focus group students will maintain or improve Level 3 proficiency on MSP

		Area of Concentration #1 Improve Reading/Writing	Area of Concentration #2 Improve Math/Science
Strategies	What services will be provided?	<ol style="list-style-type: none"> 1. One-on-one Tutoring Services 2. Small group interventions 3. Technology interventions 4. Jump Start for Kindergarten, 1st graders, & 2nd graders. 5. Before school classes 6. Saturday BOOST School for 4th and 5th graders 7. Case Management Support for families provided by Children's Home Society of Washington. 8. Family Engagement with Parent University, Parent Teacher Academic Teams and home visits. 9. After School Enrichment Activities to inspire attendance and success. 	<ol style="list-style-type: none"> 1. One-on-one Tutoring Services 2. Small group interventions 3. Technology interventions 4. Before school classes 5. Saturday Session School for 4th and 5th graders 6. Case Management Support for families provided by Children's Home Society of Washington. 7. Family Engagement with Parent University, Parent Teacher Academic Teams and home visits.
	Briefly summarize the frequency and duration of the services you will be providing.	<ol style="list-style-type: none"> 1. One-on-one tutoring as assigned (typically twice a week) 2. 30 minute small group intervention daily. 3. Reading software intervention – 30 minutes daily. 4. Jumpstart would be provided for 2 weeks prior to schools starting. 5. Before school classes twice a week. 6. (2) 4 week Saturday BOOST Sessions 7. Case Management as needed. 8. Classes for parents monthly, three Parent Teacher Academic Team meetings a year, home visits as required. 9. After School Enrichment classes will be offered twice a week. 	<ol style="list-style-type: none"> 1. One-on-one tutoring as assigned (typically twice a week) 2. 30 minute small group intervention daily. 3. Math software intervention – 30 minutes daily. 4. Before school classes twice a week. 5. (2) 4 week Saturday BOOST sessions 6. Case Management as needed. 7. Classes for parents monthly, three Parent Teacher Academic Team meetings a year, home visits as required.
	Which required Key Component does this strategy fit under? (See Pages 14-15)	<ol style="list-style-type: none"> 1. Extended in-school learning time 2. P-3 Collaborative 3. Out of School Time / Expanded Learning Opportunities 	<ol style="list-style-type: none"> 1. Extended in-school learning time 2. Out of School Time / Expanded Learning Opportunities
	Explain your rationale for selecting this strategy.	<ol style="list-style-type: none"> 1. Our previous experience with technology intervention, small group, and one-on-one tutoring in reading has shown accelerated growth in our students. 	<ol style="list-style-type: none"> 1. Our previous experience with technology intervention, small group, and one-on-one tutoring in math has shown accelerated growth in our students. 2. Innovated schools have shown academic success

		Area of Concentration #1 Improve Reading/Writing	Area of Concentration #2 Improve Math/Science
		<p>2. Portland Public Schools has documented success with a Jump Start to school.</p> <p>3. Innovated schools have shown academic success with extending the school day and calendar. This is why we are proposing before school extra support and Saturday BOOST sessions.</p> <p>4. Wrap around services are required for many of our families to improve academic success.</p> <p>5. Family engagement in creating an academic home environment is important to a student's success. Parent University, classroom meetings, and home visits will assist our families in engaging education and provide a school family connection.</p> <p>6. After School Enrichment Activities provide our struggling students with an activity they can be inspired by and reach success. These activities also act as incentives to be present at school and focused during the school day.</p>	<p>with extending the school day and calendar. This is why we are proposing before school extra support and Saturday BOOST sessions.</p> <p>3. Wrap around services are required for many of our families to improve academic success.</p> <p>4. Family engagement in creating an academic home environment is important to a student's success. Parent University, classroom meetings, and home visits will assist our families in engaging education and provide a school family connection.</p> <p>5. After School Enrichment Activities provide our struggling students with an activity they can be inspired by and reach success. These activities also act as incentives to be present at school and focused during the school day.</p>

		Area of Concentration #1 Improve Reading/Writing	Area of Concentration #2 Improve Math/Science
Key People	Who are the key people who will deliver the proposed strategies and what related experience do they have?	<p>1. District support from key individuals who oversee technology, early learning, multiple tier support systems (RTI), curriculum instruction, literacy, and school family partnerships.</p> <p>2. School based support from the following key individuals: Principal Thaxton, Assistant Principal Dr. Smith, Counselor, Nurse, Reading Specialist, K-5 Teachers, and Levy Project Manager.</p>	<p>1. District support from key individuals who oversee technology, multiple tier support systems (RTI) math instructional coach, curriculum instruction, and school family partnerships.</p> <p>2. School based support from the following key individuals: Principal Thaxton, Assistant Principal Dr. Smith, Counselor, Nurse, 4th and 5th grade teachers, and Levy Project Manager.</p>
Partnerships and Collaborative Efforts for implementing strategies	If a community partner is providing services, identify the organization and their role.	<p>1. Community Day School Association – providing full daycare for Jumpstart</p> <p>2. Therapeutic Health Services – Therapy and small group work</p> <p>3. University Tutors – Paid Tutors</p> <p>4. Case Management support – Children's Home Society of Washington (CHSW).</p> <p>5. Seattle Parks and Recreation (Garfield Community Center) and Madrona PTSA operate our After School Enrichment</p>	<p>1. Therapeutic Health Services – Therapy and small group work</p> <p>2. University Tutors – Paid Tutors</p> <p>3. Case Management support – Children's Home Society of Washington (CHSW).</p> <p>4. Seattle Parks and Recreation (Garfield Community Center) and Madrona PTSA operate our After School Enrichment Activities.</p>

		Area of Concentration #1 Improve Reading/Writing	Area of Concentration #2 Improve Math/Science
		<i>Activities.</i>	
	What is their specific expertise in helping you achieve your results?	<ol style="list-style-type: none"> 1. <i>Removing the barrier of full daycare for Jumpstart / Transition Support</i> 2. <i>Mental Health Referrals and Services</i> 3. <i>More focused academic support.</i> 4. <i>Case Management, Early Learning and Family Support.</i> 5. <i>Activity programming expertise.</i> 	<ol style="list-style-type: none"> 1. <i>Mental Health Referrals and Services</i> 2. <i>More focused academic support.</i> 3. <i>Case Management, Early Learning and Family Support.</i> 4. <i>Activity programming expertise.</i>
	Why did you select this partner and what is your history with them?	<ol style="list-style-type: none"> 1. <i>CDSA – history of care with our families.</i> 2. <i>THS – On-site therapist since 2008.</i> 3. <i>University Tutors – Selected them for their results at West Seattle Elementary.</i> 4. <i>CHSW - They have a strong focus on Early Learning and Family Support. Experience with parent education, case management, and childhood trauma are all strengths they will add to our team.</i> 5. <i>Long standing history with our community at Garfield Community Center. Garfield CC typically sees our students during the summer months and after school. Established relationships with our community and an expertise in programming resulted in this partnership. This partnership is planned to begin Fall 2012. Levy funding would allow us to expand the number of students served.</i> 	<ol style="list-style-type: none"> 1. <i>THS – On-site therapist since 2008.</i> 2. <i>University Tutors – Selected them for their results at West Seattle Elementary.</i> 3. <i>CHSW - They have a strong focus on Early Learning and Family Support. Experience with parent education, case management, and childhood trauma are all strengths they will add to our team.</i> 4. <i>Long standing history with our community at Garfield Community Center. Garfield CC typically sees our students during the summer months and after school. Established relationships with our community and an expertise in programming resulted in this partnership. This partnership is planned to begin Fall 2012. Levy funding would allow us to expand the number of students served.</i>

		Area of Concentration #1 Improve Reading/Writing	Area of Concentration #2 Improve Math/Science
Leveraged Funds	If you are leveraging other funds to support these strategies, please identify them here.	<ol style="list-style-type: none"> 1. Title 1 Tutor 2. THS – to provide remaining funding to support a full-time therapist. 3. Parent Leaders – District Readiness to Learn Funding 4. Middle School Levy Linkage Funding leveraged to support Levy Project Manager. 5. After School Enrichment Activities – PTSA fundraising commitment. 6. CDSA space and facilitator for Preschool Monthly workshops. 7. Partnership expertise to assist with Parent University classes. 	<ol style="list-style-type: none"> 1. THS – to provide remaining funding to support a full-time therapist. 2. Parent Leaders – District Readiness to Learn Funding 3. Middle School Levy Linkage Funding leveraged to support Levy Project Manager. 4. After School Enrichment Activities – PTSA fundraising commitment. 5. Partnership expertise to assist with Parent University Classes.
	How will other funds be used to support your strategy?	<ol style="list-style-type: none"> 1. To purchase technology required for interventions. 2. To purchase incentives for families and students. 3. To pay extra staff time for Saturday BOOST school, Jumpstart school, Parent Teacher Academic team meetings, and home visits. 4. To pay for Social Emotional and Trauma professional development training for staff. 	<ol style="list-style-type: none"> 1. To purchase technology for required for interventions. 2. To purchase incentives for families and students. 3. To pay extra staff time for Saturday BOOST school, Jumpstart school, Parent Teacher Academic team meetings, and home visits. 4. To pay for Social Emotional and Trauma professional development training for staff.

ATTACHMENT 7: SOCIAL, EMOTIONAL, BEHAVIORAL AND FAMILY SUPPORT PLAN

As stated in the RFI information: Generally, 10 percent of a school's population might be in need of intensive interventions. We have found this statement to be historically not true at Madrona K-8. 20% of our current student population is served by special education services. 80% of our current student population is designated FRL. In fact, out of all the K-8s in the district, we have the highest FRL percentage. Madrona K-8 has continues to have a higher percentage of needs than other schools.

1. Case Management Support

Currently we have three Family Support Worker (FSW) on staff: One full-time FSW, one half-time FSW, and one FSW who is housed in our building and provides oversight at multiple locations. After much discussion, we are proposing an outside case management organization, Children's Home Society of Washington (CHSW), to assist us in the future. Children's Home Society of Washington presented a strong RFQ for case management. After meeting with them we felt they would contribute not only the serves we currently provide for our families but also additional parent education support and staff professional development on the impact childhood trauma has on academic success. The current case load for our FSWs is identified by staff and parents coming forward with concerns. This identification process will continue with CHSW, but will also be supported by our Collaborative Academic Support Team (CAST). This team, made up of our support staff and community partners, will assist our teaching staff in identifying and implementing services to support students and families. CAST will allow for coordinated interventions between staff, community partners, counselors, and our school nurse. Bi-weekly meetings will allow information on interventions, progress, and tracking to be monitored by the group. We anticipate a case load of approximately 40 students. Some students will be part of our identified focus groups and others will receive services to provide a base of support for academic growth.

2. School and Family Connection

Madrona K-8 will implement Academic Parent Teacher Teams next year if awarded the Elementary Innovation funding. These teams, modeled after a publication in the Harvard Family Research Project, consist of three evening classroom meetings a year with families and teachers. At the evening meetings teachers will review current and upcoming curriculum, create a dialogue between families about how they are working with their students at home, identify strategies for home based activities, and distributes data to families with explanations. Goal setting for students, with family input, will also occur at this time. Progress will be checked in at the subsequent Academic Parent Teacher Team meetings.

Madrona K-8 currently has three district trained Parent Leaders on staff. These Parent Leaders have worked with our Family Engagement Action Team (FEAT)

this year to host academic evening events. These events have been incredibly successful, drawing more than 100 people to each event. We are starting to see the interest in more academic related evening activities and how focusing on academics has drawn families to our school that we don't typically see at social events. Academic Parent Teacher Teams will expand this engagement. Parent Leaders, the peer component of the team, will assist teachers, counselors, and community organizations in encouraging families to participate.

Additional staff time has been allocated in the Academic Parent Teacher Team budget. This staff time would be utilized not only for the meetings but for home visits. As the year progresses, if learning goals are not being met, CHSW and teachers would request a home visit for the student.

Expanded Learning Opportunities outside the typical school schedule will also promote a deeper school and family connection. Our proposed Jumpstart program for struggling K-2 students will have a family engagement component. Our Saturday BOOST Sessions will also engage families with additional information and activities.

Parent University will also be introduced. These monthly classes, presented by our community partners and staff, will introduce families to various topics on family support and home-based academic activities.

3. Transition Support

Our current kindergarten transition plan consists of a home visit by our Principal and a kindergarten teacher. A week prior to the start of school, the incoming class is divided into four groups and invited to attend a 2 hour kindergarten introduction session. During these sessions students are given a chance to meet the teachers, spend time in the classroom, and some initial assessments are completed. Parents are invited to stay and discuss the transition with our Principal.

If levy funding is awarded, we will utilize our kindergarten home visits to identify students who need added support in making the transition to kindergarten. Our team would work with our case management team to encourage these families to enroll the student in a two week Jumpstart program prior to the first day of school. The Jumpstart program would be modeled after the successful Portland Public Schools Parent/Child Early Kindergarten Transition Project. Our community partner CDSA would provide care for students after Jumpstart to remove this barrier for families.

Our staff would also like to identify 1st and 2nd grade students who could benefit from a smaller group start to school and provide an additional Jumpstart classroom for those students. The early start for 1st and 2nd grade would allow for additional calendar time for interventions, additional time for accelerated

growth and provide increased likelihood of these students meeting grade level expectations by the end of the year.

Since we are a K-8 school, we have the ability to make the transition from 5th grade to 6th grade a smooth one. Most students in 5th grade have spent time in our middle school wing. There is an overlap in after school activities and athletic teams with our 5th grade students and our 6th -8th grade students. Being a K-8 also allows staff the ability to interact between Elementary and Middle School as needed to assist with this transition. Our counseling team, community partners, and other support staff remain constant for families during this time.

The larger transition for our students is from 8th grade to high school. Each year we invite Garfield High School staff to teach a class at our school. We also invite former Madrona students to share their high school experience with our students. Our students spend a day at Garfield High School touring the building, eating in the cafeteria, and seeing classrooms. Next year we will model our 8th grade interim assessments after Garfield High School's 9th and 10th grade interim assessments. Also, our 8th grade mentor advisory period will utilize the AVID curriculum. This curriculum will address the transition between 8th and 9th grade and highlight high school expectations. We are also exploring a summer high school transition program.

The CAST will also work with students who are transitioning in during the middle of the year. Our CAST team will work with staff to see if additional supports are needed for the transition and follow the student closely for the first month of transition.

4. Mental and Physical Health Referrals and Services

Our school nurse, Nurse Patterson, is a critical member of our school team. Our PTSA and school budgets are leveraged yearly to maintain her as a four day a week position. She sees approximately 40 students a day.

Madrona K-8 has a long middle school history with Therapeutic Health Services (THS). This year we have expanded this relationship to include our elementary students and families. Our on-site therapist works with teachers to identify struggling students. These students participate in a small group with our therapist, working on strategies to increase academic success. If needed, referrals for additional supports are made. Without leveraging levy funding, THS will continue to provide a half-time therapist in our elementary school next year. Levy funding would provide for enough additional hours to secure in a full-time therapist.

Staff has also requested additional Professional Development training on social emotional needs. Our budget provides for additional training and support from Sound Discipline, an existing partner at Madrona K-8. CHSW would also provide some training on the impact of early childhood trauma to academic success.

ATTACHMENT 8 - MANAGEMENT AND OVERSIGHT PLAN

1. Tracking to Results

Currently our staff discusses their instructional growth and evaluations in their bi-weekly Professional Learning Communities (PLCs). These discussions include data-driven instruction and strategies for implementation. The PLCs group staff according to grade bands and interests in various topics. Every year, our staff spends the March Professional Development day discussing the Winter MAP data. This is a school-wide discussion. Two large charts are constructed with all of our data from the reading and math Winter MAP testing. This allows the staff to have a larger discussion about school-wide data and strategies. We will continue to utilize these established group meetings to closely follow our students' improvements.

Madrona K-8's support team of counselors, therapists, and partnerships assist in implementing strategies to support academic growth in our students. For example, CDSA will collect packets of homework from teachers and monitor students who need motivation to pass classes. Counselors and therapists provide added services to promote social, emotional, and behavioral health so students can succeed. All of these individuals already work with our teaching staff to support the whole child and will be integral to this Levy proposal.

Madrona K-8 is proposing two new tracking systems for next year. One would be a larger academic / test score tracking system. Teachers assess their students not only with MAP and MSP data but also with Teacher's College ongoing records, sight word testing, phonics assessments, alphabet recognition, Read 180, Dreambox, and other assessments. This data lives with the teacher. We are working on implementing a system for grade band tracking of all student data: K-2, 3-5, and 6-8. An online database with password protection is being considered. The collected data will be used not only in PLC discussions but in grade band planning. The Levy Project Manager will be responsible for overseeing the database.

Madrona K-8 will also implement a tracking system for our partnerships and counseling team. This system, called Collaborative Academic Support Team (CAST), will be tested this May and fully implemented in Fall 2012. The purpose of CAST is to document student concerns, strategies, and interventions for struggling students. Biweekly meetings with the team will also allow us to track progress. This information will be used to identify the partnership or staff member responsible for the social, emotional, behavioral, or family support interventions needed. Currently our community partners track their progress individually. We would like to move toward a holistic approach to interventions.

In addition to what we already do and our new tracking systems, our Levy budget includes funding for a Levy Project Manager. This position would be leveraged with our Middle School Linkage funding. This person would oversee data collection and provide weekly, if not daily, updates to staff and families on our progress. By tracking these data and trends, this manager will also engage in strategies to implement new

interventions if an outlined plan is not showing progress. This person would also be responsible for discussing shifts in our strategies with our teaching staff and CAST.

2. Leadership, Planning and Implementation

Leadership

Having had the opportunity to analyze our Middle School data for the Middle School Linkage Funding submittal prior to completing our Elementary Innovation submittal we understand fully to see what happens when we don't engage our students early on. This has made the Elementary Innovation submittal even more critical to our journey for our students. We have approached this planning as a K-8, eventhough we have submitted both funding requests separately. Our approach involves three tiers:

Tier 1 (K-2)	Tier 2 (3-5)	Tier 3 (6-8)
<ul style="list-style-type: none"> • A jumpstart to school, working more closely with local preschools, helping define our feeder preschools, and lots of one-on-one support for those who start behind. • Instill confidence and academic language early. • Engage families in educational practices and support them with wrap around services. 	<ul style="list-style-type: none"> • Continue more individualized support. Smaller group learning, technology interventions, before school classes, and Saturday BOOST School. • Engage families in educational practices and support them with wrap around services. 	<ul style="list-style-type: none"> • One-on-one tutors, technology interventions and enrichment classes to inspire our students who have not been captured in Tier 1 or 2. • Engage families in educational practices and support them with wrap around services.

Madrona K-8 is evolving. We are a school not meeting AYP, but under new leadership and building a strong base to grow. Principal Thaxton is in her second year at Madrona. She has a strong early learning background and was a kindergarten teacher for three years in Seattle Public Schools prior to becoming a Principal. Prior to coming to Madrona, Principal Thaxton was a curriculum instruction specialist for the seven lowest performing K-12 schools in Philadelphia. She was also part of the founding leadership team of a K-8 charter school in southwest Philadelphia. The charter school became a TAP, Teacher Advancement Program School (tapschools.org), in its second year under the Teacher Incentive Fund grant and made AYP that year.

Her focus since starting at Madrona has been to hire great staff and encourage outside the box thinking. Agreeing to participate in the Arts Impact grant this year has been one of these successes and as a result our students have had an opportunity to engage math and reading in a different way. She believes in knowing “Every student by name and need.”

Our Assistant Principal, Dr. Smith, is in his first year at Madrona. He has a strong background in cultural change. He was the founding Director of Culture at a K-8 in north Philadelphia prior to starting at Madrona. He was also part of a school leadership team acknowledged with the High Achieving Title 1 Distinguished School in Nevada. "There is no back seat at Madrona" is heard from him often. This cultural shift focuses on engaging all of our students as scholars, and making every adult responsible for their success. We are shifting to an environment of success, accountability, and high expectations.

Along with this leadership team, our teaching staff is very invested in Madrona. This year alone, our teachers and staff have spent their personal time hosting a Thursday after school math group, weekend environmental outings, an art overnight in the school for students, and engaging in after school enrichment activities and athletic teams. Our kindergarten and 1st grade teachers have agreed to be part of a two week Jumpstart school for their students. Our 3rd through 5th grade teachers are excited to participate in before school interventions and Saturday BOOST sessions.

The past two years have allowed stability to come to our staff and a foundation to be put in place. The Elementary Innovation would allow us to start forming the greater vision with the resources needed.

Being a K-8 allows us to see the full vision from start to finish. We assess our students in kindergarten when they come in the door and know where they are when they leave us to head to high school. We are creating a path to success for our students; this will be accelerated with proper funding.

Planning

To start the planning for this funding request we interviewed our staff and created a small team to oversee the data analysis. This information was compiled and a plan was formed. Our community partners, CDSA, THS, Seattle Parks and Recreation, Children's Home Society of Washington and University Tutors were included in the discussions and vision of this plan. The final plan was then outlined for our staff and community partners for additional comments and final changes.

Our community partners will engage CAST. This will allow them to be part of ongoing discussions on student challenges and strategies for success. CAST will also work together to suggest modifications to the work plan if our strategies need to be modified.

Implementation

Our key staff and partnerships are outlined below. If selected, we would start working with our community partners on job descriptions and goal setting. During planning, we determined this would be the best way to introduce new partnerships and refine our existing ones. We will also utilize this time to discuss expectations and desired outcomes. Documenting our job descriptions and goals allows us to have something for reference while implementing our work plan.

Key Community Partners we will utilize for implementation:

Therapeutic Health Services – Jeff Thaxton
Community Day School Association – Gabrielle James
University Tutors - Greg Fritzberg
Seattle Parks and Recreation – Mazvita Maraire and Trevor Gregg
Sound Discipline – Jodie McVittie
Children’s Society of Washington – Cathy Garland

Key Seattle Public School Madrona K-8 Staff we will utilize for implementation:

Farah Thaxton, Principal
Dr. Marion Smith, Assistant Principal
K-5th Grade Teachers
Counselors
School Reading Specialist
School Nurse
Levy Project Manager – TBD

Key Seattle Public School District Staff we will utilize for support and oversight:

Nancy Coogan - Executive Director Central Region
Matt Morton – Technology
Mary Bell – Literacy Coach
Tasha Lewis - School Improvement Consultant Read 180
Adam Dysart, Math Instructional Coach
Mary Fickes – Kindergarten Family Support Specialist
Kimberly Kinzer – Manager Early Learning
Wendy London – Director Curriculum Instruction Support
Amy Klainer – MTSS – Multiple Tier Support Systems (RTI)
Margo Siegenthaler - School Family Partnerships Outreach and Training
Specialist
Bernardo Ruiz - Manager School Family Partnerships

Previous Success

Our kindergarten staff has set a goal to have 85% of their students meeting grade level expectations on Teacher’s College Assessments for reading by the end of the year. This year we have leveraged Title 1 funding for a tutor to work with struggling kindergarten students on literacy. We have also set up a group of six volunteers to provide weekly pull out support for these students. Assessments are showing accelerated progress with one-on-one interventions. The kindergarten team works closely together to adjust this strategy for each student as needed.

In reviewing incoming 3rd grade data for this year, our teachers noted how much growth was going to be required to move students to grade level expectations. There was a

need to provide a more aggressive intervention in reading this year. Teaching staff and the administration decided to implement online reading software, Read 180, in both 3rd grade classrooms. As a result Read 180 has been utilized for all 3rd grade students, allowing us to continue to push our students who are exceeding grade level expectations and capture our struggling students. Each 3rd grade classroom is equipped with nine computers. A daily 30 minute rotation of Read 180 computer time, small group reading with the teacher, and individual reading occurs daily. Our Winter MAP reading data for our 3rd class showed 59% of our students meeting typical growth. Read 180 assessments, as of the end of March, are also showing incredible growth.

Madrona K-8 has a long standing partnership with University of Washington and Seattle University Service Learning students to provide additional one-on-one support for our students. During fall quarter 2011, our service learners logged approximately 980 hours at Madrona K-8. We see great advantages to this individualized support, however the service learning students are typically with us for only one quarter. Introducing a consistent tutor for the year, through University Tutors, would allow for the one-on-one support we have identified as successful and would provide consistency for the year. University Tutors' success at West Seattle Elementary convinced us to partner with them.

We have seen great success in offering After School Activities (ASA) at Madrona K-8. ASA are free for all of our students and funded by our PTSA. Our PTSA has also provided programming and oversight the past two years for ASA. This winter we established a partnership with Garfield Community Center and will be utilizing their expertise to oversee and program our activities starting Fall 2012 with continued funding support from our PTSA. ASA gives our struggling students an opportunity to try something new and succeed at something outside of the classroom. It also provides us the ability to introduce academic skills in a new way. We utilize ASA as an incentive to attend school. Our after school program can currently accommodate 40 students. Our levy budget reflects additional funds to expand the program under the oversight of Garfield Community Center.

This winter we provided a Saturday Success School for our middle school students. Students with incomplete classroom assignments or needing additional academic support were identified by teachers to participate. Once these students were selected, they were notified and given a period of time during the school day to regain focus and complete assignments. If this did not occur Saturday Success School was required. This was the first time we've tried something like this. The participating students not only completed assignments and received extra help, but we found this to be an opportunity to discuss student progress with families. Many phone calls occurred prior to the actual Saturday. The result of Saturday Success School was completed assignments, academic support, and family engagement. A Saturday BOOST School is part of our work plan for our 3rd – 5th grade students. This would be two 4 week sessions. The sessions would provide extra support and parent engagement to struggling students. Incentives would be provided to families and students for participation.

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	Children's Home Society of Washington - Case Management	\$60,000	\$70,000	1.0 FTE - Children's Home Society (CHSW) Case Management. High Range budget includes time for CHSW facilitated workshops for families.	Reading and Math	Extended In School Learning Time / Out of School Time	Math MSP & MAP, Reading MSP & MAP
2072 & 7120	Jumpstart K-2 Program	\$10,000	\$10,000	Extra Time for (2) Certified Teachers 2 weeks early - 4 hours per day. \$5000 CDSA childcare allowance for participants to have full day of care if needed.	Reading	P-3 Alignment and Collaboration	Reading MAP
7120	University Tutors	\$10,000	\$14,000	(4) tutors. 2 assigned to kindergarten and 2 assigned to students in 3rd through 5th grade. Incentive pay to add additional tutors and time.	Reading	Extended In School Learning Time	Reading MAP
	Title 1 Tutor	Leveraged	Leveraged	Title 1 funded tutor assigned to 1st and 2nd grade.	Reading	Extended In School Learning Time	Reading MAP
	Parent Leaders (3)	Leveraged	Leveraged	Title 1, Readiness to Learn district funding	Reading and Math	All Components	Math MSP & MAP, Reading MSP & MAP
2072	Boost School - (2) 4 Week Saturday School	\$3,000	\$5,000	2 Certified Teachers for (8) 4 hour Saturday sessions. One session in January and one in April. (Incentive pay would be used for April session if awarded Low Range Budget)	Reading and Math	Out of School Time	Math MSP & MAP, Reading MSP & MAP
2702	Parent Teacher Academic Teams & Home Visits	\$5,000	\$5,000	Extra staff time for class meetings and home visits. Three Parent Teacher Academic Team class meetings per year. Home visits by staff as needed. Will leverage some additional funds from school Title 1 budget.	Reading and Math	Out of School Time	Math MSP & MAP, Reading MSP & MAP
7120 & 2702	Professional Development Time for Social Emotional Training	\$0	\$5,000	Continue our working relationship with Jodie McVittie of Sound Discipline. Approx. three workshops sessions	Reading and Math	P-3 Alignment and Collaboration	Math MSP & MAP, Reading MSP & MAP
5601	Technology Budget	\$20,000	\$35,000	Budget provides 2 additional classrooms with 8 computers each and software for reading and math intervention.	Reading and Math	Extended In School Learning Time	Math MSP & MAP, Reading MSP & MAP
	Parent University	\$1,500	\$2,500	incentives for participation - CDSA, Sound Discipline, THS, and CHSW to assist with classes	Reading and Math	Out of School Time	Math MSP & MAP, Reading MSP & MAP

7120	Therapeutic Health Services	\$40,000	\$45,000	Levy budget to partially fund THS staff who will oversee CAST, small group work, and therapeutic referrals. Leveraged THS additional funding for full time.	Reading and Math	Extended In School Learning Time	Math MSP & MAP, Reading MSP & MAP
	CDSA Caregiver / Preschool Provider Monthly Best Practices Workshop	\$1,000	\$2,000	Once a month gathering of local preschool providers and children to discuss best practices.	Reading and Math	P-3 Alignment and Collaboration	
39106002	Levy Project Manager	\$10,000	\$10,000	Tracking data, weekly meetings with staff to analyze data (Seattle Public Schools Job Description: Student and Family Advocate - 204) Leveraged with Middle School Linkage Levy funding	Reading and Math	All Components	Math MSP & MAP, Reading MSP & MAP
396063868	Seattle Parks and Recreation	leveraged	\$10,000	PTSA funds base for after school program. Additional funds for high range would expand the number students we could accommodate.	Reading and Math	Out of School Time	Math MSP & MAP, Reading MSP & MAP
	Mid-Year Indicator Performance Pay (7.5%) - Earned in March	\$15,000	\$22,500	\$2000 to boost Saturday school, add'l university tutors time \$4000, staff time for home visits, incentives for participation.		Extended In School Learning / Out of School Time	
	End-of-Year Indicator Performance Pay (7.5%) - Earned in June	\$15,000	\$22,500	Summer camp for transitioning 5th graders.		Out of School Time	
	End-of-Year Outcome Performance Pay (10%) - Earned in September	\$20,000	\$30,000	More technology, beginning of year kick off for Parent University and new year of focus student.			
	District Indirect (3.77%)	\$7,936	\$10,876				
	Total:	\$218,436	\$299,376				

Attachment #9: Annotated Budget

Madrona K-8

Elementary RFI

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	Children's Home Society of Washington - Case Management	\$60,000	\$70,000	1.0 FTE - Children's Home Society (CHSW) Case Management. High Range budget includes time for CHSW facilitated workshops for families.	Reading and Math	Extended In School Learning Time / Out of School Time	Math MSP & MAP, Reading MSP & MAP
2072 & 7120	Jumpstart K-2 Program	\$10,000	\$10,000	Extra Time for (2) Certified Teachers 2 weeks early - 4 hours per day. \$5000 CDSA childcare allowance for participants to have full day of care if needed.	Reading	P-3 Alignment and Collaboration	Reading MAP
7120	University Tutors	\$10,000	\$14,000	(4) tutors. 2 assigned to kindergarten and 2 assigned to students in 3rd through 5th grade. Incentive pay to add additional tutors and time.	Reading	Extended In School Learning Time	Reading MAP
	Title 1 Tutor	Leveraged	Leveraged	Title 1 funded tutor assigned to 1st and 2nd grade.	Reading	Extended In School Learning Time	Reading MAP
	Parent Leaders (3)	Leveraged	Leveraged	Title 1, Readiness to Learn district funding	Reading and Math	All Components	Math MSP & MAP, Reading MSP & MAP
2072	Boost School - (2) 4 Week Saturday School	\$3,000	\$5,000	2 Certified Teachers for (8) 4 hour Saturday sessions. One session in January and one in April. (Incentive pay would be used for April session if awarded Low Range Budget)	Reading and Math	Out of School Time	Math MSP & MAP, Reading MSP & MAP
2702	Parent Teacher Academic Teams & Home Visits	\$5,000	\$5,000	Extra staff time for class meetings and home visits. Three Parent Teacher Academic Team class meetings per year. Home visits by staff as needed. Will leverage some additional funds from school Title 1 budget.	Reading and Math	Out of School Time	Math MSP & MAP, Reading MSP & MAP
7120 & 2702	Professional Development Time for Social Emotional Training	\$0	\$5,000	Continue our working relationship with Jodie McVittie of Sound Discipline. Approx. three workshops sessions	Reading and Math	P-3 Alignment and Collaboration	Math MSP & MAP, Reading MSP & MAP
5601	Technology Budget	\$20,000	\$35,000	Budget provides 2 additional classrooms with 8 computers each and software for reading and math intervention.	Reading and Math	Extended In School Learning Time	Math MSP & MAP, Reading MSP & MAP
	Parent University	\$1,500	\$2,500	incentives for participation - CDSA, Sound Discipline, THS, and CHSW to assist with classes	Reading and Math	Out of School Time	Math MSP & MAP, Reading MSP & MAP

7120	Therapeutic Health Services	\$40,000	\$45,000	Levy budget to partially fund THS staff who will oversee CAST, small group work, and therapeutic referrals. Leveraged THS additional funding for full time.	Reading and Math	Extended In School Learning Time	Math MSP & MAP, Reading MSP & MAP
	CDSA Caregiver / Preschool Provider Monthly Best Practices Workshop	\$1,000	\$2,000	Once a month gathering of local preschool providers and children to discuss best practices.	Reading and Math	P-3 Alignment and Collaboration	
39106002	Levy Project Manager	\$10,000	\$10,000	Tracking data, weekly meetings with staff to analyze data (Seattle Public Schools Job Description: Student and Family Advocate - 204) Leveraged with Middle School Linkage Levy funding	Reading and Math	All Components	Math MSP & MAP, Reading MSP & MAP
396063868	Seattle Parks and Recreation	leveraged	\$10,000	PTSA funds base for after school program. Additional funds for high range would expand the number students we could accommodate.	Reading and Math	Out of School Time	Math MSP & MAP, Reading MSP & MAP
	Mid-Year Indicator Performance Pay (7.5%) - Earned in March	\$15,000	\$22,500	\$2000 to boost Saturday school, add'l university tutors time \$4000, staff time for home visits, incentives for participation.		Extended In School Learning / Out of School Time	
	End-of-Year Indicator Performance Pay (7.5%) - Earned in June	\$15,000	\$22,500	Summer camp for transitioning 5th graders.		Out of School Time	
	End-of-Year Outcome Performance Pay (10%) - Earned in September	\$20,000	\$30,000	More technology, beginning of year kick off for Parent University and new year of focus student.			
	District Indirect (3.77%)	\$7,936	\$10,876				
	Total:	\$218,436	\$299,376				