

ATTACHMENT 1: COVER SHEET

MIDDLE SCHOOL INNOVATION AND LINKAGE RFI

School Information:

School name:	Orca K-8
School address:	3528 46 th Ave. S., Seattle, WA 98118

Applying for (please check one):

- Innovation
- Linkage
- Innovation AND Linkage (only one investment will be awarded)

Principal's Contact Information:

Name:	Concepcion Pedroza		
Day/Work phone:	206.252.6900		
Email address:	CLPEDROZA@seattleschools.org		
Signature:		Date:	

Additional Staff Member's Contact Information:

Name:	Katherine Law		
Title:	Certified Teacher		
Day/Work phone:	206.252.6900		
Email address:	KDLAW@seattleschools.org		
Signature:		Date:	

ATTACHMENT 2: ORCA K-8 NARRATIVE

Orca began adding a middle school to the already existing elementary school in 2007. Each year a new grade was added. There are now two classes at each grade level from Kindergarten to 8th grade. The middle school students were and still are ethnically and socio-economically more diverse than the K-5. The middle school has 42% free and reduced lunch levels vs. the K-5's 22% free and reduced lunch level. 62% of our middle school is students of color, whereas 42% of our elementary school is students of color. The middle school has also had to grapple with developing a new program and also integrating newly arriving 6th graders (due to a percentage of 5th grade students that leave to attend the APP program or private schools). Because Orca K-8 is a choice school, many students are not within walking distance of the school.

The disaggregated data for Orca Middle School shows that 37% of our students of color (27% of our Black students) are passing the Math MSP (Spring 2012) and 71% of our white students are passing. While we have put several systems in place to help improve student-learning opportunities, we struggle with being understaffed because our enrollment stays at just below 500 students (the level at which the District allocates additional support staff). We are kept under 500 students because we have a Severe and Profound Special Education Program that requires us to not fill some seats and hold them open in case these students are exited or mainstreamed. If we were to exceed 500 students, we would receive a .5 counselor, 1 extra office staff, and 1 extra teacher. Being understaffed has hampered our ability to serve our students in the way they deserve to be served.

Despite the staffing shortage, Orca has made significant gains in student learning. Staff development has focused on student engagement, classroom environment and explicitly communicating learning goals to students. After two staff members attended an intensive conference about Standards Based Grading in Portland, OR last year, the middle school began a study of the practice and shifted to standards based grading. We have begun making sure students know what standards they are suppose to learn and that students are documenting their own progress (see student tracking sheet in Attachment 4, Exhibit C.) Additional in-school Algebra learning time has been added for 8th graders as well as after school homework help that is open to all middle school students.

All regular education and some special education 8th graders are in Algebra. This is important so that students will be on track to access the right math classes to enter college. Last year 64% of our 8th graders passed the Algebra EOC (End of Course Exam). That is a significant number considering all 8th graders take the Algebra EOC. This is an improvement over a 44% passage rate in 2011.

We are currently only able to target resources towards the 8th grade math students. We know that if 6th and 7th grade students had more math support, when they became 8th graders they would be more prepared and we would likely achieve better results on the Algebra EOC.

The levy dollars would allow us to extend the same opportunities for in-school extended learning time to our 6th and 7th graders that we have been providing for the 8th graders. We feel that this must be in addition to the regular math class, not a replacement. We will also continue to provide afterschool homework support to all middle school students 2 days a week.

The tracking of student learning has greatly improved this year. Orca K-8 is part of the OSPI Benchmark Data program. This will be funded for 2 – 3 years. It provides online assessment in math that breaks down the math strands so that we can determine exactly where a student needs support (See Attachment 4, Exhibit A).

In addition, a Multi-tiered System of Support (MTSS) team has been created and has begun meeting monthly to identify students of concern, create a support plan, and track implementation (See Attachment 4, Exhibit B). The MTSS team is focused on the entire K-8 and is not limited to the middle school. Having levy dollars would give Orca K-8 the ability to have a staff member focused on middle school math and allow them time to coordinate with all parties.

In summary, the administration and Orca K-8 middle school staff is dedicated to improving the math performance of all students. We have dedicated time and effort to study the problem and have implemented interventions as far as our resources permit. With additional funding, we could extend those interventions to the entire middle school and have the resources to better track students and identify when adjustments need to be made.

ATTACHMENT 3: ORCA K-8 DATA ANALYSIS SUMMARY

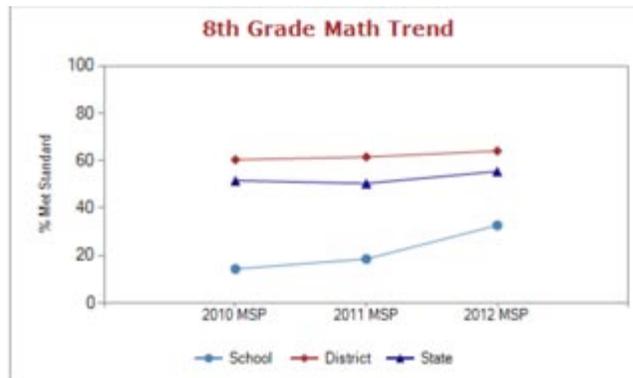
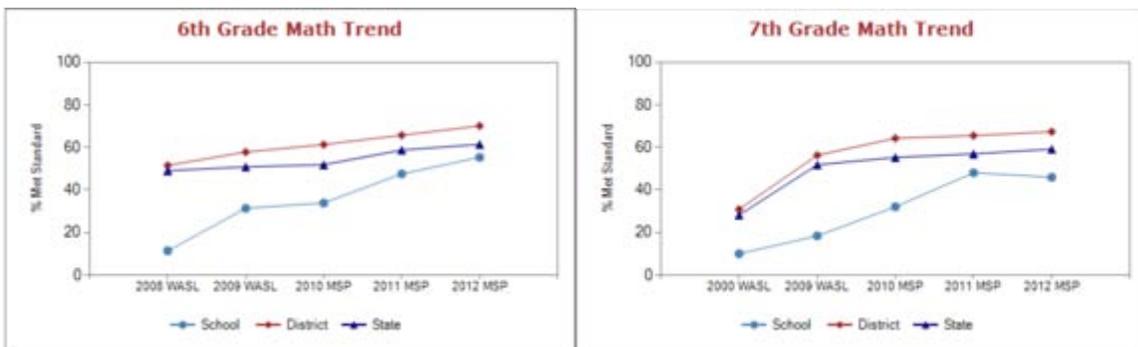
The area of concentration being focused on is Math.

Summary:

At Orca K-8 we are committed to bring all students up to Standard. Over the past couple years we have been examining our data and see that our MSP and MAP scores, on average, have been increasing steadily. However, the scores are still not up to the district level and our achievement gap is persistent. In reviewing our data, we have identified that math is our highest priority, and that we need to focus on our students who are still below grade level, specifically our black students and our students with IEP's.

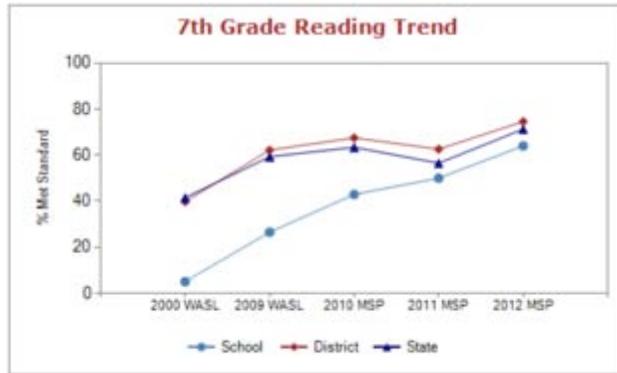
High-Level Trends:

Looking at the below graphs showing 6th, 7th, and 8th Grade Math Trends (from the OSPI Washington State Report Card) we see that in the past three years there has been a 21.5% gain in 6th graders at standard based on MSP math scores, a 13.9% gain at 7th grade, and a 18.4% gain at 8th grade. This level is still far below the district and state at all three grade-levels. (*Note on data: Orca started adding a middle school starting with 6th grade in 2008 and rolling up each year. So 2010 was the first year we had 8th grade students.)



A note about Reading

Across all three grade levels, while not yet where we need to be, our reading data is stronger than our math data, again pointing to math being the priority for our levy work. In 6th and 8th grades, our students are performing at or equal to the state and just below Seattle School District levels. Our 7th grade is performing just below the State level. The graph below is representative of 6th – 8th grade reading trends.



The below graph shows the growth in our MAP RIT scores over the last three years and compares those numbers to district averages, which confirms the findings of the MSP. There has been substantial growth at all grade levels, but Orca’s MAP scores are still below the district level and need improvement.

Spring MAP Results Comparing 2010 to 2012
Average RIT Scores

	Orca K-8 S2010	Orca K-8 S2012	District S2012
6 th Grade	218	225	232
7 th Grade	217	228	237
8 th Grade	218	228	241

A hopeful piece of data is that 8th grade Algebra EOC passing scores have gone from 44% (2011) to over 64% (2012). While this is a lower passing rate than the district and state average, Orca K-8 tested 94% (2011) and 91% (2012) of all 8th graders, not just the honors class. The only 8th graders not tested were in pull-out math (less than 5 students). Most students with math IEP’s took the test. We attribute this increase and relative success to the fact that we have been providing intensive, targeted support to 8th grade Algebra students during an extra in-school math hour and afterschool to help them master the Algebra standards. This success can help inform our interventions for 6th and 7th grade students.

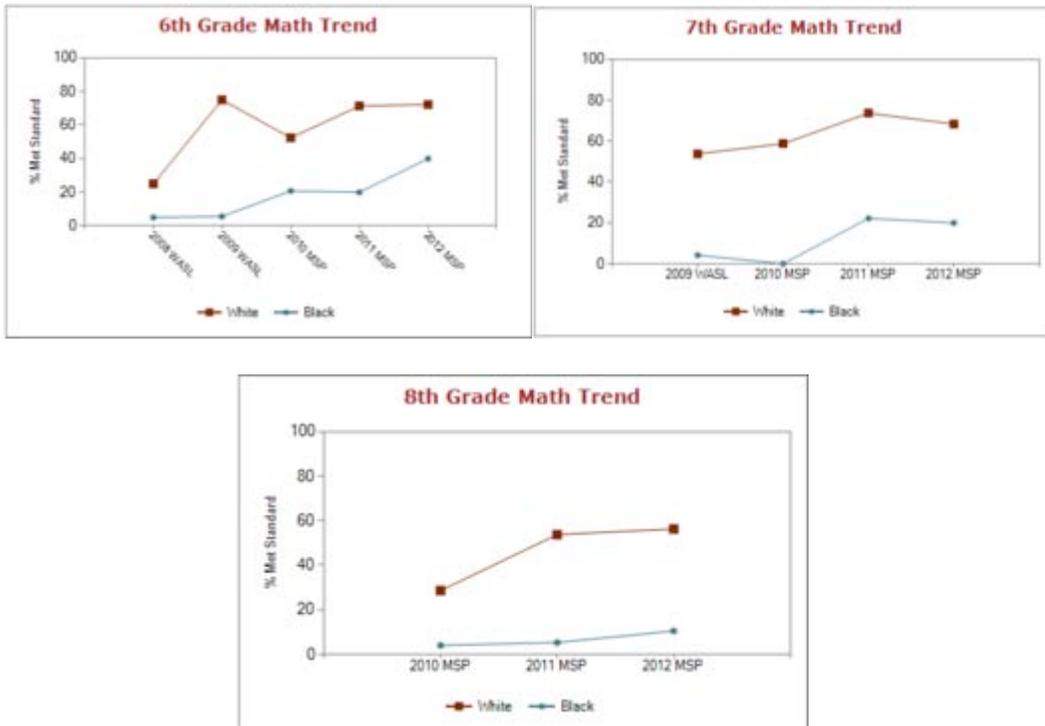
Subpopulation that Appears to Be Struggling:

MSP L1 and L2

Orca has 77 students not yet at grade level standard, split almost evenly between students scoring a Level 1 on the MSP (37 students) and students scoring a Level 2 on the MSP (40 students). These 77 students are spread evenly across all three grade levels.

Broken down by Ethnic Trend

As you can see in the graphs below, the subgroup that is struggling across all 3 grades is our black students. At Orca, we have very few ELL or immigrant students, so most of these students identify as African American or of mixed race. An alarming 49% (21) of our black students are scoring at a level 1 on the math MSP and 26% (11) are scoring at a level 2. While there has been some growth in black student MSP scores over the last three years, the gap between black and white students remains large. The gap at the 6th grade is persistent. While black student passage of MSP has risen by 19.2% over that last three years, the gap has remained at approximately 30%. In 7th grade the percent meeting standard has gone up 20% and in 8th grade the standard rate for black students has gone up by 6.5%, but has only reached 10.5%. Over these three years, the gap between black and white students has increased from 24.6% to 45.8%.



Students with IEP's

Students with IEP's are faring poorly in math at Orca. Of our 37 students who are scoring a level 1 on the MSP, 43% (16 students) have IEP's. 94% (15) of the level 1 students with IEPs in Spring of 2011 stayed at level 1 in the Spring of 2012. Only 1 student with an IEP scored at a level 2 in 2012.

Spring MAP Results Comparing 2010 to 2012/ White and Black Students

The comparison of the MAP Average RIT Score between white and black students shows that while both groups have had gains during the last three years, the gap still remains. Also, Orca K-8 black students are scoring below the district average for black students except for the 6th grade where they appear to be +1, however -19 compared to white students (see graph below.)

Average RIT Scores

	Orca K-8 S2010		Orca K-8 S2012		District S2012	
	White	Black	White	Black	White	Black
6 th Grade	229	208	237	218	238	217
7 th Grade	235	207	236	218	244	223
8 th Grade	223	210	244	214	247	228

A note about Attendance

Attendance is fairly consistent across students with IEPs, without IEPs, and between ethnic groups. This does not seem to be a factor even when looking at students by MSP level. The group with the highest absenteeism is students at Level 4. However, attendance will be carefully watched for students in math support classes. If any student is missing class, the Focus Student Case Manager will attempt to remedy the problem and if that is not successful, the assistant principal will contact the family for a meeting and work to find a solution.

A note about Passing Classes

The discrepancy between white students and black students is also evident in the percentage of students passing core classes. 23% of black students failed one or more core class during 2011 – 2012 and only 3% of white students failed a core class. 18% of students with IEPs failed core classes, even with support classes. Because we know that middle school students who fail core classes have a greatly increased risk of not graduating from high school, this is important to correct. We also know that math is a class that students struggle to pass. By increasing math skills, this should improve significantly.

A note about Reading

The 2011-2012 MSP reading scores were significantly better than the math scores. 70% of 6th graders passed (vs. 55% in math), 64% of 7th graders passed (vs. 32% in math), and 65% of the 8th graders passed (vs. 32% in math). Reading scores were significantly better than math scores, even when broken down by ethnicity and students with IEPs. Again, this confirms that the priority for our levy funding should be on math.

Primary Skill Gaps:

MAP Average RIT Scores by Strand

When we look at our student data by math strand, we again see growth in all sub strands between 2010 and 2012 (see graph below), but Orca students appear to be low across the board, indicating that we need to provide support across all math strands.

Spring 2010 compared to Spring 2012
(numbers in parenthesis compare Orca 2012 to District Average 2012)

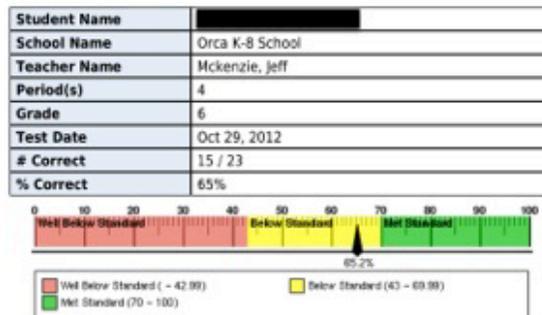
	6 th Grade		7 th Grade		8 th Grade	
	S 2010	S2012	S2010	S2012	S2010	S2012
Algebra	217	225 (-5)	218	228 (-8)	219	228 (-13)
Geometry & Measurement	215	226 (-6)	216	228 (-10)	217	227 (-14)
Numbers & Operations	217	225 (-8)	215	227 (-10)	215	225 (-14)
Probability And Data	220	225 (-7)	217	228 (-11)	221	229 (-14)

According to the core math teachers, Level 1 students need the following skills to move to Level 2: basic math facts, number sense, basic fraction concepts, and learning strategies.

ATTACHMENT 4: DATA SAMPLE

Exhibit A (OSPI Benchmark Data) This data is from an assessment given three times per year (fall, winter, spring). It breaks down student responses by standard. It pinpoints where students need more support. The teacher also receives a compiled report for all students they teach.

Student Assessment Report 2012-2013 Seattle MBA 1 Grade 6



Standards/Clusters Tested			
Standard / Cluster	Description	# Items	Points / Possible Total
MA.6.6.1.D	Fluently and accurately multiply and divide non-negative fractions and explain the inverse relationship between multiplication and division with fractions.	6	2.00 / 6
MA.6.6.1.F	Fluently and accurately multiply and divide non-negative decimals.	6	3.00 / 6
MA.6.6.3.G	Determine the theoretical probability of an event and its complement and represent the probability as a fraction or decimal from 0 to 1 or as a percent from 0 to 100.	6	6.00 / 6
MA.6.6.5.C	Compare and order positive and negative integers using the number line, lists, and the symbols $>$, $<$, \geq , or \leq .	5	4.00 / 5
MA.6.6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.	6	2.00 / 6
MA.6.6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	6	3.00 / 6
MA.6.6.NS.7.c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	1	1.00 / 1
MA.6.6.NS.7.d	Distinguish comparisons of absolute value from statements about order.	4	3.00 / 4
No section title		23	15.00 / 23

Exhibit A
continued

Student Assessment Report
2012-2013 Seattle MBA 1 Grade 6

Sequence	Question	Point	Standard / Cluster	A	B	C	D	Answer Choice Rationale
1	1	1	MA.6.6.1.F, MA.6.6.NS.3, No section title	A	*			When finding the product of two decimals, incorrectly lined up the partial products
2	2	1	MA.6.6.1.D, MA.6.6.NS.1, No section title	A			*	When finding the product of two mixed numbers, multiplied whole numbers then fractions
3	3	1	MA.6.6.3.G, No section title		B*			Correct
4	4	1	MA.6.6.1.F, MA.6.6.NS.3, No section title		B*			Correct
5	5	1	MA.6.6.1.D, MA.6.6.NS.1, No section title	A*				Correct
6	6	1	MA.6.6.1.F, MA.6.6.NS.3, No section title		B	*		When dividing decimals, did not move the decimal points in the dividend and divisor
7	7	1	MA.6.6.5.C, MA.6.6.NS.7.d, No section title	A			*	When comparing integers in the context of elevation, failed to recognize the signs of the numbers in the context of the problem
8	8	1	MA.6.6.1.D, MA.6.6.NS.1, No section title		B		*	When finding a product of a whole number times a proper fraction, multiplied the whole number times the numerator and denominator
9	9	1	MA.6.6.1.F, MA.6.6.NS.3, No section title	A		*		When dividing two decimals, did not move the decimal points in the dividend and divisor
10	10	1	MA.6.6.3.G, No section title		B*			Correct
11	11	1	MA.6.6.1.F, MA.6.6.NS.3, No section title	A*				Correct
12	12	1	MA.6.6.1.D, MA.6.6.NS.1, No section title		B		*	When dividing a whole number by a fraction, multiplied rather than divided
13	13	1	MA.6.6.5.C, MA.6.6.NS.7.d, No section title				D*	Correct
14	14	1	MA.6.6.3.G, No section title		B*			Correct
15	15	1	MA.6.6.1.D, MA.6.6.NS.1, No section title	A		*		When dividing one proper fraction by another, incorrectly used algorithm, multiplied but did not use reciprocal
16	16	1	MA.6.6.1.F, MA.6.6.NS.3, No section title		B*			Correct
17	17	1	MA.6.6.5.C, MA.6.6.NS.7.c, No section title		B*			Correct
18	18	1	MA.6.6.3.G, No section title		B*			Correct
19	19	1	MA.6.6.3.G, No section title	A*				Correct
20	20	1	MA.6.6.1.D, MA.6.6.NS.1, No section title		B*			Correct
21	21	1	MA.6.6.3.G, No section title			C*		Correct
22	22	1	MA.6.6.5.C, MA.6.6.NS.7.d, No section title			C*		Correct
23	23	1	MA.6.6.5.C, MA.6.6.NS.7.d, No section title		B*			Correct

Exhibit B (Multi-tiered System of Support Tracking Sheet)

This spreadsheet is used by the MTSS team to track individual students to determine if they are meeting their learning targets. If the student is not meeting the targets, the MTSS team meets with teachers and develops an intervention plan.

MSP Target Goals for students who did not pass 2011-2012 MSP

Grade	MSP 2011-2012 Scale Score Reading	MSP Reading Target Goal 2012-2013	MSP Reading Target Goal 2013-2014	Growth Target	MSP 2011-2012 Scale Score Math	MSP Math Target Goal 2012-2013	MSP Math Target Goal 2013-2014	Growth Target
6	357	379	401	21.5	338	369	400	31
6	380	400	420	20	390	400	410	10
6	361	381	401	19.5	385	393	401	7.5
6	364	382	400	18	357	379	401	21.5
6	390	400	410	10	PASS			
6	377	389	401	11.5	357	379	401	21.5
6	PASS				376	388	400	12
6	PASS				376	388	400	12
6	PASS				367	384	401	16.5
6	PASS				367	384	401	16.5
6	393	397	401	3.5	338	369	400	31
6	396	400	406	4	375	388	401	12.5
6	390	400	410	10	390	400	410	10
6	377	389	401	11.5	385	393	401	7.5
6	PASS				381	391	401	9.5
6	380	400	420	20	371	386	401	14.5
6	361	381	401	19.5	357	379	401	21.5
6	PASS				367	384	401	16.5
6	386	393	400	7	375	388	401	12.5
6	375	388	401	12.5	375	388	401	12.5
7	PASS				382	391	400	9
7	PASS				395	398	401	2.5
7	PASS				328	364	400	36
7	PASS				364	382	400	18
7	367	384	401	16.5	364	382	400	18
7	376	388	400	12	354	377	400	23
7	PASS				395	398	401	2.5
7	358	379	400	21	342	371	400	29
7	379	390	401	10.5	354	377	400	23

Exhibit B
Continued

7	371	386	401	14.5		387	394	401	6.5		
7	395	398	401	2.5		378	389	400	11		
7	387	394	401	6.5		391	396	401	4.5		
7	393	397	401	3.5		395	398	401	2.5		
7	395	398	401	2.5		364	382	400	18		
7	375	388	401	12.5		320	360	400	40		
7	393	397	401	3.5		348	374	400	26		
7	386	393	400	7		375	388	401	12.5		
7	376	388	400	12		395	398	401	2.5		
7	387	394	401	6.5		382	391	400	9		
8	397	399	401	1.5		348	374	400	26		
8	368	384	400	16		378	389	400	11		
8	386	393	400	7		378	389	400	11		
8	340	370	400	30		286	343	400	57		
8	371	386	401	14.5		335	368	401	32.5		
8	394	397	400	3		342	371	400	29		
8	394	397	400	3		320	360	400	40		
8	388	394	400	6		375	388	401	12.5		
8	354	377	400	23		320	360	400	40		
8	397	399	401	1.5		342	371	400	29		
8	386	393	400	7		359	380	401	20.5		
8	391	396	401	4.5		369	385	401	15.5		
8	376	388	400	12		342	371	400	29		
8	388	400	412	12		364	382	400	18		

Exhibit C (Standards Based Grading Student Self-Assessment Sheet)

This sheet is used by students to track their progress reaching standards.

Name: _____ Period: _____

7th Grade Math Standards Orca 2012

1 Need practice 2 Need a little practice 3 Got it! 4 Mastered this, I could teach it

Moving Straight Ahead Standards: "I can..."	Got it?
a. Write a linear equation or inequality that matches a story problem.	
b. Accurately graph linear equations and inequalities.	
c. Connect story problems, graphs, tables, and equations with two variables.	
d. Solve two-step linear equations or inequalities. (Ex: $22 = 4x - 6$)	
e. Find y-intercept of a linear story problem, table, graph, or equation.	
f. Find the slope of a line from a table, equations, or two points on a graph	
g. Rewrite expressions into equivalent expressions using the properties of operations (distributive, commutative, associative property, factoring, etc.)	

What Do You Expect Standards: "I can..."	Got it?
a. Show all possible outcomes of a probability experiment (sample space) using tree diagrams, tables, or lists.	
b. Find the experimental probability of an event.	
c. Find the theoretical probability of an event in which each outcome is equally likely.	
d. Use probability to predict what would happen in real life. (Ex. How much money a carnival game would make with 500 customers.)	
e. Find theoretical probabilities for compound events using lists, tables, trees, or area models.	
f. Find the theoretical probability of an event in which outcomes are not equally likely by using the area model.	
g. Design and use a simulation to make predictions for compound events.	

Looking for Pythagoras Standards: "I can..."	Got it?
a. Remember the square roots of the perfect squares from 1-225.	
b. Estimate the square roots of other positive numbers.	
c. Identify rational and irrational numbers.	
d. Use the Pythagorean Theorem to find the missing side length of a triangle.	
e. Use the Pythagorean Theorem to determine the exact distance between two points on a grid.	

ATTACHMENT 8: ORCA K-8 WORK PLAN SUMMARY - MATH

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of Total School (6-8)	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students Meet Target	% of Levy Focus Students Meet Target
Students will advance from Level 1 to Level 2 or higher on the Math MSP	6 th and 7 th graders	24	22%	11	33%	24	50%
Students will advance from Level 2 to Level 3 or higher on the Math MSP	6 th and 7 th graders	26	24%	7	33%	26	50%
Students will advance from Level 1 to Level 2 or higher on the Math MSP	8 th graders	12	27%	3	25%	12	40%
Students will advance from Level 2 to Level 3 or higher on the Math MSP	8 th graders	12	27%	5	38%	12	50%

I. Focus Students

The Focus Students are Math students who are currently achieving a Level 1 or Level 2 MSP score. We chose to prioritize these students because math is the weakest subject for Orca K-8 Middle School students. Orca Middle School students consistently perform below state and district standard on the MSP and MAP. In addition, our data research shows that students of color make up the majority of those performing well below the state and district level (see Attachment 3).

II. Strategies

a. **Extended in-school learning time.** This will be accomplished by adding a 6th grade math support class and a 7th grade math support class (requires adding a .4 certified math teacher.) We will continue the 8th grade math support class (using the existing 1.0 certified math teacher.)

We will **continue afterschool tutoring** 2X per week (run by a certified 1.0 math teacher.)

b & c – **Extended in-school learning time** will be accomplished during the 1st and 2nd 55 minute periods of the day. The sixth graders will be in one class and the 7th graders will be in the other with the certified .4 math teacher. The L1 and L2 students will be grade-level classes to support pre and post-teaching to support the current curriculum in their core math class. Because of limited resources, Level 1 and Level 2 students will need to be in the same class. The 8th grade math support class will also be during either the 1st or 2nd period of the day. This will allow students to continue in the regular math class, but get additional in-school learning time support with pre and post-teaching for the current curriculum as well as time to learn missing basic skills. The class support model will be the same for all three classes.

Math Class Structure: Each class will begin with a 7 minute warm up. During this time students will respond to a prompt regarding either what they worked on the day before or what they will be working on during the period. This will allow the teacher to quickly assess where the students are, reinforce basic skills and also help students hook onto the current skills they are working on. In his Spring 2012 article, *Principles of Instruction: Research-based Strategies That All Teachers Should Know*, American Educator Magazine, Barak Rosenshine states that the most effective teachers in the studies of classroom instruction understood the importance of practice, and they began their lesson with a five- to eight-minute review of previously covered material.

The class activities will alternate between pre-teach/re-teach for the core math class and building basic skills using Saxon Math 5 (6th grade) and Saxon Math 6 (7th grade and 8th grade). Saxon Math was chosen due to its emphasis on mastery of basic skills. It continually loops back to each skill during review, which is necessary for mastery. Marzano (2001) refers to this as automaticity. In his

book *Classroom Instruction That Works* he points out "...in the beginning stages of learning a skill, practice sessions will be spaced very close to one another – preferably every day. These practice sessions are massed. Over time, the interval between practice sessions becomes longer and longer, thus practice sessions are distributed over time." This is precisely the approach Saxon Math takes. Because the targeted students need to master basic skills to raise their proficiency, this would be the method most beneficial for them.

Due to the lack of resources, the Level 1 and Level 2 students will not be in separate classes, however, Level 2 students who have already acquired the basic skill being taught (determined by pre-testing) will use the computer program SuccessMaker because SuccessMaker provides individualized practice and assessment that is correlated to the Common Core Standards. For students needing to acquire the skill being taught, the first 15 – 20 minutes will be guided practice. After that students will work in small groups to complete the tasks. According to Marzano (2001) the greatest learning impact happens in groups of 3 to 4. In addition, this helps students build the 21st Century Skill of working cooperatively. During personal/group work time, the teacher will help individuals and conference with individuals to review their Standards Based Grading goals chart and help students set goals and develop strategies for success. See example in Attachment 4, Exhibit C). The teacher will meet with each student during the week at least once to determine how they are progressing, help them set goals, and give and receive feedback.

The closure/exit ticket time at the end of the class is a time to gauge student understanding and give students time for self-reflection and self-assessment. This will be done using exit tickets examining the students understanding of the skills taught that day. It will also be a time for students to self-assess what they did well that day and what they would work on the next day. These will be tallied daily and the results will be used to inform the next days' instruction.

Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7 min	Warm-up & Objective	Warm-up & Objective	Warm-up & Objective	Warm-up & Objective	Warm-up & Objective
43 min	Class Activity: Pre-Teach Re-Teach Math Vocabulary	Class Activity: Saxon Math – Targeting Basic Skills	Class Activity: Pre-Teach Re-Teach Math Vocabulary	Class Activity: Saxon Math – Targeting Basic Skills	Class Activity: Pre-Teach Re-Teach Math Vocabulary
5min	Closure – Exit Ticket	Closure – Exit Ticket	Closure – Exit Ticket	Closure – Exit Ticket	Closure – Exit Ticket

After school homework club (out-of-school time/expanded learning opportunities). The 7/8th math teacher offers an after school homework club each Tuesday and Wednesday for one hour. Orca K-8 budgeting and volunteer time by the teacher currently fund this. Students receive individual homework help and tutoring. It currently serves 8 – 12 students. Our goal is to increase that to 12 – 18 students. The primary focus is helping students make up missing math work and helping with homework and classwork completion for current math assignments.

Because Orca K-8 is a small middle school, scheduling options are limited. The 6th grade math teacher also teaches science and therefore is occupied for periods 3-6. Period 1 he teaches a college readiness class that teaches note taking and organizational skills. Period 2 is prep. The 7/8th grade teacher teaches 2 sections of 7th grade math and Algebra I during periods 3-6. This makes 1st and 2nd period the optimal time for struggling 6th and 7th graders to get an extra 55 minutes of math. Tuesdays and Thursdays are chosen for after-school homework club because those are the days that other after-school classes are available and therefore there is an administrator available.

d. Leveraging other funds.

- paying for .2 teacher (Focus Student Case Manager) Orca K-8 Budget
- paying for .2 teacher (8th grade support class) Orca K-8 Budget
- paying for computer program (Success Maker) Seattle Public Schools
- paying for computers for classroom (2013 Spring Roll Out) Seattle Public Schools
- paying for books (Saxon Math) Seattle Public Schools Surplus or Orca K-8 Budget

III. Key People

6/7th Grade Math Support Teacher. This person will teach the 55-minute classes. She will also gather data and assess student learning. She will meet with the Focus Student Case Manager once a week to review the data and discuss any adjustments that need to be made based on student assignments, student self-assessment, exit tickets and feedback from the core math class teachers. She also will meet with the middle school team on a bi-weekly basis, as needed.

8th Grade Algebra Support Teacher. This person will teach the 55-minute Algebra support class. She will gather data and assess student learning. She will meet with the Focus Student Case Manager once a week to review the data and discuss any adjustments that need to be made based on student assignments, student self-assessment, exit tickets, and findings in the core Algebra class. She will meet with the middle school team on a bi-weekly basis.

Focus Student Case Manager. This teacher will help coordinate the classes. She will tally the exit tickets and gather data. She will assess data to make sure students are moving towards grade level and achieving the goal of moving towards Level 3 on the MSP test. She will track students individually and make recommendations for adjustments to the curriculum. She will track students' progress on computer programs.

IV. Community Partnerships and Collaborative Efforts - NA

ATTACHMENT 9: ORCA K-8 MANAGEMENT AND OVERSIGHT PLAN

A. Leadership, Planning, and Implementation

1. The decision-making process for RFI plan development began early in the 2012-2013 school year, with middle school staff looking at disaggregated data for math achievement. While there was clear growth in student learning, the results were still alarming. 65% of students of color in the middle school had not passed the 2012 MSP. More support and services needed to be provided for those students, in addition to the systems already in place. (See Attachment 3 for more details of what the data shows.) The middle school team determined that students needed in-school support in math. We also noted that because many of our students who struggle lack transportation resources, most of the support would need to be provided during the regular school day. Orca K-8 is not a neighborhood school; so many students are not within walking distance.

Also, there was a meeting between Concepcion Pedroza, Principal, Toni Talbert, Assistant Principal, and Katherine Law, Certified Teacher. The team discussed the merits of possible solutions including increased in-school math time, after school programs, tutoring, student tracking systems, and how to evaluate if students were making progress. It was determined that the greatest impact could be achieved by expanding the in-school learning time with a part-time certified teacher and using an existing teacher as a Focus Student Case Manager. The plan was then taken back to the key people, listed in #3 below and the middle school team. They were fully supportive of the plan.

2. NA

3. The key people are:

Concepcion Pedroza, Principal – Concie is experienced in school improvement. She has a degree in ELL, in addition to her principal degree. Concie will attend MTSS team meetings. She will observe supplemental classes and provide feedback to teachers. She will help address issues of concern with the Focus Student Case Manager and others as necessary.

Toni Talbert, Assistant Principal – Toni will meet with the MTSS team monthly. She will provide a connection to families as necessary, such as issues with attendance or behavior.

Beverly Luster, Counselor – Beverly will meet with the MTSS team monthly. If student's are experiencing non-academic difficulty that is impeding their progress she will meet with them to help them create a plan for success and will follow through with them on the plan.

Katherine Law, Certified Teacher – Focus Student Case Manager, trained in Problems-of-Practice (POP) and Cycle of Inquiry. Katherine will coordinate the RFI plan and be in charge of tracking results and recommending adjustments based on outcomes. She will coordinate data from the support classes and meet with support class teachers weekly. She will attend bi-weekly middle school team

meetings, meet with MTSS team monthly, and meet with the school principal as needed to discuss any administrative issues or areas of concern that come up. **Aimee Hall**, Certified Teacher, SPED Endorsement – 8th Grade Math Teacher, supplemental math teacher, afterschool homework club teacher. She will teach the Algebra Support Class and the Afterschool Homework Club. She will attend weekly meetings with the Focus Student Case Manager and bi-weekly middle school team meetings.

To Be Hired, Certified Teacher - This person will teach the 6/7th Grade Math Support Classes. This person will attend weekly meetings with the Focus Student Case Manager and bi-weekly middle school team meetings as necessary.

Jeff McKenzie, Certified Teacher – 6th grade math teacher. Jeff will continue teaching 6th grade core math classes. He will collect data to help inform support decisions and attend bi-weekly team meetings to provide his input.

4. Systems to routinely evaluate the effectiveness of implementation strategies and to make course changes as needed:

Systems in place currently include:

- MSP testing and evaluation of the test results – used by Focus Student Case Manager and MTSS Team to monitor student areas of concern (see tracking sheet example in Attachment 4, Exhibit B)
- Piloting OSPI Benchmark data being used to pinpoint exactly where Focus Students need intervention. Currently done for 6th grade. (See example in Attachment 4, Exhibit A)
- Bi-weekly team PLC meetings discussing Focus Students
- Monthly MTSS (Multi-tiered System of Support) meetings to monitor the progress of Focus Students.
- Teacher tracking of student attainment of learning standards. Student self-evaluation and tracking their own progress using “kid-friendly” learning standards. (See Attachment 2 for more details about standards based grading at Orca K-8 Middle School and Attachment 4, Exhibit C for a sample SBG Student Sheet.)

Systems to be put in place with Levy funding:

- Focus Student Case Manager for tracking Focus Students and pinpointing course corrections, if they are needed. This person will meet with the in-school supplemental math teachers twice a week to gather data from formative assessments and discuss barriers to student success and how to overcome those barriers. This person will meet with the entire team of teachers on a bi-weekly basis and more often as necessary to make and implement course corrections when necessary. This person will also coordinate with administration and the MTSS team.
- Weekly meetings of the math team with the Focus Student Case Manager to track student progress using formative assessments (exit tickets, student practice work, student journal responses, teacher observations, computer result) and formative assessments (standards-based tests/quizzes, OSPI Benchmark testing data).

- Expand piloting OSPI Benchmark data testing to include 7th and 8th grade (three times yearly) to pinpoint exactly where Focus Students need intervention.

5. Challenges:

- Ideally Level 1 and Level 2 students would be in separate classes, in order to meet their learning needs more directly. Due to limitations on the resources available and scheduling, this will not be possible. We will mitigate this challenge by using computer programs to create centers during intervention class as appropriate. The Focus Student Case Manager will also analyze data for the Intervention Teacher so that their workload is lighter and they can focus on meeting individual students needs. This will need to be monitored closely.
- There are not quite enough Saxon Math books available. We will first try to acquire more books through SPS Surplus and if that does not work, we will purchase more copies from school funds.

B. Tracking Results

1. At the beginning of the 2012 school year, the MSP and MAP scores were examined by the 7/8th grade teacher and administration (listed in #3 above). Based on that data and the performance the individuals the year before, students were selected for the Algebra Support Class. This list is re-examined each quarter and adjustments are made based on students successfully mastering the standards being taught (tested and tracked weekly). Students move in or out of the class based on their progress. If they are not progressing, they are asked to join the afterschool homework club.
2. In order to continuously monitor student progress, the Certified Math Teachers and the Focus Student Case Manager will hold weekly meetings to track student progress using formative assessments (exit tickets, student practice work, student journal responses, teacher observations, computer results) and summative assessments (standards-based tests/quizzes, OSPI Benchmark testing data).
3. The OSPI Benchmark Test and MAP Test will be administered in the Fall, Winter, and Spring. These tests will be secondary indicators. If a student does poorly, they will be interviewed by the Case Manager to assess if they are actually attaining the skills necessary. If it is found that they are not, an individual plan will be created (reviewing Saxon Chapters, using computer programs, and focused attention in Homework Club) until they are determined to be back on track. Their parents/guardians will be included in the process.
4. See #4 above for tracking and sharing methods. The Focus Student Case Manager will flag individual students not on track to meet their goals (see #2 above). She will report regularly to the MTSS Team. If it is determined the desired results are not being achieved, she will collaborate with the math teachers to create a revised plan and then present that to the Principal for approval.
5. N/A

Attachment 10: Middle School Innovation Budget - For schools applying for Levy **TIER 3 LINKAGE** investments

School Name:	Orca K-8
	Total Award Amounts
High Range Budget:	\$50,000 (Maximum)
Low Range Budget:	\$25,000 (Approximate)

Applicable schools : Jane Addams, Catherine Blaine, Interagency School, Orca, Pinehurst, Salmon Bay, Seattle World School, and TOPS

Table 1: BASE PAY - PERSONNEL

Commitment Items		PERSONNEL <i>(List position titles and briefly describe roles)</i>	Low Range Budget <i>(Salary + Benefits)</i>	High Range Budget <i>(Salary + Benefits)</i>	Description of Expense <i>(Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If applicable, note leveraged funds.)</i>
1					
2	0310 Dist. Salaries (DT)	6/7th grade math teacher	\$17,750	\$35,500	Teacher for 6th grade and 7th grade math support class. At the lower level, will only be able to provide math support every other day for students.
3	0310 Dist. Salaries (DT)	8th grade math teacher	\$0	\$0	Teacher for 8th grade math support class. Covered by Orca K-8
4	0310 Dist. Salaries (DT)	Focus Student Case Manager	\$0	\$0	.2 Teacher to track each Focus Student. Covered by Orca K-8
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
		Indirect (4.49%)	\$797	\$1,594	
		TOTAL Base Budget - Personnel:	\$18,547	\$37,094	

Table 2: BASE BUDGET - NON-PERSONNEL

Commitment Items		NON-PERSONNEL <i>(List other services, personal service contract charges, and supplies)</i>	Low Range Budget	High Range Budget	Description of Expense <i>(Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and the amounts.)</i>
1		Success Maker Computer Program	\$0	\$0	Covered by Seattle Public School District using Title I funding.
2					
3					
4					
5					
6					
7					

8				
9				
10				
11				
12				
13				
14				
15				

Indirect (4.49%)	\$0	\$0
TOTAL Base Budget - Non-Personnel:	\$0	\$0
TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)	\$18,547	\$37,094

Should be approximately \$18,750 *May not exceed \$37,500*

Table 3: PERFORMANCE PAY (25% of award)		
Description of Performance Pay Expenditures (Briefly describe how you anticipate spending your performance pay. Please explain the differences between your High Range and Low Range Budgets.)	Low Range Budget	High Range Budget
If we received the performance pay, we will use the money to fund more after school math enrichment classes. If we receive the high range of the performance pay we will be able to fund after school enrichment classes for the entire year. We will also be able to fund some teacher professional development in math during the summer.	\$6,182	\$12,365

Table 4: Budget Totals		
	Low Range Budget	High Range Budget
BASE BUDGET- PERSONNEL	\$18,547	\$37,094
BASE BUDGET - NON-PERSONNEL	\$0	\$0
PERFORMANCE PAY	\$6,182	\$12,365
GRAND TOTAL	\$24,729	\$49,459

**Low Range Budget Grand Total should be close to value in C5. High Range Budget Total should not exceed value in C4.*