

ATTACHMENT 1: COVER SHEET
MIDDLE SCHOOL LINKAGE REQUEST FOR INVESTMENT

School Information:

School name: McClure Middle School

School address: 1915 1st Avenue West, Seattle, WA 98119

Application Components and Checklist (submit in this order)

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

Contact Information:

Contact person: Sarah J. Pritchett

Title: Principal

Mailing address: 1915 1st Avenue West, Seattle, WA 98119

Day/Work phone: (206) 252-1900

Email address: sjpritchett@seattleschools.org

Signature: _____ Date: April 7, 2012

Name: Sarah J Pritchett
(please print clearly)

Address: 1915 1st Avenue West, Seattle, WA 98119

Day Phone: (206)252-1905

ATTACHMENT 2: DATA ANALYSIS SUMMARY

ELL Data – McClure Middle School has eleven (11) ELL middle school students

- Level 1 – Beginning (1)
- Level 1 – Intermediate (1)
- Level 1 – Advanced (8)

(These levels reflect spring and fall 2011 WLPT scores. 2012 WLPT scores are not yet available).

1. Languages spoken at McClure Middle School: (8)
2. Immigrants: (11) Refugees: (0)
3. During the 2010-11 school year, 69.57% of the 23 students made gains on the WLPTII; 2012 data not available.
4. The average time that the current students have been in the program is 4.6 years.
5. Currently, 7 ELL students have been in the program for 4 years or longer.
6. Based on our 2010-11 MSP results, McClure did not meet AYP in Reading for ELL students. McClure ELL population is small: only the 8th grade level data available: 6.7% of our 8th grade ELL students met standard in Reading compared to 75% of our total population; 26.7% met standard in Math compared to 56.3% of our total population; and 13.3% met standard in Science compared to 73% of our total population.

While our current MAP data shows that on average 73.7% of our ELL students are making typical growth on the Math Assessment and 57.9% of our ELL students are making typical growth on the Reading Assessment, however, based on all risk factors the average is 61.9% of our ELL students show a high risk for not meeting standard on both the Reading and Math state assessments. Based on the data collected, the highest need of McClure ELL students, as with most ELL students across the district, is support in reading.

Data Analysis:

1. **Based on your data analysis, what outcomes and indicators are most in need of improvement under each Area of Concentration?**

Improve Math/Science

- **Outcome 1: Students moving from Level 2 to Level 3 or higher on one or more grade-level state tests (meeting grade-level standard, after failing to do so the previous year)**
 - 14 – 6th grade Level 2 students- (3 Black Students / 2 Special Education students)
 - 16 – 7th grade Level 2 students- (4 Black students/ 5 Special Education students)
 - 16 – 8th grade Level 2 students- (4 Black Students/ 1 Special Education students)
- **Outcome 2: Students moving from Level 1 to Level 2 or higher on one or more grade-level state tests**
 - 9 – 6th Grade Level 1 students – (3 Black students / 7 Special Education)
 - 19 - 7th Grade Level 1 students (12 Black students / 11 Special Education)
 - 25 - 8th Grade Level 1 students (7 Black students / 10 Special Education)

- [Indicator #1: Students making annual typical growth on math MAP](#)
 - Increase the average percentage of non-ELL students making average typical growth from an average of 48.9% to 60%
 - Increase the average percentage of Special Education students making average typical growth from an average of 36.7% to 50%

[Indicator #2: Students passing core courses each semester](#)

- Increase the percentage of non-ELL students at low risk for not passing core courses from an average of 85.1% to 95%
- Maintain the percentage of Special Education students at low risk for not passing core courses at 100%

2. What outcomes and indicators will you focus on and for which population of students?

Our data analysis leads to the selection of “Improved Math” as the Area of Concentration.

- [Outcome 1: Students moving from Level 2 to Level 3 or higher on one or more grade-level state tests \(meeting grade-level standard, after failing to do so the previous year\)](#)
- [Outcome 2: Students moving from Level 1 to Level 2 or higher on one or more grade-level state tests](#)
- [Indicators: Students making annual typical growth on math MAP](#)
[Students passing core courses each semester](#)

Outcome 1: Based on our data analysis, our focus will be raising all of our Level 2 students to Level 3 or higher and specifically targeting populations of Black Students and Special Education students from Level 2 in Math to Level 3 or higher:

- 14 – 6th grade Level 2 students- (3 Black Students / 2 Special Education students)
- 16 – 7th grade Level 2 students- (4 Black students/ 5 Special Education students)
- 16 – 8th grade Level 2 students- (4 Black Students/ 1 Special Education students)

Outcome 2: Based on our data analysis, our focus will be raising all of our Level 1 students to Level 2 or higher and specifically targeting populations of Black Students and Special Education students from Level 1 in Math to Level 2 or higher:

- 9 – 6th Grade Level 1 students – (3 Black students / 7 Special Education)
- 19 - 7th Grade Level 1 students (12 Black students / 11 Special Education)
- 25 - 8th Grade Level 1 students (7 Black students / 10 Special Education)

3. What is your rationale for choosing these outcomes and indicators and focus students?

Students were prioritized based on both current and historical data. In the previous two years, McClure Middle School did not meet AYP in Mathematics for our Black and special education students. The percentage of Level 2 students has also been stagnant for several years. In 2010, McClure Middle School did see growth across the board in all areas for math and we met AYP for Black and special education students. However in 2011, we did not meet AYP in math for Black and special education students.

According to 2011 MSP data, our math scores have increased across all grade levels. However, our special education students' scores dropped in 6th and 7th grade. Additionally, our scores decreased significantly for our 7th grade Black students and only modestly increased at 6th and 8th grade respectively. Both special education and Black students still remain significantly lower than other ethnic and sub groups.

McClure did not meet AYP in Reading for ELL and special education students in 7th grade and our 8th grade Reading data has remained stagnant for several years. In 2010 we did see growth in Reading and we met AYP for our ELL students. However, in 2011, we did not meet AYP in Reading for Black, special education and low income students.

Overall MSP School Data Analysis:

6th Grade MSP Math Data Analysis:

Our 6th grade students overall scored 72.1% meeting standard. Students outscored the district and state in all stands including: Number and Algebraic Sense, Measurement, Geometric Sense, Probability and Statistics, Problem Solving and Reasoning and Procedures and Concepts. While our 6th grade as a whole did extremely well, this magnifies the critical needs of some of our 6th grade student sub-populations. On the state math assessment, only 24.1% of our 6th grade Special Education students met standard and 25% of our Black students met standard. Asian/Pacific Islander and Hispanic students out performed our overall 6th grade population with 72.2% and 73.3% respectively meeting standard on the state math assessment and we did not have enough 6th grade ELL students to report scores on the state math assessment without identifying individual students.

6th Grade MSP Reading Data Analysis:

Our 6th grade students overall out scored all grade levels in Reading with a score of 83.1% meeting standard. Students outscored the district and state in all strands including comprehension, analysis, critical thinking, literary text and informational text. While our 6th grade as a whole did extremely well, this magnifies the critical needs of some of our 6th grade student sub-populations. Only 44% of our 6th grade Special Education students met standard on the state reading assessment; 62% of our Black students; and 72% of Asian/Pacific Islander students. Our Hispanic students out performed our overall 6th grade population with 93.3% meeting standard on the state reading assessment and we did not have enough 6th grade ELL students to report scores on the state reading assessment without identifying individual students.

7th Grade MSP Math Data Analysis:

Our 7th grade students overall scored 73.1% meeting standard. Students overall outscored the district and state in all but one strand including Number and Algebraic Sense, Measurement, Geometric Sense, Probability and Statistics, Problem Solving and Reasoning. While our 7th grade as a whole did extremely well, this magnifies the critical needs of some of our sub-populations of 7th grade students. Only 18.8% of our 7th grade Special Education students met standard on the state math assessment; 51.9% of our Black students met standard on the state math assessment. Our Asian/Pacific Islander students and Hispanic students out performed our overall 7th grade population with 86% and 81.3% respectively meeting standard on the state math assessment and we did not have enough 7th grade ELL students to report scores on the state math assessment without identifying individual students.

7th Grade MSP Reading Data Analysis:

Our 7th grade students overall scored the lowest of all grade levels in Reading with a score of 70.9% meeting standard. Students overall outscored the district and state in all but one strand including analysis, critical thinking, literary text and informational text. While our 7th grade as a whole did well, there are significant needs in some of our sub-populations of 7th grade students. Only 12.5% of our 7th grade Special Education students met standard on the state reading assessment; 55% of our Black students met standard on the state reading assessment; and 56% of our Hispanic students met standard on the state reading assessment. Our Asian/Pacific Islander students out performed our overall 7th grade population with 81.4% meeting standard on the state reading assessment and we did not have enough 7th grade ELL students to report scores on the state reading assessment without identifying individual students.

7th Grade MSP Writing Data Analysis:

Our 7th grade students overall scored 86.3% meeting standard. Students overall outscored the district and state in all strands including Content, Organization, and Style, Conventions, Purpose to Explain and Purpose to Persuade. While our 7th grade as a whole did extremely well, this magnifies the needs of some of our sub-populations of 7th grade students. Only 50% of our 7th grade Special Education students met standard on the state writing assessment; 77.8% of our Black students met standard on the state writing assessment; 81.3% of our Hispanic students met standard on the state writing assessment. Our Asian/Pacific Islander students out performed our overall 7th grade population with 93% meeting standard on the state writing assessment and we did not have enough 7th grade ELL students to report scores on the state writing assessment without identifying individual students.

8th Grade MSP Math Data Analysis:

Our 8th grade students overall scored 56.3% meeting standard on the state math assessment. Students overall scored below the district and state in all but one strand including Number and Algebraic Sense, Measurement, Geometric Sense, Probability and Statistics, and Procedures and Concepts. While our 8th grade as a whole performed lower than all other grades on the math state assessment; this magnifies the critical needs of some of our sub-populations of 8th grade students. Only 31.6% of our 8th grade Special Education students met standard on the state math assessment; 29.4% of our Black students met standard on the state math assessment; 26.7% of our ELL students met standard on the state math assessment; 38.9% of our Hispanic students met standard on the state math assessment. Our Asian/Pacific Islander students out performed our overall 8th grade population with 63% meeting standard on the state math assessment.

8th Grade MSP Reading Data Analysis:

Our 8th grade students overall scored the second lowest in the school of all grade levels in Reading with a score of 75% meeting standard. Our students overall outscored the district and state in all but one strand including comprehension, analysis, critical thinking, and informational text. While our 8th grade as a whole did well, there are significant needs in some of our sub-populations of 8th grade students. Only 52.6% of our 8th grade Special Education students met standard on the state reading assessment; 58.8% of our Black students met standard on the state reading assessment; 72% of our Hispanic students met standard on the state reading assessment, 72.2% of our Asian/Pacific Islander students met standard on the state reading assessment and 6.7% of our ELL students met standard on the state reading assessment.

ATTACHMENT 3: ENGLISH LANGUAGE LEARNER SELF-ASSESSMENT

English Language Learner Self-Assessment

Capacity of School ELL Program- McClure Middle currently serves 11 ELL students which does not drive the same level of need for resources and support as other targeted populations, however we know that our ELL students are benefiting from the best practices at we are implementing throughout our building in the areas of reading and math based on progress on their MAP testing as well as the WLPTII results.

1. The instructional model that McClure Middle School uses to support ELL students is a one day per week push in and pull out small group support. We currently have 0.2 FTE certificated teachers and a 0.5 FTE ELL instructional assistant. Based on the 2010-11 WLPT II scores, 15 ELL students scored Level 3 proficiency and 2 ELL students scored Level 2 proficiency.
2. The instructional model has led to students making gains on the WLPT II and exiting the program; however overall we are not seeing the ELL students making the same gains on state testing. According to Winter 2012 MAP data, 73.7% of ELL students are making typical growth on the math MAP assessment and 57.9% of ELL students are making typical growth on the reading MAP assessment.

McClure Middle School provides extra supports for Level 1 and Level 2 students in literacy through our Extended Day program and math intervention classes during the school day as well as through our Extended Day program. These classes and Extended Day program support both non-ELL and ELL students.

3. McClure Middle School's principal, Sarah Pritchett has been trained in GLAD (Guided Language Acquisition and Development) strategies.
4. Ms. Pritchett has provided oversight of the instruction at McClure Middle School, and has been working with both the Math and Language Arts departments gathering data to better support the learning of English Language Learners and all students who need extra support. Most recently, she has formulated a 98 minute Language Arts block and a centralized instructional assistant schedule that prioritizes their service to students within their Language Arts classes. The instructional assistant is responsible for assisting all of our ELL students in both Language Arts and Math. This design is a part of our comprehensive intervention support for math and reading.
5. All ELL instructional staff has received professional development to work with ELL students – SIOP, GLAD and Scale Up 100-300. Of our general education instructional staff approximately 20% have received GLAD training. Since our school historically does not have a large population of ELL students, there was not a professional development plan to have teachers trained. Our professional development plan for 2012-13 includes various professional development to support best practices.
6. Lessons are scaffolded as follows: teaching point, connection to prior knowledge, targeted vocabulary, multi-entry points to create access and differentiation. All teachers provide a teaching point that is standards-based and builds upon previous lessons. In mathematics there is fluency work, spiral review, new content and problem solving. In addition there is a focus on standards-based vocabulary from the MSP and MAP where teachers use various strategies like Frayer Model and Define in Context to support vocabulary development.

Literacy, science and social studies instruction begin with the same elements and are Common Core Standards based and skills based. Each focuses on skill such as analysis, interpretation, cause-effect, etc. We use a Balanced Literacy Approach as well as strategies from Readers and Writers Workshop to provide differentiated instruction and individualized instruction through small group, mini-lessons and conferring. These strategies are done while students use their readers and writers notebooks to record their writing across genres, their reading strategies, and specific vocabulary. In Readers Workshop students choose books at their level to support their reading proficiency. Teacher questioning and student discourse is promoted across content areas to support student access to content and teacher assessment of student understanding.

7. Our teacher's supplement core curriculum by providing non-fiction text at an instructional level for all students this may include the use of the 4th grade Washington State History text to support an 8th grade student who is significantly below grade level to access content. All Language Arts classrooms have leveled libraries of non-fiction reference materials – Math On Call, Math On Hand, Algebra to Go, Science Explorer, Dictionaries, etc. Manipulatives are used in mathematics to scaffold learning for all students and build their conceptual understanding and problem solving fluency. Students are given context-based mathematics problems as well as computational problems that balance the approach to mathematics instruction.

Other Supports for ELL

1. We have a low number of ELL students at McClure Middle School of which the majority are not meeting standard in reading and math. We use best practices in instruction for all students who are not academically on track. We know that best practices for all students who are not academically on-track are the same best practice for ELL students. We provide double dose mathematics and Extended Day Literacy and Math classes after school. We have intervention classes for the past five years
2. We currently do not have home-based activities for parents of our ELL students. Our ELL instructor meets with individual parents to develop plans to support each student's individual need. We provide all of our families with parent teacher conferences. Our building celebrates our student's academic achievement through a variety of activities including our Academic Block Party, Poetry Night and school-wide writing celebrations.

ATTACHMENT 4: WORK PLAN SUMMARY

Work Plan Summary		Area of Concentration #1 Math/Science
Focus Students	Who are your focus students?	<ol style="list-style-type: none"> All 6th, 7th, and 8th graders who scored Level 2 in math on the 2011 MSP. <ul style="list-style-type: none"> 14 – 6th grade Level 2 students- (3 Black Students / 2 Special Education students) 16 – 7th grade Level 2 students- (4 Black students/ 5 Special Education students) 16 – 8th grade Level 2 students- (4 Black Students/ 1 Special Education students) All 6th, 7th, and 8th graders who scored Level 1 in Math on the 2011 MSP: <ul style="list-style-type: none"> 9 – 6th Grade Level 1 students – (3 Black students / 7 Special Education) 19 - 7th Grade Level 1 students (12 Black students / 11 Special Education) 25 - 8th Grade Level 1 students (7 Black students / 10 Special Education)
	Why did you choose these focus students?	<p>We have prioritized the students based on both current and historical data. We did not meet AYP in Mathematics for our black and special education students for the previous two years. The percentage of Level 2 students had been stagnant for several years. In 2010 we did see growth across the board in all areas for math and we met AYP for black and special education students. However in 2011, we did not meet AYP in math for black and special education students.</p> <p>According to 2011 MSP data, our math scores have increased across all grade levels. However, our special education students' scores dropped in 6th and 7th grade. Additionally, our scores decreased significantly for our 7th grade black students and only modestly increased at 6th and 8th grade respectively. Both special education and black students still remain significantly lower than our other ethnic and sub groups.</p>
	How many will you serve?	<ul style="list-style-type: none"> 23 – 6th grade Level 1 & 2 students- (6 Black Students- 3 Level 2 & 3 Level 1/ 9 Special Education students- 2 Level 2 & 7 Level 1) 35 – 7th grade Level 1 & 2 students- (16 Black students- 4 Level 2 & 12 Level 1/ 16 Special Education students- 5 Level 2 & 11 Level 1) 39 – 8th grade Level 1 & 2 students- (11 Black Students- 4 Level 2 & 7 Level 1/ 11 Special Education students- 1 Level 2 & 10 Level 1)

Work Plan Summary		Area of Concentration #1 Math/Science
Outcomes & Indicators*	Baseline	<ul style="list-style-type: none"> 23 – 6th grade Level 1 & 2 students- (6 Black Students- 3 Level 2 & 3 Level 1/ 9 Special Education students- 2 Level 2 & 7 Level 1) 35 – 7th grade Level 1 & 2 students- (16 Black students- 4 Level 2 & 12 Level 1/ 16 Special Education students- 5 Level 2 & 11 Level 1) 39 – 8th grade Level 1 & 2 students- (11 Black Students- 4 Level 2 & 7 Level 1/ 11 Special Education students- 1 Level 2 & 10 Level 1)
	Proposed Target	<ul style="list-style-type: none"> Outcome 1: Students moving from Level 2 to Level 3 or higher on one or more grade-level state tests (meeting grade-level

		<p>standard, after failing to do so the previous year)</p> <ul style="list-style-type: none"> • Move 60% (8 of 14 students) – 6th grade Level 2 students one or more levels higher as measured on our MSP • Move 60% (10 of 16 students) – 7th grade Level 2 students one or more levels higher as measured on our MSP • Move 60% (10 of 16 students) – 8th grade Level 2 students one or more levels higher as measured on our MSP • <u>Outcome 2: Students moving from Level 1 to Level 2 or higher on one or more grade-level state tests</u> <ul style="list-style-type: none"> • Move 40% (4 of 9 students) – 6th grade Level 1 students one or more levels higher as measured on our MSP • Move 40% (8 of 19 students) – 7th grade Level 1 students one or more levels higher as measured on our MSP • Move 40% (10 of 25 students) – 8th grade Level 1 students one or more levels higher as measured on our MSP • • <u>Indicator #1: Students making annual typical growth on math MAP</u> <ul style="list-style-type: none"> • Increase the average percentage of non-ELL students making average typical growth from an average of 48.9% to 60% • Increase the average percentage of Special Education students making average typical growth from an average of 36.7% to 50% • <u>Indicator #2: Students passing core courses each semester</u> <ul style="list-style-type: none"> • Increase the percentage of non-ELL students at low risk for not passing core courses from an average of 85.1% to 95% • Maintain the percentage of Special Education students at low risk for not passing core courses at 100%
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Work Plan Summary		Area of Concentration #1 Math/Science
Strategies	What services will be provided?	<ol style="list-style-type: none"> 1. Additional math period, with a limit of 20 students per class. Content tailored to students specific needs based on students MAP and MSP data. 2. 2 Extended Day Mathematics intervention classes per semester after school from 2:30-4:30pm, based on students MAP strand scores. Each class will have 12-15 students.
	Briefly summarize the frequency and duration of the support.	<ol style="list-style-type: none"> 1. Daily math support class (50 minutes) for two semesters 2. Two times a week, 2 hours per day, for two semesters. The program will have 1 hour dedicated to math instruction and 1 hour dedicated for various STEM based enrichment activities. Students will be referred to the after school study center if they are not passing all courses.
	Which Key Component does this strategy fit under?	<ol style="list-style-type: none"> 1. Extended in-school learning time. 2. Out-of-school time/expanded learning opportunities.

	Explain your rationale for selecting this strategy.	<p>1. Students need targeted curriculum and instruction to address learning needs in a more personalized environment.</p> <p>2. Seattle Parks and Recreation's Community Learning Center staff have coordinated our after school intervention efforts for the past 5 years. Students have shown growth and student retention rates in the programs have been above average. For the 10-11 school year, the CLC served 53 MSSP students in the Extended Day Program and the students had an average MAP increase from fall to spring of 6 points in math and 5 points in reading. The attendance rate for the entire year was 76%. By providing instruction in the after school setting, we're able to have smaller classroom sizes and more focused instruction at a student's level. We're also able to have students participate in various enrichment activities where they can apply the materials they're learning.</p>
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Work Plan Summary		Area of Concentration #1 Math/Science
Key People	Who are the key people who will deliver the proposed strategies and what related experience do they have?	<p>1. Math specialist will teach the in school math intervention classes.</p> <p>2. Math specialist will teach the Extended Day program math intervention classes.</p> <p>All instructors will be certificated Mathematics teachers with extensive mathematical backgrounds and a knowledge and understanding of the scope and sequence of our common core standards for mathematics.</p>
Partnerships and Collaborative Efforts	If a community partner is providing services, identify the organization and their role.	<p>Seattle Parks and Recreation's Community Learning Center (CLC) staff will be coordinating our after school academic intervention programs for our targeted students. The CLC will also monitor focus student's overall grades and attendance, and provide the necessary resources and services to ensure overall student success.</p> <p>The CLC will continue to manage all OST programs during the year. Programs will run Monday through Friday 2:30-4:30pm. Transportation will be provided for participants and the CLC will coordinate all the logistics.</p>
	What is their specific expertise in helping you achieve your results?	The CLC has managed our academic interventions here at McClure for the past 5 years. Their efforts, relationships with the staff, and ability to develop and implement leveled curriculum have been vital to our student's growth. The CLC also has the flexibility and resources to create non-traditional learning environments, hands-on opportunities, and real-world application experiences for our students.
	Why did you select this partner and what is your history with them?	We selected the CLC because of our long standing successful relationship. As stated above, their efforts, relationships with the staff, and ability to develop and implement leveled curriculum have been vital to our student's growth. The CLC also has the flexibility and resources to create non-traditional learning environments, hands-on opportunities, and real-world application experiences for our students. We have partnered with our CLC for the past 5 years and have experienced student growth and achievement each year.

Leveraged Funds	If you are leveraging other funds to support these strategies, please identify them here.	<ol style="list-style-type: none"> 1. LAP 2. Parks and Recreation
	How will this supplemental funding be used to support your strategy?	<ol style="list-style-type: none"> 1. Funding will be used to purchase supplemental math materials and manipulatives 2. Funding will be used to purchase additional staffing for both the in-school support and Extended Day program

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

ATTACHMENT 5: MANAGEMENT AND OVERSIGHT PLAN

Tracking to Results

Baseline Data to Track Results

- **Three school-wide data analysis professional development trainings**– Fall, Winter and Spring trainings based upon MSP (Fall) and MAP.

On –Going Review of the Student Data to Track Achievement Toward Levy Results

- **Monthly Department Meetings**- review student work and course assessments and review progress of targeted student populations. During these meetings teachers also review – Exit Tickets, Computation Strand Assessments, Fluency Assessments, Unit Assessments, Yearly Progress Pro – Math Data
- **Monthly Student Support Meetings**- with administration, intervention teachers, subject matter specialists, CLC staff and Attendance Specialist to review Grade Level and Middle School Data; these -
 - We will know which students are on course to achieve results by monitoring all targeted student's- Exit Tickets, Computation Strand Assessments, Fluency Assessments, Unit Assessments and Intervention Support, Formal and Informal Assessments
 - Attendance data, Behavior data, Coursework completion
 - MAP Growth Data
- **Weekly Student Progress Meetings**
 - Yearly Progress Pro/McGraw-Hill – Math RTI – Weekly Assessment Reports- review results with Math Intervention teacher and adjust instruction and set goals based on student data

Partnership to Track and Monitor Data

Based on the information from all of these meetings, our CLC Coordinator will meet with individual students to set goals and confer with them regarding their individual progress. Administration and our CLC Coordinator will chart student data for review with individual teachers to monitor and adjust instruction to better serve our students.

Leadership, Planning, and Implementation

Decision-Making and Plan Buy-In Process ~ We have met with representative groups to discuss the Levy plan and the best implementation of the plan to insure success for our students

- BLT
- PTSA
- Department Meetings

School-Based Health Center ~ N/A

Community Partners in the RFI planning process ~ Our CLC has been an integral part of our planning process. We have developed plan entire plan together and have systems in place which make our partnership interdependent.

Who are the key people within your school who will lead your Levy-funded strategies ~ Math specialist will teach the in school math intervention classes. Math specialist will teach the Extended Day program math intervention classes. All instructors will be certificated Mathematics teachers with extensive mathematical backgrounds and a knowledge and understanding of the scope and sequence our common core standards for mathematics. Seattle Parks and Recreation's Community Learning Center (CLC) staff will be coordinating our after school academic intervention programs for our targeted students. The CLC will also partner with the Administration to monitor focus student's overall grades and attendance, and provide the necessary resources and services to ensure overall student success.

Systems to Identify the Components of a strategy that are or are not working ~

- Quarterly Staff Meetings to review school-wide data

- Monthly Meetings to review/monitor departmental data, and individual student data and adjust strategies or instruction if needed
- Weekly Meetings to review individual student progress and adjust strategies, goals and instruction if needed

Challenges do you anticipate and what steps will you take to increase your chances of achieving your

results~ We anticipate that our biggest challenge will be clear communication. Because we have developed a plan that is interdependent on several key partnerships and components, our systems will have to be clear to all partners and our communications must have common language to support one another to achieve our common goals. Our Levy plan must be mapped out with roles and/or responsibilities clearly defined in order to be implemented successfully. We will also review our Levy plan for feasibility and fidelity on a monthly basis.

Seattle School District Support ~

- Nancy Coogan, Executive Director – Will use instructional leadership, learning walks and conferences to review student progress data.
- Mark Teoh, Executive Director of Research, Evaluation and Assessment.- Assist school team with creating data tracking tools specific to focus students and outcomes and indicators

Additional Leveraged Funds ~

- LAP Funds
- Parks and Recreation

Previous Success

Seattle Parks and Recreation's Community Learning Center staff have coordinated our after school intervention efforts for the past 5 years. Students have shown growth and student retention rates in the programs have been above average. For the 10-11 school year, the CLC served 53 MSSP students in the Extended Day Program and the students had an average MAP increase from fall to spring of 6 points in math and 5 points in reading. The attendance rate for the entire year was 76%. Their efforts, relationships with the staff, and ability to develop and implement leveled curriculum have been vital to our student's growth. The CLC also has the flexibility and resources to create non-traditional learning environments, hands-on opportunities, and real-world application experiences for our students. We have chosen to continue our relationship with the CLC because of our long standing successful.

ATTACHMENT 6: ANNOTATED BUDGET

Please see attached budget.

Attachment #6: Annotated Budget

McClure

Middle School Linkage

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

Commitment Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes & Indicators
	<i>Contractual Services - Seattle Parks and Recreation CLC Coordinator</i>	\$56,000	\$76,000	<i>CLC staff annual salary w/benefits.</i>	<i>All - focus students needs fall in each of the areas</i>	<i>OST/expanded learning opportunities</i>	<i>MAP Math/MSP Math</i>
	<i>Contractual Services - Seattle Parks and Recreation CLC Expanded Learning Opportunites/OST Programs</i>	\$21,000	\$36,000	<i>Program budget for all extended learning opportunites, interventions, and OST programs and supplies.</i>	<i>Math/Science</i>	<i>OST/expanded learning opportunities</i>	<i>MAP Math/MSP Math</i>
	<i>.1 FTE Math Teacher</i>	\$8,000	\$8,000	<i>.1 FTE for a Math Specialist to work directly with targeted students and CLC staff around interventions. (This FTE will be leveraged with our LAP allocation to create a 0.8 FTE</i>	<i>Math/Science</i>	<i>Extended in-school learning time</i>	<i>MAP Math/MSP Math</i>
	<i>Mid-Year Indicator Performance Pay (7.5%) - Earned in March</i>	\$3,750	\$7,500	<i>If we earn mid-year indicator performance pay we plan to do Spring Break MSP Math camp.</i>	<i>Math/Science</i>	<i>OST/expanded learning opportunities</i>	<i>Passing Core Classes</i>
	<i>End of Year Indicator Performance Pay (7.5%) - Earned in June</i>	\$3,750	\$7,500	<i>If we earn end-of-year indicator performance pay, we plan to do a Winter Break MSP Math Camp</i>	<i>Math/Science</i>	<i>Extended in-school learning time/OST expanded learning opportunities</i>	<i>MAP Math</i>
	<i>End-of-Year Outcome Performance Pay (10%) - Earned in September</i>	\$7,500	\$15,000	<i>If we earn end-of-year outcome performance pay, under the low budget, we will add one additional class to our Extended Day program to lower the class size and provide more targeted assistance. Under the high budget we will add two classes to our Extended Day program. One of the classes will have an instructional assistant and target specifically our Special Education students to work more intensely on each of the student's indentified areas of concern in math</i>	<i>Math/Science</i>	<i>OST/expanded learning opportunities</i>	<i>MSP Math</i>
Total:	McClure	\$100,000	\$150,000				