

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

**School Information:**

School name: Olympic Hills  
School address: 13018 20<sup>th</sup> Ave NE Seattle WA 98125

**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
  - o Tracking to Results
  - o Leadership, Planning, and Implementation
  - o Previous Success
- Annotated Budget

**Contact Information:**

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Signature: \_\_\_\_\_ Date: April 26, 2012\_\_\_\_\_

Name: \_\_\_\_\_  
(please print clearly)

Address: 13018 20<sup>th</sup> Ave NE Seattle WA 98125

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## ATTACHMENT 2: DATA ANALYSIS SUMMARY

### OLYMPIC HILLS ELEMENTARY – WaKIDS DATA

1) In Fall 2011, 48 K students were assessed via WaKIDS. WaKIDS is scored on a 1-9 numerical system. We also report the % of students who scored low (in the 1-3 range).

DIMENSION	Fall 2011 % below end-of-year expectation	Fall 2011 Low Range % scoring 1-3 out of 9
Social-Emotional	96%	42%
Gross Motor	81%	15%
Fine Motor	73%	9%
Language	88%	25%
Cognitive	96%	43%
Literacy	85%	68%

2) Of 25 ELL kindergarten students assessed on WaKIDS, 23 demonstrated gains in WaKIDS Language and Literacy dimensions. No ELL students have reached end-of-year goal at this time.

3) Gross and fine motor data shows entering Kindergarten students are developing normally physically. Our rationale for academic intervention is the gap between physical development, and social/emotional/cognitive readiness. In Fall 2011, over 42% were unable to follow common directions, attend to group instruction, or maintain attention to tasks. 68% could not discriminate between sounds (phonological awareness, critical for readiness in Reading).

**K students who begin the year in the low 1-3 score range of WaKIDS Literacy assessment need 1:1 tutoring in Phonemic Awareness, in order to address their lack of school readiness on this critical building block to Reading (Area of Concentration #1). The *Road to the Code* program will be implemented by YMCA and school-funded tutors, during the school day.**

### OLYMPIC HILLS ELEMENTARY – ELL DATA

1) Level 1 beginning = 11      Level 2 intermediate = 3      Level 3 advanced = 18

4) 17 languages                      5) 66 immigrants, 0 refugees

6) from year 2008-2009 = 11 no gains (25%), 32 gains of 1 or 2 levels (74.4%)

from year 2009-2010 = 5 no gains (12%), 31 gains of 1 or 2 levels (86.1%)

7) 3 years                              8) 3 students

9) K-5 School Data Report of 3<sup>rd</sup>-5<sup>th</sup> grade students who pass the MSP Reading:

ELL passing = 13%

Non-ELL passing = 62.5%

Pivot table analysis showed the highest number of students responding to Vocab/Structure MAP questions are in 2<sup>nd</sup> grade. (On MAP, all students do not take the “same test,” because different answers will direct student to easier or more challenging items.) On this Vocab/Structure strand, 59% of non-ELL students scored “low,” while 85% of ELL students scored “low.”

Part of our plan’s rationale is that ELL students’ academic gap is significant by second grade, and needs to be addressed with early interventions. WaKIDS data shows the gap for ELL students begins in K, where they begin without Phonemic Awareness. **Kindergarten ELL students (as part of the group selected for the Kindergarten intervention as detailed above) need 1:1 tutoring during the school day in Phonemic Awareness (Area of Concentration #1). The *Road to the Code* program will be implemented by YMCA and school tutors.**

Last year, 31% of ELL first graders did not meet Typical Growth on Reading MAP. We have 24 first grade ELL students enrolled for next year (42% of 1<sup>st</sup> graders). As part of the early intervention rationale, **first grade ELL students who did not meet expectations on K WaKIDS need individual and small group tutoring, during the school day, focused on Vocabulary & Academic Language (Area of Concentration #4). The *Road to the Code* and *Leveled Learning Intervention* programs will be implemented by YMCA and school tutors.** The increasing gap in Vocabulary/Academic Language is highlighted by 2<sup>nd</sup> grade MAP which contributes to a fundamental deficiency noted in the high number of 3<sup>rd</sup>-5<sup>th</sup> grade ELL students not passing MSP Reading (86.7%). Our rationale includes the need to extend interventions into the upper grades because 4<sup>th</sup> grade students (including ELL) who did not pass MSP have low MAP reading scores in all strand areas (see Local School Level data). **4<sup>th</sup> grade ELL students who did not pass MSP Reading (as part the 4<sup>th</sup> grade target students selected for this intervention) will participate in an extended-school-day program with YMCA tutors (Area of Concentration #1). The *Leveled Learning Intervention* program will be implemented to address multiple Reading strands via a focused intervention curriculum.**

**DATA ANALYSIS QUESTION #1: Outcomes & Indicators most in need of improvement**

In **MATH**, 56.7% of 3<sup>rd</sup>-5<sup>th</sup> graders did not pass the Math MSP (outcome). Within ELL students, 81.3% did not pass. Pivot Table data on MAP Number Sense strand shows 19 4<sup>th</sup>-5<sup>th</sup> graders scored “low” on Number Sense (indicator).

In **SCIENCE**, 63% of 5<sup>th</sup> graders did not pass the Science MSP (outcome). “Exit slip” tasks in Science journals indicate students struggle to convey quantities, relationships, and other mathematical concepts with science writing (indicator).

In **READING**, 68% of K students, including ELL students, have a low 1-3 score range of WaKIDS Literacy assessment (outcome). On Reading MSP, 49.2% of 3<sup>rd</sup>-5<sup>th</sup> grade students did not pass (outcome). This included 86.7% of ELL students. Pivot table analysis of Reading MAP showed 3<sup>rd</sup>-5<sup>th</sup> graders who scored “low” were evenly distributed across all strands (indicator).

In **WRITING**, 46.4% of 4<sup>th</sup> graders did not pass Writing MSP (outcome). This included 87.5% of ELL students. On site-based scored Writing assessments, students perform better when not writing to prompts (indicator). From this, we determined that more test-prep practice is needed.

In **ATTENDANCE**, 29.7% of students had 5 or more absences last year (outcome). ELL students were 23.5%. Absenteeism is correlated with lack of homework completion (indicator).

In **ENGLISH LANGUAGE ACQUISITION**, 43.7% of ELL students scored Levels 1 or 2 on WLPT (outcome). 31% of ELL 1<sup>st</sup> graders did not meet Typical Growth on Reading MAP (outcome). Site-based sight-word assessments, Teachers College Reading assessment, and on-going MAP scores show deficiencies in Vocabulary and Academic Language (indicators).

**QUESTION #2: Outcomes, Indicators and Population of Students to focus on**

**Focus Students:** K students, including ELL students, who begin the year in the low 1-3 score range of WaKIDS Literacy assessment. **Outcomes:** 75% of K students will make gains in the Language and Literacy domains of WaKIDS. **Indicators:** The Rosner Modified Phonemic

Awareness assessment will be given periodically. Site-based classroom progress monitoring assessments will be given monthly to monitor letter identification, letter/sound, and sight word acquisition progress. Reassessment on WaKIDS will provide added indicator data.

**Focus Students:** 4<sup>th</sup> grade students who did not pass MSP Reading. **Outcome:** 60% of 4<sup>th</sup> grade selected students will gain one or more levels. **Indicators:** Reading MAP Winter 2012 and Spring 2013, Winter and Spring Teachers College Reading Assessment, and monthly progress monitoring “exit slips” with teacher-made rubric.

**Focus Students:** 4<sup>th</sup>/5<sup>th</sup> grade students who did not pass MSP Math. **Math Outcome:** 60% of 4<sup>th</sup> and 5<sup>th</sup> graders will move from Level 1 to Level 2 or higher, or from Level 2 to Level 3 or higher, on 2013 Math MSP. **Math Indicators:** Winter 2012 and Spring 2013 Math MAP, and Dreambox frequent progress monitoring data (within the program). **Science Outcome:** 50% of our 5<sup>th</sup> graders will pass the Science MSP in Spring of 2013. **Science Indicators:** Progress monitoring “exit slips” for 4<sup>th</sup>/5<sup>th</sup> graders in Science program.

**Focus Students:** Students who are at risk to miss 5 or more days of school in first semester, and/or failure to meet grade level standards on MSP or MAP. **Outcome:** Students will miss 3 or less school days. Students will improve by one level on MSP, or gain more than 1.0 Typical Growth on MAP. **Indicators:** Weekly attendance reports, Winter and Spring MAP, and monthly progress monitoring “exit slips” in either Reading or Math, and homework completion rates.

**Focus Students:** First grade ELL students who did not meet WaKIDS expectations in K. **Outcome:** 60% of 1<sup>st</sup> ELL grade students will make Annual Typical Progress on Spring 2013 Reading MAP. **Indicators:** Winter Reading MAP, Winter and Spring Teachers College Reading Assessment, and monthly progress monitoring “exit slips” with teacher-rubric.

### **QUESTION #3: Rationale for choosing focus students, outcomes and indicators**

**Kindergarten Reading:** Our rationale for academic intervention is the gap between physical development, and social/emotional/cognitive readiness. In Fall 2011 WaKIDS data, over 42% were unable to follow common directions, attend to group instruction, or maintain attention to tasks. Nearly 68% could not discriminate between sounds (phonological awareness, critical for readiness in Reading). Our intervention will include specific Phonemic Awareness tutoring via *Road to the Code* program. The Rosner Phonemic Assessment tool is selected as an indicator, along with site-based teacher assessment in Reading Readiness skills.

**4<sup>th</sup> grade students who did not pass MSP Reading:** We will focus our extended-school-day reading intervention at 4<sup>th</sup> grade, where the intervention can impact 4<sup>th</sup> graders in the implementation year, and their performance as 5<sup>th</sup> graders the following year. Our 3<sup>rd</sup> graders already have an after-school reading program (Team Read). 45% of 4<sup>th</sup> grade students did not pass Reading MSP. Pivot Table analyses of Reading MAP strands provides a count of students who score in the “low” range on the specific strands. The students scoring “low” are fairly evenly dispersed across the strands (see Attachment 3). Accordingly, we selected the Fountas and Pinnell *Leveled Learning Intervention Program (LLI)*. It is an intensive program, using leveled books and scripted direct-instruction lessons, to accelerate learning in Comprehension, Fluency, Word Recognition and Vocabulary skills. Goal: 60% of 4<sup>th</sup> graders passing Reading

MSP (outcome). Indicators: Reading MAP, Winter and Spring Teachers College Reading Assessment, and monthly progress monitoring “exit slips” with teacher-made rubrics.

**4<sup>th</sup>/5<sup>th</sup> grade students who did not pass MSP Math:** 27 students did not pass the 2011 Math MSP. Pivot Table data shows 19 4<sup>th</sup>/5<sup>th</sup> graders scored “low” on MAP Number Sense. This compromises performance in all areas of Mathematics. These 19 students include 17 who scored Level 1 on the Math MSP. We project 27 students need small group instruction. We want to provide an added .5 math teacher for 4<sup>th</sup>/5<sup>th</sup> grade 90-minute math blocks during school day, reducing class size to 1:13, emphasizing Number Sense. Individualized and deeper instruction, plus more intensive practice in *Everyday Math* curric, is needed to accelerate progress. We also project 20 4<sup>th</sup>/5<sup>th</sup> grade students for an intensive after-school Math intervention (not including those already receiving special ed interventions). These students would receive additional focused skills practice using the *Dreambox* computer program for math acceleration. The Seattle School District math coaches recommended this program as the most effective intervention for math skills acceleration. 60% of 4<sup>th</sup> and 5<sup>th</sup> graders will move from Level 1 to Level 2 or higher, or from Level 2 to Level 3 or higher, on 2013 Math MSP (outcome). Winter 2012 and Spring 2013 Math MAP, and Dreambox frequent progress monitoring data used as indicators. We have a classroom teacher who has attended the NSF Summer Institute in Physics/Physical Science for the last 3 years (30 UW credits). She is currently enrolled in the Global Field Master’s program (Miami University) that focuses on environmental/conservation science experiences. The YMCA strongly supports a “cross-over” certificated teacher who will be part of the extended school day program two days per week. We want to provide an extended school day Math/Science Intervention program for these 4<sup>th</sup> and 5<sup>th</sup> graders. The Science programming will focus on applied Mathematics and Academic Language Learning within Environmental Science. 50% of our 5<sup>th</sup> graders will pass the Science MSP in Spring of 2013 (outcome). Progress monitoring Science “exit slips” will be used as indicators.

**Students who are at risk to miss 5 or more days of school in first semester, and/or failure to meet grade level standards on MSP or MAP:** 30 students with poorest attendance rates and/or lowest achievement measures will be selected. Last year 29.7% of Olympic Hills’ students missed 5 or more school days. Absenteeism is highly correlated with lack of homework completion, and below-standard academic achievement. Goal outcomes - students will miss 3 or less school days. Students will improve by one level on MSP, or gain more than 1.0 Typical Growth on MAP. Indicators - weekly attendance reports, Winter and Spring MAP, and monthly progress monitoring “exit slips” in either Reading or Math, and homework completion rates.

**First grade ELL students who did not meet WaKIDS expectations in K:** English Acquisition and Academic Language development is needed. This year in K, 68% fell in the lowest score range for Literacy on WaKIDS. Next year in 1<sup>st</sup> grade, 42% of students will be ELL. Last year, 31% of ELL 1<sup>st</sup> graders did not make Typical Growth on Reading Map, primarily due to vocabulary deficiencies. Phonemic Awareness and Academic Language needs can be addressed via *Road to the Code* and *Leveled Learning Intervention Program* tutoring during the school day with YMCA and school-funded tutors. 60% of 1<sup>st</sup> grade ELL students will make Typical Growth on Reading MAP. We also expect these students to make gains on WELPA (outcome). School-based Sight Word and Teachers College Reading Assessments will be used as indicators.

## ATTACHMENT 3: LOCAL SCHOOL-LEVEL DATA

### **School Wide Grade Level Assessment Process**

In the Fall, Winter and Spring of each year, all grade level teams at Olympic Hills administer, collect and review site-based grade level assessments. Each grade level team determines which assessment information to collect. Assessments are selected based on their usefulness in informing and guiding instruction.

Common reporting forms are used (see Example A). These reporting forms are provided to the Principal after each round of assessments. The Specialist Staff (bilingual, special ed, etc.) have access to the school-wide data as well.

Grade level teams deprivatize their practice and share every teacher's data with all the teachers on the team. Teachers use the data to:

- (1) Determine what instructional practices are working, to capitalize on those,
- (2) Determine areas in which students are not making sufficient progress, to revise those, and
- (3) Determine how to group students, based on proficiencies, for targeted small-group instruction.

In determining the focus students and outcomes for our Levy application, the WaKIDS, MAP and MSP data was utilized. In additional, some of our site-based school-wide assessments influenced our plan as well. For example:

### **READING in Kindergarten**

At the beginning of the school year, all Kindergarten students are given a variety of Kindergarten Inventory assessments (1:1). Included in these assessments were:

#### **Classroom Data Summary**

Number of students entering K who do not know any letter sounds:	29 of 48	(60%)
Number of students entering K who cannot copy letters:	37 of 48	(77%)
Number of students entering K who cannot identify any sight words:	40 of 48	(83%)

This data correlates highly with the WaKIDS data summarized in prior Data Analysis section. Olympic Hills' students are entering Kindergarten without basic readiness skills for reading. In particular, the inability to simply copy a letter from a model creates a significant delay in acquiring academic skills from teacher-directed lessons.

### **READING in 1<sup>st</sup>-5<sup>th</sup> grades**

As noted prior, pivot table analyses of MAP Reading strand results provided a count of students who scored in the "low" range on each strand. The students scoring "low" were fairly evenly distributed across the strands (see 4<sup>th</sup> and 5<sup>th</sup> grade distribution below). As a result, we selected a reading intervention program that provides strong practice in Reading Comprehension, but also addresses Fluency, Word Recognition and Vocabulary skills. We decided to select 4<sup>th</sup> graders for the after-school tutoring program, in order to raise their reading proficiency, which would improve this same cohort as 5<sup>th</sup> graders the following year as well. We already have an after-school reading intervention for 3<sup>rd</sup> graders (Team Read).

*Number of 4<sup>th</sup> and 5<sup>th</sup> grade students scoring “low” on MAP strands in Reading:*

	<u>4<sup>th</sup></u>	<u>5<sup>th</sup></u>
Concepts of Print	13	9
Know Text Components	8	6
Phonics	12	10
Phonological Awareness	13	10
Read Variety of Purposes	9	5
Reading Comprehension	17	15
Think Critically & Analyze	2	5
Vocab % Word Structure	14	10
Word Recognition	13	5

Teachers at Olympic Hills also administer the Teachers College Reading Assessment three times each year to assess all 1<sup>st</sup>-5<sup>th</sup> grade students in Reading comprehension, fluency, word recognition and miscues. This assessment takes 15-20 minutes per student, is completed 1:1 with the teacher, and includes a detailed Running Record of reading errors. The report to the Principal provides the Fountas and Pinnell Reading Level achieved (see Example B, with student names removed.) Teachers use the more detailed comprehension, fluency, word skills and miscue analyses to plan differentiated instruction. We hire substitute teachers three times each year, to give each classroom teacher focused time with students to complete these assessments. In the TC data, teachers have reported that ELL students continue to lag behind their non-ELL peers in Vocabulary and Comprehension.

At the K, 1<sup>st</sup> and 2<sup>nd</sup> grade levels, teachers assess all students on Sight Word Recognition three times each year (see Example C, with student names removed). Teachers report that a significant number of ELL students are behind their non-ELL peers, and have difficulty recognizing sight words because their basic vocabulary is not at standard.

We took our site-based Reading assessment data into consideration and decided to focus on 1<sup>st</sup> graders for Vocabulary and Academic Language intervention, and 4<sup>th</sup> graders for Reading intervention through our Levy plan.

The following chart compares our current students' MAP scores to the MAP 2011 Reading Status Norms (RIT values). We can see that, on average, our students begin the year below the norms. While our students show growth, their winter assessments remain below the target norms.

**MAP READING Fall 2011 and Winter 2012 – average RIT scores**

READING	# students prior year MSP Level	OH Fall 2011	(Norm)	OH Winter 2012	(Norm)
1 <sup>st</sup> grade		<b>147</b>	(160)	<b>158</b>	(170)
2 <sup>nd</sup> grade		<b>170</b>	(176)	<b>175</b>	(183)
3 <sup>rd</sup> grade		<b>182</b>	(190)	<b>189</b>	(194)
4 <sup>th</sup> grade		<b>192</b>	(200)	<b>196</b>	(203)
	L1	3			
	L2	12			
	L3	8			
	L4	8			
5 <sup>th</sup> grade		<b>197</b>	(207)	<b>200</b>	(209)
	L1	2			
	L2	11			
	L3	12			
	L4	4			

This data supported our decision to select **1<sup>st</sup> grade ELL students for the English Language Acquisition** Area of Concentration. Our 1<sup>st</sup> graders lag behind MAP norms to a wider degree. By including the prior year MSP level data for 4<sup>th</sup> and 5<sup>th</sup> graders, we can also note from the above chart that the students who do not pass the MSP in the prior year tended to cluster at Level 2 in the MSP. These students make up the larger portion of the students who do not meet the MAP average RIT norm. This data also supported our decision to select **4<sup>th</sup> grade students at level 1 and 2 on Reading MSP for Reading** Area of Concentration.

**MATH in 2<sup>nd</sup>-5<sup>th</sup> grades**

In early September of each year at Olympic Hills, we re-administer the last year’s grade level test in Everyday Math to 2<sup>nd</sup>-5<sup>th</sup> grade students. For example, in September, every 4<sup>th</sup> grade students takes the end-of-year Everyday Math test from 3<sup>rd</sup> grade. By re-administering the prior year’s summative test, we can see who has retained mathematics concepts and skills over the summer, and who has lost some of these concepts/skills. We can quickly identify the students who are most at risk for lagging behind. This information typically aligns with those students who did not pass the prior year’s MSP in Math. However, by assessing students early in September, we can identify students for support before we receive the MSP data.

We looked further into the current Math MAP Strand Data to try to understand what interventions might be needed in Math. “Number Sense” strand data was important. In Winter of 2012, six 4<sup>th</sup> graders scored 174.2 on Number Sense strand in MAP, far below the District Number Sense average of 185. These six 4<sup>th</sup> graders were all Level 1s on the MSP in math the prior year (when they were 3<sup>rd</sup> graders). Their extremely low performance in Number Sense affected their entire MAP math score. Understanding the relationship between Number Sense and overall Math performance was part of our conversation in selecting **4<sup>th</sup> and 5<sup>th</sup> grade students** for reduced class size and after school acceleration interventions in Math.

### **DATA TEAMS at Olympic Hills**

Approximately once per month, each grade level team identifies a Reading or Mathematics skill or strategy to address within Data Teams. Each team determines an instructional sequence to teach a specific skill or strategy that a significant portion of their classes needs to focus on. The teams bring back the actual student work to their next Data Team meeting. The work is scored (number or % correct, or via a rubric). The grade level teams review the student work to determine how to plan and adapt instruction. If students acquired the skill/strategy, the team moves on to a different lesson for the next Data Team round. If students struggled with learning, the team reassesses and determines how to revise the instructional process. (A Example D, with teacher names removed).



**EXAMPLE B**

1<sup>st</sup> Grade Reading -TCA

Room # 111

All 1<sup>st</sup>-5<sup>th</sup> students tested Fall and Spring, at risk tested Winter. K tested as ready.

Student Name	Grade	Fall TCA Level	Winter TCA Level	Spring TCA Level
	1	C	H	
	1	B	D	
	1	B	E	
	1	C	D	
	1	H	J	
	1	D	G	
	1	C	F	
	1	C	G	
	1	E	H	
	1	C	G	
	1	D	F	
	1	H	J	
	1	C	F	
	1	C	H	
	1	G	J	
	1	C	F	
	1	H	J	
	1	B	E	
	1	F	H	
	1	C	J	
	1	D	F	
	1	E	K	

**EXAMPLE C**

Reading Sight Words -1<sup>st</sup> Grade

Room # 111

Sight Words -K-2 uses same list. Stop when student misses 5 in a row, up to 175.

Record total number correct.

Student Name	Grade	Number Correct	Number Correct	Number Correct
	1	30	175+	
	1	9	24	
	1	7	111	
	1	6	31	
	1	170	175+	
	1	15	160	
	1	11	75	
	1	24	82	
	1	30	175+	
	1	3	107	
	1	20	113	
	1	171	175+	
	1	8	73	
	1	27	149	
	1	175	175+	
	1	11	75	
	1	171	175+	
	1	26	153	
	1	1	41	
	1	30	175+	
	1	30	175+	

**EXAMPLE D**

**Data Team Summary**      **Team Members:** (teacher names removed)  
**Date:** 12/7/11

**Learning Target** for student work being reviewed today. The "Learning Target" is the repeated phrase that you used while teaching. (Today we're going to learn how to . . . ). Select an LT in Reading, Writing or Math.

*Math grade 5: Mentally solve 2-step problems using partial products (two-digit numbers with a decimal, multiplied by a single digit whole number).*

**Highlights:**

RECORD whatever data you have (scores, # correct, etc) – put chart or scores on reverse side. REFLECT: How did the students do on the Learning Target skill or strategy? Did you notice areas of strengths, or concerns, in your students' work as evidenced by the Assessment? Keep the focus on student outcomes. Most importantly, what would NEXT STEPS in instruction be?

*We saw 24 students make an improvement in solving 2-step problems in their minds after the pre-assessment. The 5 students who continued to struggle received small-group support after the post-assessment.*

**Next Learning Target:** This can be the same LT noted above, if some of your students didn't "get it." It could be a whole-group target, or a small-group target. It could be a "next step" LT in the same content area, selected as a result of what you saw in the student work today. Or you can move on to a new LT in a different content area.

**This must be a Learning Target that is "score-able" in some way. Write it in "kid language" below:**

*New Math strategy: Comprehend and solve 3-step problems that require combining information (addition, multiplication), and then comparing sums or products.*

**Lesson Plan** you will use to teach the Next Learning Target if in Reading or Writing. This plan can be for one day, or summarize for a series of lessons over several days. If in EM, skip 1-3, just note Teacher Guide page number(s): \_\_\_\_\_

**1-How will you model?**

*Model using real-life situations in combining data, before comparing sets.*

**2-Materials you will use for modeling (Name of mentor text, EDM Unit/Lesson, etc.)**

*Visual display on document camera.*

**3-How will you provide Guided Practice? (Activity at the rug, or EDM activity, etc.)**

*Student partners work together to apply organizational skills to solve practice 3-step problems.*

**4-Describe the Independent task (RSA) that you will use to assess student performance.**

**This will be the student work you will bring and review at next Data Team meeting:**

*Two 3-step problems requiring computation skills and language proficiency for each student.*

**Assessment:** How will you **score** the Independent Task that you'll be reviewing at next Data Team meeting?

Rubric? Level? Percent correct? What will you see that will show you if the students "got it?"

*Students will be scored based on the correct completion and display of each step (3 points per problem, 6 points total possible).*

**Date/Time of next Data Team Meeting:** 1/18/12

Provide this form to Principal, thank you.

## ATTACHMENT 4: ENGLISH LANGUAGE LEARNER SELF ASSESSMENT

### A. What is the capacity of your program to serve English Language Learners?

1. We use Aligned Sheltered Instruction which aligns to the mainstream curriculum and ELD standards. We utilize push-in support with occasional pull-out group lessons. ELL communicate/collaborate weekly with the classroom teacher on lesson objectives (Learning Targets) and materials. The ELL teacher use language stems in addition to learning objectives. The language stem emphasizes language development students need to talk through the instructional period. This model is very efficient since 86% of our ELL students have moved from Level I to Level 2 or 3 in Language Proficiency according to WLPTII last school year.
2. We provide instruction emphasizing academic language connected to ongoing classroom content. ELL teachers differentiate standards-based, grade appropriate, academic content according to English Proficiency levels. During the TC Reading Workshop we teach ELL students to comprehend and discuss text using different reading comprehension strategies and develop oral language in small groups. The students acquire academic language in small group which scaffolds participation in the classroom discussions. ELL teachers monitor and adjust instruction when needed.
3. Our principal supported the ELL teachers' initiative to organize the SCALE UP-100 training for our staff last year and she participated. She also participates in the August Institute for Readers or Writers Workshop each year which is highly effective for ELL students because we teach small-groups based on specific student needs.
4. As principal, Ms. Jenkins provides instructional supervision and organizational support by:
  - providing ongoing support and coaching for classroom and ELL teachers in strategic goals for setting small-group instruction,
  - organizing time within staff meetings, early release, TRI and waiver days so ELL staff can work together as a team, and collaborate with grade level teams in designing instruction.
  - organizing Professional Learning Community time (Data Teams) so ELL staff can participate with grade level teams in reviewing student work, and revising instruction accordingly,
  - partners with ELL teacher to communicate with bilingual students and their families,
  - overseeing data collection and documentation of student progress
5. In addition to ELL specialists our literacy coach also has an ELL endorsement. The entire staff participated in a SCALE UP -100 training last year. All classroom and ELL teachers have had Readers and Writers Workshop training that continues to support ELL students and differentiation for ELL students. In addition, last year 2 teachers attended an Aligned Sheltered Instruction workshop with the ELL teachers to learn more about collaborative teaching strategies.

6. We teach small-groups based on specific student needs. The direct, explicit and scaffolded instruction for ELL students begins with a mini-lesson within a workshop model. It has a clear learning objective and language objective telling the students what they are going to learn and why. The teacher models with a language stem which is being taught and students practice what they are learning while the teacher checks for understanding and monitors and adjusts instruction. The last stage of the scaffolded lesson is when we send students off to experience and practice what they learned with peers and independently.
7. In addition to libraries of high engagement leveled books with strong pictorial supports and natural language we provide small group instruction using Reading A-Z.com or Writing A-Z.com materials to scaffold and support the language and comprehension acquisition. We also use the SIPPS curriculum (Systematic Instruction in Phonemic Awareness, Phonics and Sight Words) to support our ELL students in developing word recognition strategies and phonemic skills that allow them to become independent

### **B. Other Supports**

1. About 45% of our 2-3grade ELL students participate in an after school reading program TEAM READ that provides additional tutoring in reading just right books. This support is provided by our librarian teacher and one of our 2<sup>nd</sup> grade teachers. Twice a week high school students come to our school and tutor one-on-one focusing on decoding, fluency, comprehension and retell.
2. In our school we spend time getting to know students and their cultures. This year our ELL teachers have been giving monthly presentations during staff meetings on various cultures that are predominant at our school. The last few presentations on Somali, Amharic and Russian cultures informed teachers not only about culture, language and customs but also brought insight into how various cultures view education. This component is vital understanding and creating a relationship with both students and families.

## **ATTACHMENT 5: P-3 ALIGNMENT AND COLLABORATION SELF ASSESSMENT**

1. Yes we have HeadStart. These students visit kindergarten classrooms throughout the year for celebrations and to get orientated. Students also use our computer lab and work with the lab teacher to use the P-2 Lexia Reading Program we have access to due to a partnership with that company. We collaborate through the Early Learning co-hort which Olympic Hills has been a part of since the start. P-3 often brings ideas back to our classrooms after we have seen them modeled in a pre-K, K and 1 or 2 setting and try them and reflect on them collaboratively. Kindergarten teachers utilize the data and knowledge that Preschool teachers have collected during their time working with students to prepare for and make students welcome. This being said many of our incoming kindergartners do not come from our HeadStart or local preschools. Approximately 75% of our students show up with no formal educational background, approximately 50% of these students come from friends family and neighbor care centers with no school experience. We are anxious to learn more about where our students come from and to provide outreach to them in the coming years. We recognize we could be doing more to partner with HeadStart and area preschools. We have prioritized our needs to work with kindergartners on phonemic awareness immediately to address educational gaps. We decided to partner with Sound Mental Health, one reason is because they would like to reach out to these families and provide early family supports. As noted in our budget, we will do more work to benefit our incoming kindergarten students through an August program (ie. jump start) with performance pay in Fall 2013.
2. Teachers have attended workshops together from the early learning department the last 3 years. These collaborations occur ~6 times a year. The kindergarten team often collaborates with the HeadStart teachers on a casual basis as they walk through the halls or are on the playground, sharing teaching ideas and pertinent information regarding families. P-K teachers work together to find times to visit classrooms both for fun and a specific end of the year visit with a focus to ready the preschoolers for kindergarten. Kindergarten Teachers and the Principal have attend the end of the year Head Start parent meeting where they gave parents ideas and materials that they could do with their child to help get their student Kindergarten ready. They field questions about the transition and share ways to support their child during this important time. K-3 teachers at Olympic Hills are dedicated to having meetings and spending time with the HeadStart teachers aligning curriculums, sharing resources and visiting classrooms in order to ensure that alignment occurs in an effort to further this relationship.
3. HeadStart teachers use flexible differentiated small groups to teach reading concepts, which is aligned to how K-5 teachers teach reading. All P-3 classes use shared reading, exposing them both to the routine of re-reading to gain fluency. Teachers in preschool use morning message (as do K-2 teachers) as a way to engage students through a shared text and teach reading skills on a daily basis. As able, K/1 teachers share books that are appropriate “just right” books with the HeadStart classrooms.

4. Teachers post their reading and writing learning targets on a file that can be accessed by K-5 teachers and specialists. Because we are all using Reading Writing and Math Workshop we all use common language and common structure to teach these subjects. We collaborate in twice monthly learning target planning, because all teachers are planning it is easy to connect with grade levels above and below to collaborate on appropriate learning targets. Teachers also participate in an “in house” lab school to observe in other classrooms with the intent to observe something specific that can then bring back to their classroom. As stated before we are working to further our P-3 plan by having more collaboration with HeadStart and other area preschools.
5. K-5, uses Differentiated Instruction throughout Reading, Writing and Mathematics. This assures that each child is receiving instruction and engaging in learning activities exactly at the child’s developmental level. The Readers and Writers Workshop model K-5 is a researched method that has been successful in schools, including urban schools, throughout the country. The effectiveness of the instructional practices is due to two main components. (1) The Reading skills being taught to students via Direct Instruction, and then being practiced by students via Guided Reading and Independent Reading, are based on the foundational research in reading done by numerous researchers for two decades. (2) The approach is differentiated to move the current proficiency levels of each child onward, rather than a “one size fits all” approach. The Workshop practice is so effective with our wide range of low income and ELL students, that we have adapted the district’s required Everyday Math curriculum to the same effective instructional practices. Team collaboration, planning, PCLs, training and evaluations ensure that all teachers utilize these practices consistently.
6. As previously stated we would like to be doing more in this area, having meetings more frequently with HeadStart and creating a jump start program (that reaches out to both HeadStart students and students with other educational backgrounds) are our first steps. Currently we get data from HeadStart that helps us create class groupings at the end of the school year. Next year (we are piloting this year) we will also have access to the Lexia data from the computerized phonemic awareness and phonics program. As a K-3 team we give the end of the year assessment from the prior year in math at the beginning of the year. Throughout K-3 we are tracking reading levels (TC), sight words, letter knowledge, Words Their Way levels, writing rubric scores, rote count (at early grades) which turns into math facts (older grades).
7. Data is shared at collaboration events and HeadStart provides data at the end of the school year and at the beginning of the year to ensure we know about our students—including family connections and academic information. Once an assignment is made that child’s portfolio and file is transferred with important information highlighted in an easy to read page on the front.

## ATTACHMENT 6: WORK PLAN SUMMARY

Work Plan		Area of Concentration #1 Improve Reading/Writing	Area of Concentration #2 Improve Math/Science	Area of Concentration #3 Improve Attendance	Area of Concentration #4 Increase English Language Acquisition
<b>Focus Students</b>	Who are your Focus Students? (See Page 3)	<ol style="list-style-type: none"> <li>4<sup>th</sup> grade students at level 1 or 2 on the MSP not already receiving special education services.</li> <li>New K's not school ready according to fall WA kids data (1-3 score range).</li> </ol>	<ol style="list-style-type: none"> <li>4<sup>th</sup> and 5<sup>th</sup> graders at level 1 on the math MSP, and not already receiving special education services.</li> </ol>	<ol style="list-style-type: none"> <li>Students who missed 5 or more days a semester and/or failure to meet grade level standard on state assessments.</li> </ol>	<ol style="list-style-type: none"> <li>1<sup>st</sup> grade ELL students who did not meet WaKids expectation in the domains of language and literacy.</li> </ol>
	Why did you choose these Focus Students?	<ol style="list-style-type: none"> <li>The 4<sup>th</sup> grade students have low scores in all reading content strands.                             <ol style="list-style-type: none"> <li>We decided to not focus on SpEd students because they are already receiving services. When we receive performance pay we will consider these students.</li> </ol> </li> <li>68% of Kindergarten students scored in the lowest 1/3 in the domain of literacy on WAKids.</li> </ol>	<ol style="list-style-type: none"> <li>These students need the foundations of number sense do the work required of them at their grade level based on MAP assessment data.                             <ol style="list-style-type: none"> <li>~44% of these focus students are also ELL students. These students lack practice with academic language and there will be an emphasis on applied learning language strategies (science and math integrated)</li> <li>We decided to not focus on SpEd students because they are already receiving services. When we receive performance pay we will consider these students.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>The focus students are students whose attendance and or family situations create barriers to learning and growth affecting academic successes These students require case management to help families successfully support their children.</li> </ol>	<ol style="list-style-type: none"> <li>Students lack of practice with academic language is hindering their ability to make progress in reading.</li> <li>We have a large influx of incoming ELL 1<sup>st</sup> graders (42% of students) who we have identified as needing supports.</li> <li>The support given in reading will also increase WELPA scores.</li> </ol>
	How many Focus Students will you serve?	<ol style="list-style-type: none"> <li>~20 students after school</li> <li>~24 students in school</li> </ol>	<ol style="list-style-type: none"> <li>~20 student after school</li> <li>All 4-5<sup>th</sup> grade students to reduce class size</li> </ol>	<ol style="list-style-type: none"> <li>30 though Sound Mental Health</li> <li>64 students through YMCA CLC partnership</li> </ol>	<ol style="list-style-type: none"> <li>~23 during the school day.</li> </ol>
<b>Outcomes &amp;</b>	Baseline	<ol style="list-style-type: none"> <li>45% of 4<sup>th</sup> grade students did not meet standard on MSP</li> </ol>	<ol style="list-style-type: none"> <li>57% of 3<sup>rd</sup> -5<sup>th</sup> grade students are at level 1 or level</li> </ol>	<ol style="list-style-type: none"> <li>30% of students are absent more than 5 days</li> </ol>	<ol style="list-style-type: none"> <li>31% of 1<sup>st</sup> grade ELL students not making annual</li> </ol>

Work Plan		Area of Concentration #1 Improve Reading/Writing	Area of Concentration #2 Improve Math/Science	Area of Concentration #3 Improve Attendance	Area of Concentration #4 Increase English Language Acquisition
<b>Indicators</b> (p.7-8)		2. 46% of 3 <sup>rd</sup> -5 <sup>th</sup> graders are not making annual typical growth on Reading MAP assessment. 3. 86% of kindergarten students did not meet expectations in language and literacy domains of WAKids.	2 on the math MSP.	per semester. 2. Students who are not making annual typical growth on MAP (K-2 or 3-5 as appropriate)	typical progress on Reading MAP
	Proposed Target	1. 60% of the 4 <sup>th</sup> grade focus students will at least gain 1 level. 2. 60% of the 4 <sup>th</sup> grade focus students will meet and or exceed annual typical growth on reading MAP. 3. 75% of Kindergarten students will make gains in each the language and literacy domain of WAKIDS teaching strategies Gold.	1. 60% of the 3 <sup>rd</sup> -5 <sup>th</sup> grade focus students will move from a level 1 to 2 or level 2 to 3 or higher on the math MSP 2. 50% of our 5 <sup>th</sup> graders will pass science MSP.	1. Students absence fewer than five days per semester, excused or unexcused will go below 20%. AND 2. These students will meet and or exceed MAP annual typical growth(K-2 or 3-5 as appropriate)	3. 60% of ELL students will make annual typical progress on Reading MAP 4. ELL students served will make gains on WELPA.
<b>Strategies</b>	What services will be provided?	1. After school reading intervention with tutors trained in specific intervention programs. a. Frequent Progress monitoring built in through the reading intervention program LLI. b. Training for the after school tutors by our Literacy Coach in the LLI reading intervention program. c. Early Release Days will include collaborative planning time between YMCA tutors and staff and classroom teachers. d. Classroom teachers will	1. After school number sense oriented math games with tutors a. Targeted math instruction through DreamBox and EDM online with built in frequent progress monitoring. b. Continued extended in school learning time with two certified math teachers per 3 <sup>rd</sup> -5 <sup>th</sup> grade classroom to provide targeted and or small group instruction during 90 minute math block. c. An additional .5	1. Sound Mental Health will provide a .5 care coordinator to provide support and help remove barriers that prevent consistent attendance and academic growth. 2. YMCA would provide outreach to families who are being served in the after school and tutoring programs. They will also provide enrichment opportunities to increase engagement at school. 3. We will identify the students who need these services both through attendance records as	1. In house tutors will work with students who are below standard on vocabulary in small groups. They will use the prescribed program REACH which is currently used with success at BOC. 2. Teachers will supplement intervention by utilizing best practice ELL strategies to increase use of academic language. 3. Teachers will use language stems to increase rich and engaging discourse. 4. As needed teachers and

Work Plan		Area of Concentration #1 Improve Reading/Writing	Area of Concentration #2 Improve Math/Science	Area of Concentration #3 Improve Attendance	Area of Concentration #4 Increase English Language Acquisition
		<p><i>check in weekly regarding student progress.</i></p> <p>2. <i>Tutors work in small groups and 1:1 with students lacking phonemic awareness according to Rosner Phonemic Awareness Tool.</i></p> <p>a. <i>YMCA Tutors will be trained by our literacy coach in Road to the Code to systematically work on phonemic awareness.</i></p> <p>b. <i>Tutors will work collaboratively in the classroom with kindergarten teachers daily for the last hour of school.</i></p>	<p><i>certificated math teacher to support math block in multi-age classrooms and lower class size and or add or small group instruction.</i></p>	<p><i>well as through our SIT team meetings which meet one to two times a week. The SIT team will consider the needs of the individual student and refer to the care coordonator as needed.</i></p>	<p><i>ELL support staff will use the REACH program to teach small groups of readers.</i></p>
Briefly summarize the frequency and duration of the services you will be providing.		<p>1. <i>Daily for two hours.</i></p> <p>2. <i>Daily with 1-2 students, 20 minutes per group ~four groups per day per tutor.</i></p>	<p>1. <i>Daily for two hours.</i></p> <p>a. <i>Daily for two hours.</i></p> <p>b. <i>90 minutes per day per teacher.</i></p> <p>c. <i>half days five days a week.</i></p>	<p>1. <i>Sound Mental Health would provide a .5 care coordinator for students and families in need and connect families to needed social services/organizations.</i></p> <p>2. <i>YMCA daily for two hours after school. A full-time director who will communicate with families about excessive absences.</i></p>	<p>1. <i>4 days a week students will work in small groups 15 minutes per group through tiers of vocabulary.</i></p>
Which required Key Component does this strategy fit under? (See Pages 14-15)		<p>1. <i>1 . Out of school /Expanded Learning Opportunities.</i></p> <p>2. <i>Pre K-3 alignment and collaboration.</i></p>	<p>1/1a..<i>Out of school/Expanded Learning Opportunities:</i></p> <p>1b/1c. <i>Extended in School learning Time (through certified math intervention teachers)</i></p>	<p><i>Extended In-School Learning Time</i></p>	<p>1. <i>Expanded Learning Opportunities</i></p>
Explain your rationale for selecting this		<p><i>1a. There is growing evidence shows that well-designed after-school programs help many</i></p>	<p><i>1a. There is growing evidence shows that well-designed after-school programs help</i></p>	<p><i>We selected the strategy of implementing a SMH Care so that the mental health needs of</i></p>	<p><i>1a. Reasearch shows that the extent of students' knowledge of and ability to effectively use</i></p>

Work Plan		Area of Concentration #1 Improve Reading/Writing	Area of Concentration #2 Improve Math/Science	Area of Concentration #3 Improve Attendance	Area of Concentration #4 Increase English Language Acquisition
	strategy.	<p>students.</p> <p>1b. For the past 5+ years our school has successfully run the Team Read program which has reported the following results: 50% of the 2<sup>nd</sup> graders and 40% of the 3<sup>rd</sup> graders have gained more than a year and a half in reading skills 90% of teachers and 95% of parents report increased reading skills as a result of participation in Team Read.</p> <p>1c. We are expanding the well-designed components of the Team Read program to provide successful, targeted literacy instruction to more students.</p> <p>2. Research shows that effective early intervention can help students who are below standard entering school to get to grade level standard.</p>	<p>many students.</p> <p>1b. We are utilizing successful components of a previous after school math club and the current Team Read literacy program to reach more struggling kids in math and science.</p> <p>Math games are fun and engaging for students and help grow number sense. We will be using DreamBox computer program because Seattle Schools math coaches have highly recommended this program above any other for intervention.</p> <p>1b and c. For three years we have leveraged funds to purchase two teachers who focus exclusively on math. This resulted in an Academic Achievement Award. Therefore, we would like to expand and support this successful program by hiring an additional .5 certificated teacher to continue this work.</p>	<p>student's are being addressed in connection with their academic needs. Attendance was chosen because by helping students and families address barriers that have prevented them from accessing education on a regular basis student's attendance should increase and correspondingly have a positive effect on the students MSP and MAP scores</p>	<p>academic language relates strongly to their reading comprehension and overall academic success</p> <p>1b. According to John Sedita in <u>Keys to Literacy</u> "A lack of significant life experience and/or vast reading experience can affect the amount of background knowledge a student can access when reading." The REACH program will fill the gaps and create more context for the vocabulary kids need as well as experiences to attach new words onto.</p>
<b>Key People</b>	Who are the key people who will deliver the proposed strategies and what related experience do they have?	<p>1. The YMCA CLC program which includes 1 full-time site director and 4 part time tutors along with trained volunteers</p> <p>a. Classroom Teachers working alongside tutors to create specific goals and areas of focus for students.</p> <p>b. Gina LaPorta-Roller</p>	<p>1/1a. The YMCA CLC program who are all trained in EDM (our math curriculum) and have had success at their other CLC locations and will use Olympic Hills computer lab to provide additional supports using DreamBox and EDM online.</p> <p>1b/1c. Four certified teachers who have experience teaching</p>	<p>1. A .5 care coordinator will work with approximately 30 students and their families to improve attendance. Care Coordinators from SMH are Master level clinicians with extensive background d in facilitating specialty groups and behavior</p>	<p>1. Tutors and ELL teachers who have been working successfully with our students on academic language acquisition will continue this work with a focus on 1<sup>st</sup> grade struggling readers.</p>

Work Plan		Area of Concentration #1 Improve Reading/Writing	Area of Concentration #2 Improve Math/Science	Area of Concentration #3 Improve Attendance	Area of Concentration #4 Increase English Language Acquisition
		<p><i>(our Literacy Coach) will train tutors in the LLI reading intervention to be used in small groups after school and the Road to the Code which will be used during school.</i></p> <p>2. <i>The 4 YMCA tutors will come from 2:00-3:00 to work with the focus kindergarteners on a daily basis.</i></p> <p><i>The YMCA has been a partner with Seattle Schools and the City of Seattle through the Families and Education Levy for the past 10 years. The YMCA has a history of collaboratively integrating instructional models already in the school to extend student learning.</i></p>	<p><i>math to 4<sup>th</sup>-5<sup>th</sup> grades and who have lowered the class size in the 4-5 during the math block the last two years.</i></p>	<p><i>management supports for high needs schools.</i></p> <p>2. <i>YMCA CLC program will be coordinated by the YMCA site director. Services will be provided through YCMA staff.</i></p>	
<p><b>Partnerships and Collaborative Efforts for implementing strategies</b></p>	<p>If a community partner is providing services, identify the organization and their role.</p>	<p><i>The YMCA CLC will have a full time site director on our campus daily who will work with students and families. The YMCA will also hire experienced tutors who will work directly with our students to provide reading interventions that Olympic Hills staff will train.</i></p>	<p><i>The YMCA CLC will have a full time site director on our campus daily who will work with students and families. The YMCA will also hire tutors (which Olympic Hills will train) who will work directly with our students to support number sense and mathematical thinking.</i></p>	<p>1. <i>YMCA, site coordinator to make school-home connections with families who miss school days.</i></p> <p>2. <i>Sound Mental Health who will monitor our weekly attendance.</i></p>	
	<p>What is their specific expertise in helping you achieve your results?</p>	<p><i>In one year of participation in YMCA CLC programs at Concord Elementary there was increase from 5/71 students with a score of 3+ to 21/71 students. At West Seattle the increase was from 6/61</i></p>	<p><i>In one year of participation in YMCA CLC programs at Concord Elementary there was increase from 5/71 students meeting MSP standards to 21/71 students. At West Seattle the increase</i></p>	<p><i>Sound Mental Health provides behavioral health services to diverse and often impoverished families who have complex needs. Most of these students are below grade level (MAP scores). These</i></p>	

Work Plan		Area of Concentration #1 Improve Reading/Writing	Area of Concentration #2 Improve Math/Science	Area of Concentration #3 Improve Attendance	Area of Concentration #4 Increase English Language Acquisition
		<p><i>students to 19/61 students. We infer from this data that students may have moved up one level without being noted.</i></p>	<p><i>was from 6/61 students to 19/61 students. We can infer that students outside of the reflected gains may have moved up one level.</i></p>	<p><i>barriers result in poor attendance and missed learning opportunities. In addition, SMH clinicians are responsive to the many challenges faced by families and have received training to provide services that respect the values and perspectives of each family which will help meet our students needs. The YMCA has created successful programs at Concord and West Seattle Elementary with similar demographics that have resulted in higher attendance rates.</i></p>	
	<p><b>Why did you select this partner and what is your history with them?</b></p>	<p><i>We interviewed and talked with several organizations and the YMCA fit best with our program and were already trained in many of our curriculums. They are also willing to adjust their time to meet both our Kindergarten need and upper grades needs. They are a staff willing to implement LLI and Road to the Code and be trained in Reading intervention strategies.</i></p>	<p><i>We interviewed and talked with several organizations and they fit best with our program and were already trained in many of our curriculums. They are also willing to adjust their time to meet both our Kindergarten need and upper grades needs. They are a flexible organization and they are excited to do more hands on education beyond homework help. They are also willing to work collaboratively with teachers to ensure what they are doing will benefit students in class as well. The YMCA is willing to partner with a teacher from our school</i></p>	<p>1. <i>We interviewed SMH learned they have a collaborative working relationship with the Seattle School SMH has experience working with students and families similar to our school's demographics. Also they have had success in targeting student's absences which they believe is a barrier to student learning and if addressed can positively effect student's academic success.</i></p> <p>2. <i>The YMCA has had</i></p>	

Work Plan		Area of Concentration #1 Improve Reading/Writing	Area of Concentration #2 Improve Math/Science	Area of Concentration #3 Improve Attendance	Area of Concentration #4 Increase English Language Acquisition
			<i>who will provide enrichment opportunities for the YMCA CLC students that are science and vocabulary based.</i>	<i>previous success with similar schools.</i>	
<b>Leveraged Funds</b>	If you are leveraging other funds to support these strategies, please identify them here.	-Title -Waiver to decline office assistant to receive funds	-Title -Waiver to decline office assistant to receive funds		Title ELL funds
	How will other funds be used to support your strategy?	1. LLI Reading Intervention Program 2. Road to the Code	1. .5 math teacher (4 <sup>th</sup> grades) 2. .7 math teacher (5 <sup>th</sup> grade) 3. DreamBox subscriptions as needed		In house Tutors, REACH program for 1 <sup>st</sup> grade intervention

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

### Case Management Support

- A. The system used to identify high needs students is the Student Intervention Team (SIT). The student's teacher submits a referral for a SIT meeting. Parents are invited to attend the meeting and interpreters are provided if needed. At the SIT meeting, the student's strengths and challenges in the areas of health, social, emotional, behavior and academics are discussed. Moreover, services are discussed that are already in place and an additional resource plan is created with a specific follow through plan.
- B. The organization that will be providing services to students and their families is Sound Mental Health. Sound Mental Health provides behavioral health services to multi-cultural students and families living in low income or poverty environments that have high risk, complex needs, which are barriers to a successful school experience. Many of these barriers result in poor attendance and missed learning opportunities/time away from the classroom due to absences. A half time care coordinator clinician will be assigned to the school. The care coordinator's role is to provide services to students and work closely with families to increase student's attendance. 30% of the students at Olympic Hills have at least 5 or more absences and with the support of the Care Coordinator absences should decrease. The care coordinator will work in conjunction with YMCA to collaborate on students needs when they overlap.
- C. Sound Mental Health will provide services to appropriately 30 students throughout the course of the school year.
- D. Academic outcomes will be identified by student's attendance, homework completion and completion of learning in class and test scores.
- E. Student's progress will be tracked by weekly attendance and homework data. Care coordinator will check The Source weekly or daily as needed for attendance and obtain additional information by communicating directly with teachers regarding homework and class work completion on an as needed basis.
- F. Struggling families will be connected with services by the care coordinator from Sound Mental Health. In addition, families can be referred to an adjunct Family Support Worker that can provide clothing, limited food and rent
- G. We look forward to having both the YMCA and SMH on our staff next year. The positions based from our building will attend staff meetings, trainins and there will frequently be times for staff, the YMCA site director and SMH care coordinator to collaborate at these meetings and team meetings. In addition to ensure that our academic goals are being met in an efficient manner we will provide training from our Literacy Coach 3.5 hours per week. If we receive the high range of funding we have built in an additional .1 position that will work to collect data and coordinate between these

organizations and classroom teachers, through meetings, emails and conversation. This person would help facilitate the coordination between these multiple people and agencies.

### **School and Family Connection**

- H. In order to communicate student's academic performance to parents, teachers will fill out a 'smiley face plan'. This is a form of daily communication with parents about the completion of appropriate academic works of effort. In addition, an extra individual collection of academic student assessments will go home monthly, instead of just three times a year.
- I. Parents will be informed about various ways to implement home-based academics through weekly homework packets. The homework packets provide flexibility for parents and their schedule. Teachers make homework packets based on new skills that need to be practiced. Homework is differentiated. Families are often asked for feedback on homework to ensure teachers are giving a "just right" homework packet. The Spanish IA can work with students to help them understand how and what to do on their homework to cut down on barriers. Ideas often given to willing families include-computer programs, math games that can be played at home and what just right books to get at the library and if needed referrals to community resources for homework help (ie. N. End Library's that offer help).

### **Transition Support**

- J. Various activities are in place to help transition preK families to kindergarten. The Head Start programs that shares the same campus is invited over to visit the kindergarten classroom three times a year and participate in various activities. In addition, in August a letter is sent to incoming kindergarten families explaining volunteer opportunities and expectations. Also a Kindergarten Orientation is provided the day before school starts with class placement announced. At the orientation students and families are invited into their classroom to build relationships and trust. Families are then provided with an overview from the principal where introductions and expectations are described.
- K. PreK programs are offered school tours. In addition, over the last three years the kindergarten and first grade teachers along with the Head Start teachers have been attending a PreK-3 Early Learning Cohort. K teacher are invited to speak at the Head Start end of year parent meeting. In the past they have also given the families materials/activities to use with their students to help them get kindergarten ready.
- L. Systems that are already in place to aid in the transition to middle school for parents and students is homework that models the rigor and independence of middle school. In addition, students are exposed to multiple teachers through a walk to math program which helps ready them for multiple expectations across a school day.
- M. We have had reps from middle schools (counselors, administrators) come to Olympic Hills and talk with the 5<sup>th</sup> graders about middle school – to answer questions and give information – it has been very positive for the kids – easing anxiety, getting them excited

about 6<sup>th</sup> grade. Last year we took a field trip to neighboring Middle Schools. The 5<sup>th</sup> graders participated in an excellent presentation & tour and plenty of Q & A – done by the counseling staff which included 6<sup>th</sup> graders who used to be at Olympic Hills talking with our kids, touring them around, answering questions. Teachers participated in a “crossover lab” (in which teachers from 5<sup>th</sup> grade visited 6<sup>th</sup> grade classrooms, and 6<sup>th</sup> grade teachers visited 5<sup>th</sup> grade classrooms) which was really helpful because it allowed us to talk directly to middle school teachers, and ask them questions about what they do with the kids, what they expect, what we can do to best prepare our students. And they saw what we do here, and how they can extend it into 6<sup>th</sup> grade and build on it. Middle School teachers saw the level of work our kids do here and were impressed – they reported that they wanted to make sure they set high expectations in their classes so the kids continue that level of effort in middle school.

### **Mental and Physical Health Referrals and Services**

- N. Current health needs of our students include social skills, anger management, anti-bullying and grief/loss.
- O. The services used to connect students to health and mental health services are SIT meetings, referrals to the adjunct Family Support Worker and the school nurse.

## **ATTACHMENT 8 - MANAGEMENT AND OVERSIGHT PLAN**

### **A. Tracking results:**

1) MSP Data is reviewed by the full staff at a Staff Meeting the fall of each year, following receipt of the data. MAP Data is prepared in grade-level reports at the school level, and reviewed by Grade Level Teams three times each year. (We test 1<sup>st</sup>-5<sup>th</sup> grade students in MAP at all three testing periods.) Site-level Data (copies of examples enclosed in Attachment 3 for Local School-Level Data) is prepared in Grade Level packets and review by full staff three times each year. At each review session for all baseline data, Grade Level teams use the information to identify target students for intervention, group students for small group instruction, and identify curricular areas of instruction that need adjustments.

2 and 3) Target students will be identified clearly for all instructional staff working with them (classroom teachers and specialists). The MSP, MAP and Local School Data collected for these students will be specifically reported. On-going progress monitoring will be conducted as follows:

- a. Kindergarten focus students – frequent progress monitoring in phonemic awareness, letter/sound association, and vocabulary using classroom-based assessments and the Rosner modified phonemic awareness tool.
- b. First and fourth grade focus students in Reading – frequent progress monitoring utilizing the Teachers College Reading Assessment, vocabulary assessments, and site-based rubrics for “exit ticket” short classroom reading comprehension activities to monitor progress.
- c. Fourth grade focus student in Reading – progress monitoring checks provided in the LLI reading intervention program.
- d. Fourth and fifth grade focus students in Math – frequent progress monitoring utilizing data tracking within the computerized DreamBox program, and frequent progress monitoring using “RSA” exit-ticket short assessments provided in Everyday Math curriculum, developmental math facts progression.
- e. Focus students with Care Coordinator family intervention services – frequent progress monitoring via weekly attendance data.

The above tools will be implemented, and the results collaboratively reviewed at regular scheduled meetings between instructional school staff, after-school YMCA providers, and Sound Mental Health providers. Working as a combined team, adjustments in planning for individual focus students will be determined from the data.

### **B. Leadership, Planning and Implementation:**

1. The development of the Levy plan and strategies began with a team consisting of the following members:

Jen Quisenberry, K/1<sup>st</sup> grade teacher (Workplan Lead)  
Julie Solarek, 1<sup>st</sup> grade teacher (Sound Mental Health contact)  
Jeremy Whiting, 2<sup>nd</sup> grade teacher (Editor and Contributor)  
Jen Hurley, 1<sup>st</sup> grade teacher (Editor and Contributor)  
Mathias Sanders, 4<sup>th</sup>/5<sup>th</sup> grade teacher (YMCA contact)  
Lucy Taskar, ELL teacher (coordinator for ELL portions of the application)  
Nuzhat Mustafa, 4<sup>th</sup>/5<sup>th</sup> grade teacher (Budget and Editing)  
Autumn Doss, 3<sup>rd</sup> grade teacher (Science and Budget)  
Zoe Jenkins, Principal (coordinator for data and follow-up plan management)

This team regularly reported to the full staff on proposals, gaining information and guidance as needed.

At our Math Game Night and Family Dinner, input to the proposal and strategies was obtained from several parent representatives. The PTA president was in direct contact with us frequently to both help write, edit and support the staff in these efforts.

Other members of the instructional staff are spending additional time utilizing components of the proposed strategies this spring, and have contributed their knowledge regarding these components. Contributors have included Gina LaPorta, Literacy Coach (LLI reading intervention program), Paul Brown, computer lab teacher (Dreambox computer math intervention program), Theresa Frazer, school psychologist (Rosner phonemic awareness assessment tool).

Because of the broad based involvement and direct support of the full staff, with parent input, the proposed strategies within our Levy plan are endorsed unanimously by the full staff, and will be implemented with enthusiasm. The buy-in was truly through choice and belief in the strategies.

2. We worked with the YMCA to create a plan that would directly impact student achievement in multiple areas. Together we were able to create an innovative plan that will serve our young students (who wouldn't necessarily benefit from the exhaustion of an extended academic day) and our older students by having their tutors start before school gets out. Both YMCA and Olympic Hills are excited about the continuity of this service throughout the grade levels. We worked with Sound Mental Health to ensure they would be able to support our diverse families and needs. We will be collaborating with the YMCA and SMH frequently through the on-site partnerships. Frequent conversations will occur with our partners at staff meetings, team meetings and PD's to make sure things are running smoothly and to talk through changes as necessary. Data will be used consistently (Reading: LLI (built in), Rosner (frequent), REACH ELL (built in), and Math: DreamBox (built in) and classroom RSAs/unit checklists, Modified Rosner for Kindergarten and REACH to support ELL's, in addition MAP will help us indicate progress throughout the year). Data will inform both the organizations and Olympic Hills as to what progress we are making and what needs to be changed, both the community partners and Olympic Hills have a strong history of using data to inform changes.

3. Challenges with regard to implementation have been researched by contacting other schools that have similar programs now. One challenge for after-school programming is that classrooms must be utilized, making it difficult for teachers to use their own classrooms to prepare for the next day. We will be rotating the classroom use to address this challenge. Another challenge is in maintaining consistency of the school-based and YMCA-based tutors. We have addressed this part because we will be using two site-based tutors that have been employed, and have established consistency. We have extended the hours for the YMCA staff by overlapping their time with the last hour of our school day, making their employment hours more attractive and also solidifying their collaborative connection to the classroom teachers. Another potential challenge to success is the attendance of children to the program. (They can't gain from something they don't go to.) We have addressed this challenge in several ways. First, the YMCA has received high marks from schools they are currently serving (that we interviewed) for providing an engaging program. Second, we will be overlapping a certificated teacher with a science specialty into the after-school program, with will increase the hands-on excitement for

the program in students. Third, we will combine the Care Coordinator function through Sound Mental Health with the YMCA after-school program, so that students who are missing the program will be referred and a home visit will address any barriers to attendance. We know there will be additional challenges, and we also know that, as a combined team of school/YMCA/Sound Mental Health professionals, together we will be able to develop adjustments when needed.

4. Our staff works in a Building Leadership Team as a whole staff, consistently reviewing and revising strategies through an exchange of ideas, open conversations and if needed formal voting. Within grade levels we work in monthly data teams to pick one skill or strategy that we write a plan for focus in instruction (how we'll model, what we'll teach, what we'll assess), when the team comes back together they assess their data, looking at student samples to calibrate and then collecting data as to how students did. Instructional techniques are then looked at with teachers thinking, what did I do? How could we improve next time? or why did it go so well? Three times per year we use common grade level assessments for student achievement (Reading TC, sight words, math etc.) and then collaborate on how we are doing and what we notice within our data. As a staff we noticed that we needed work on math facts (speed, accuracy) so we created a facts progression that is developmentally appropriate and used 1-5<sup>th</sup> grade so that students can progress through levels and teachers can note what next steps are needed (and teach these in small groups). In the classroom, teachers use frequent progress monitoring in all core subject areas to see if students "got it" right away and small group those students who require additional support when needed. Teachers also use end of unit EDM checklists as well as Reading Workshop TC assessments and Published writing to make frequent informal assessments.

5. Our Director Phil Brockman will be a talented support to our efforts. Phil has been present at our school site 6 times this school year – approximately double the presence of any prior Director. Each and every time, he has conducted walk-throughs of our classrooms, getting to know our teachers, staff and students. He will continue his strong in-depth approach by reviewing our data with our principal, and providing suggestions and insight. We can depend on him if there are difficulties to be part of our creative problem solving. Ivan Flores is a district math coach. He has unique expertise in the math Dreambox program. He will continue to assist us in making sure the focus students are correctly enrolled in the program, and the program is functioning well for them.

6. Title, Waiver for Office Assistant funds, ELL materials funds

7. Not Applicable

### **C. Past Efforts**

1. As grade level teams we plan 4-6 week units-this has led to aligned teaching and deep collaboration as well as clear and concise teaching points. We Piloted Writing Workshop and Adopted Reading Workshop which led to increased stamina, and an increased engagement in both subjects. As a school we have launched a Math Workshop model so that students at each grade level are receiving differentiated instruction during their math time. The 3<sup>rd</sup>-5<sup>th</sup> grade classes have been in a partnership (2011-2012) with the UW Literacy Research Team, which has greatly increased students writing abilities in class. We have a School Relations Specialist who

has impacted homework completion by following through with students and families who are having trouble getting the homework in. The staff has had several optional study groups that meet before or after school to focus on a specific subject area (for example one focused on leveled bands of readers and what they need to move to the next band, another on how to form reading small groups), these are optional and highly attended with immediate classroom results. During summer 2011, 6 staff members volunteered to lead a weekly math and reading club for our neediest students (based on classroom data) at the local library. Our math specialist teacher put together games that could be utilized for the club and teachers assessed students reading levels so they could find and check out just right books. The goal was to prevent summer slide and to encourage library visits and parent involvement. Parents were actively involved by playing the math games alongside their child and helping them find books to check out. These students came back to school without sliding backwards. All of these programs have helped us earn the 2010 State School of Distinction for Math and Reading and the 2011 Academic Achievement Award.

2. We leverage funds from Title and by waiving an office assistant position so we can have those funds to impact students, we use those funds for:

- \$4-5,000/year for books to increase our classroom leveled libraries for students use.
  - School Relations Specialist
  - Adding a teacher in upper grade mathematics class which resulted in an Achievement Award.
  - To pay our Literacy Coach to go speak to UW tutors and interns so they fully understand the Reading and Writing program and can be hands on in the classroom right away.
  - Translators to attend and invite families to Curriculum Night and school events.
- We use our TRI time and many staff meetings to ensure that teachers have time for unit planning and collaboration within their grade level team to accurately plan

Attachment #9: Annotated Budget				Olympic Hills Elementary	Elementary RFI		
<b>Instruction:</b> 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	High Range	Annotation	Area of Concentration	Key Components	Outcomes & Indicators
7120	YMCA	\$87,000	\$121,400	Provides during and after school targeted instruction in kindergarten student readiness, literacy and math. Includes bus transportation, supplies, staff and full time CLC Director. YMCA is providing an additional \$22,000 in support. In the low-range , we would have two tutors. In the high range, we would have four tutors with smaller, more targeted instruction.	Reading and Math	Extended, expanded learning and P-3 transition	MSP, Map and Wakids data, Attendance
23101190	Math Teacher (.5 Certificated)	\$0	\$42,821	The high range budget provides additional 4th/5th math support and instruction to reduce teacher to student ratio focusing on number sense and problem solving.	Math	Expanded learning	MSP and Map
23101190	Literacy Coach (.1 )	\$9,104	\$9,104	Provides support, training and resources to teachers, YMCA school tutors and support staff. Organize and implement vocabulary and reading comprehension program.	Reading	Extended, expanded learning and P-3 transition	MSP, Map and Wakids data
7120	Sound Mental Health (.5)	\$43,210	\$43,210	A Care Coordinator that provides support for at risk students in attendance as well as family outreach, particularly with Pre-K to K transitions.	Reading/ Math	Social, Emotional, Behavioral, and Family Support	MSP, Map and Wakids data, Attendance

23101190	<i>Data Collection (.1)</i>	\$0	\$8,563	<i>Added to the .5 Math Teacher to provide support in ongoing data collection and analysis. Also serving as a coordinator between Sound Mental Health, School Staff and the YMCA to ensure common goals and objectives are met.</i>	<i>Reading and Math</i>	<i>Extended, expanded learning and P3 transition</i>	<i>MSP, map and Wakids data</i>
23101190	<i>Science Teacher (hourly)</i>	\$8,640	\$8,640	<i>In cooperation with the YMCA, a certificated teacher will provide additional targeted instruction in science (integrated with mathematics).</i>	<i>Reading/ Math and Science</i>	<i>Extended Learning</i>	<i>MSP, Map and Attendance</i>
	<i>Mid Year Indicator</i>	\$11,097	\$17,530	<i>If we earn mid-year indicator performance pay, we plan to add students to the YMCA after school Program by adding additional tutors and a bus. Additional students would be added who fit the focus students additionally SpEd or another grade level. This will enable us to support additional students that may not be making progress as measured by assessments. Impact: ~15 students low range and ~30 at high range.</i>	<i>Reading/ Math and science</i>	<i>Extended, expanded learning and P-3 transition</i>	<i>MSP, Map, WaKids data and Attendance</i>
	<i>End of Year Indicator</i>	\$11,097	\$17,530	<i>If we earn end-of-year indicator performance pay, we will create a summer transition program for P-K by having a jump start to Kindergarten supported by both the YMCA and Olympic Hills teaching staff. At the low range budget the transition would be for 5 days at the high range budget, the P-K summer transition would be for 10 days.</i>	<i>Reading and Math</i>	<i>P-3 transition</i>	<i>WaKids data</i>
	<i>End of Year Outcomes</i>	\$14,795	\$23,373	<i>If we earn end-of-year outcomes performance pay at the low-range we will add .1 FTE for Sound Mental Health and at the high range we will add .2 FTE for Sound Mental Health. This will let us provide support for additional at risk students who have non-school barriers to learning.</i>	<i>Reading/ Math and Science</i>	<i>Extended, expanded learning</i>	<i>MSP, Map, WaKids data and Attendance</i>
	<b>Total:</b>	<b>\$184,943</b>	<b>\$292,171</b>				