

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

**School Information:**

School name: Roxhill Elementary School

School address: 9430 30<sup>th</sup> Ave. S.W. Seattle, WA 98126

**Application Components and Checklist (submit in this order)**

- X Cover Sheet – Attachment 1
- X Data Analysis Worksheet – Attachment 2
- X Local School-Level Data - Attachment 3
- X English Language Learner Self-Assessment – Attachment 4
- X P- 3 Alignment and Collaboration Self Assessment – Attachment 5
- X Work Plan Summary – Attachment 6
- X Social, Emotional, Behavioral, and Family Support Plan - Attachment 7
- X Management and Oversight Plan – Attachment 8
- X Annotated Budget - Attachment 9

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Signature: \_\_\_\_\_ Date: 4-26-12

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(please print clearly)

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## **Attachment 2: Data Analysis Summary**

### **Roxhill's Theory of Change**

Throughout this Levy proposal, we will explain our current state of student performance. We will highlight the areas where we are seeking change and growth, namely underperformance in Math, ELL Hispanic/Latino 3<sup>rd</sup> grade proficiency in Reading, ELL Kindergarten language and literacy proficiency, ELL gains in English language proficiency, attendance concerns, and meeting the social, emotional and behavioral barriers impacting our families and students. Currently we have a significant number of our students who are underperforming in math, in particular among our ELL Hispanic/Latino students. Low growth and low achievement also exist in kindergarten language and literacy and ELL third grade reading performance. We will draw upon our experience and success in Reading and have established a plan of action. Students, including ELLs, have been successful in Reading for many reasons, including: increased targeted, individualized instructional minutes in a variety of modalities, frequent and systematic assessments and progress monitoring, and professional development that not only equipped teachers with knowledge, but also led to change in their pedagogy and collaboration. We understand the importance of the use of data and ongoing assessments to measure student success and achievement. When necessary, we make adjustments to instruction and interventions based on daily, weekly, and monthly assessments. With Levy dollars, we will be able to fund key positions (House Administrator, Math Intervention Teacher) and strengthen community partnerships (City Year, CIS, and UTSS) to achieve our desired results. We are confident, with solid principal leadership, that success will be measured by significant student growth and achievement. We will close the achievement gap!

**WaKIDS Data - Total number of students taking assessment: 84**

**Number of students meeting age-level expectations in each dimension in the following five domains on WaKIDS Teaching Strategies Gold Assessment.**

Social-Emotional: 50%	Cognitive: 43%
Physical – Gross Motor: 48%	Physical – Fine Motor: 55%
Language: 45%	Literacy: 53%

**Number of ELLs making gains in each dimension within the language and literacy domains of WaKIDS Teaching Strategies Gold Assessment:**

During the 2011-2012 school year, Roxhill participated in the pilot of this assessment. We have not administered the spring assessment and therefore cannot validly and reliably indicate the number of ELLs making gains on this assessment. We are using other measurements/data to monitor progress including Teachers' College Running Records (**Attachment 3, Table 7**), Stage A Assessment (**Attachment 3, Table 3**), and SIPPS assessments (**Attachment 3, Table 10**).

**What does the Teaching Strategies Gold Assessment Data tell you about the needs of Roxhill Kindergarten students?**

1. Given that this was the pilot year of implementation of the WaKIDS assessment and that the teachers required additional professional development to ensure the reliability and validity of the data, we were still able to determine that the Language and Mathematics Domains were the areas in which a greater number of students performed below standard. Our intervention strategies, similar to this year, will be in the form of small group instruction and 1:1 support and delivered to those students who are below standard in the various domains. The Mathematics, Literacy and Language domains are already an integral component of our current intervention strategies. We

will be exploring ways to specifically target the Social-Emotional, Physical and Cognitive domains that are measured in the WaKIDS Teaching Strategies Gold Assessment.

2. In order for the Data to be reliable and valid, increased professional development must be given to teachers/staff completing the assessment. The level of calibration between teachers at this time is low, as evidenced by how they scored and ensuing discussion regarding the scoring and assessment process. Two of the three classroom teachers appeared to best understand how to administer the assessment. Our plan is to provide professional development both in Spring 2012 and Fall 2012, so that teachers who are administering the assessment can a) be more knowledgeable about how to score students and b) gain a deeper understanding of the usefulness of the data in their daily instruction throughout the year.

3. To better assess progress of our students, we will be administering the assessment both in the fall and spring of the 2012-2013 school year.

4. With leveraged dollars, we will be providing extra time for Kindergarten teachers to meet over the summer to identify specific intervention strategies to meet the needs of those Kindergarten students who perform below standard in the Fall 2012 in the Social-Emotional and Cognitive Domains.

5. Given the inter-teacher assessment reliability, our ELL students performed below standard to a greater degree than their non-ELL counterparts, particularly in the area of Language and Literacy. Similar to this year, we will meet ELL students' needs through targeted instruction, using not only Balanced Literacy instruction, but also using SIPPS (Systematic Instruction in Phoneme Awareness and Sight Words); specifically designed to meet the language needs of ELLs. With Levy funds there will be focused instruction, through the use of UTSS and other leveraged dollars, to address Kindergarten ELL students' Language and Literacy needs.

6. Roxhill is home to a Head Start (HS) program. As in the past, on May 12th, the principal will attend the end of year Head Start parent meeting aimed at assisting parents and families with the transition to Kindergarten. After this meeting, the principal and Kindergarten and HS teachers will meet to identify the number of HS students who will be entering Roxhill in the fall. These students' WaKIDS data will be used to identify focus students and to plan strategies to meet their academic, social-emotional, and cognitive needs. The principal always attends Head Start parent meetings throughout the year to establish the necessary link between Pre-K and Kindergarten.

### **ELL Data (based on data received from SPS Bilingual Department on 3- 19-12)**

1. English Language Proficiency students:

a) Level 1. Beginning: **15** b) Level 2. Intermediate: **58** c) Level 3. Advanced: **54**

2. Languages spoken: 8 (Spanish, Somali and Vietnamese are largest language groups.)

3. ELLs that are immigrants are 2 and refugees 0. We believe this data is might be incorrect.

Many families are reluctant or unsure about the questions asked at enrollment. Based on knowledge of our families, we estimate the number of immigrants as 8 and refugees as 12.

4. Number of students and percent who made gains in English language proficiency on the WLPT II: 63 which is 79.7%. (The state net expected percentage is 66.6 %.)

5. On average our ELL students are in the program: 3.4 years (The state baseline expectation for students exiting is 13.3%. Last year, 19.74% of our ELL students exited.)

6. Number in ELL program for more for four years or longer? 35

7. Using our data, the highest needs for our ELL students are:

- Our ELL students underperformed in the area of Mathematics as measured on the MSP 2011. Whereas 50% of our ELL students passed the Reading MSP, an increase of 11% from the previous year, only 34% passed the Mathematics MSP, reflecting a decline of 3% from the previous year (**Attachment 3, Table 1**).

- Our ELL Hispanic/Latino students underperformed in the area of Mathematics as measured on the MSP 2011. Whereas 53% of our ELL Hispanic/Latino students passed the Reading MSP, an increase of 6% from the previous year, only 36% passed the Mathematics MSP, reflecting a decline of 11% from the previous year. Additionally, when compared with Black, Asian/Pacific Islander and White students, this is the only group whose percentage of proficiency declined in the area of Mathematics.
- Our ELLs are outperforming their district peers in Reading and Math on MSP, although growth in Math has shown a decline (**Attachment 3, Table 1**).
- Based on MAP Spring 2011 data, our ELLs outperformed their district counterparts in Math at all grade levels and in Reading at K, 2<sup>nd</sup> and 5<sup>th</sup> grades. We are on the right track, especially in Reading, but we have a great deal more to do. 76% of Hispanic/Latino students earned a Level 1 or Level 2 in Math on the MSP 2011. We are 100% committed to our ELLs achieving at the highest level!
- Overall, Reading and Language instruction is increasingly improving and resulting in growing student achievement for all students, however there continues to be a need for increased growth and higher achievement.
  - 21.7% of Hispanic/Latino students earned a Level 1 in Reading on the MSP 2011.
  - 34.8% of Hispanic/Latino students earned a Level 2 in Reading on the MSP 2011.
  - Only 4.3% Hispanic/Latino students earned a Level 4 in Reading on the MSP 2011, compared with 33% of African-American/African students.

#### **Data Analysis:**

**(There are discrepancies between the data from OSPI and the data from the K-5 Student Data report received from the City of Seattle. The data used is from OSPI.)**

#### **Attendance Data:**

In 2010-2011, 30% of the Roxhill students had 10 or more absences/excessive absences.

- Specifically: 102/345 students
- **K:** 25 (40% of all Ks); **1<sup>st</sup>:** 32 (50%); **2<sup>nd</sup>:** 14 (32%); **3<sup>rd</sup>:** 18 (37%); **4<sup>th</sup>:** 7 (17%); **5<sup>th</sup>:** 6 (15%)
- 35/124 students (10% of the student body) had 20 or more absences.
- 5<sup>th</sup> graders had the fewest number and percentage of students with excessive absences and had the highest MSP scores on the 2011 assessment.
- Only one of the students with excessive absences was in an after school club or program, further indicating the increased need for extended learning opportunities/after school programs for all grades K – 5.
- 15 of the students with excessive absences were City Year focus students.
- 24 out of 35 students on the FSW focus list were students with excessive absences.
- This year, 85 of those students are still at Roxhill.
- 56% of the students with excessive absences were kindergartners and 1<sup>st</sup> graders.
- 20% of the students with excessive absences were ELL students.

In the 2011-2012 school-year (as of April 6, 2012), using data in ESIS, 33% of the Roxhill students have had excessive absences as defined at this time of the year as 7 or more absences. (At this date, 73% of the school year has been completed.)

- 114 of the 346 students have excessive absences.
- **K:** 35 (39% of all Ks); **1<sup>st</sup>:** 21 (28%); **2<sup>nd</sup>:** 20 (32%); **3<sup>rd</sup>:** 9 (20%); **4<sup>th</sup>:** 18 (31%); **5<sup>th</sup>:** 11 (24%)

- 20% of the students with excessive absences are ELL students.
- 49% of the students with excessive absences are kindergartners and 1<sup>st</sup> graders.

**What outcomes and indicators under each area of concentration:**

**Math/Science                  Reading/Writing                  Attendance                  English Language Acquisition**

1. We will increase the number of ELL 3<sup>rd</sup> grade students moving from Level 1 or 2 to meeting standard (Level 3 or higher) on the Reading MSP 2013 from 36.8% (7 students) to 50% (11 students). (Target number is based on 22 current ELL 2<sup>nd</sup> graders April 2012.)
2. 45% of all ELL K students will meet age level expectations in Literacy and Language Domains of WaKIDS (GOLD) assessment.
3. We will increase the number of ELL Hispanic/Latino focus students Grades 3 – 5 moving from Level 1 or 2 to meeting standard (Level 3 or higher) on the Math MSP 2013 from 12.9% (7 students) to 40% (13 students). (Target number is based on 31 current ELL Hispanic/Latino 3<sup>rd</sup> – 5<sup>th</sup> graders April 2012.)
4. We will increase the number and percentage of all K - 2<sup>nd</sup> graders making annual typical growth in Math from 32.2% (41 students) as measured on the Winter MAP 2012 to 50% (103 students) as measured on the Spring MAP 2013.
5. During the 2010-2011 school-year, 30% of all Roxhill students had 10 or more absences. 50% of the students with excessive absences were kindergarten and 1<sup>st</sup> graders and as of April 6, 2012, 49% of students with excessive absences are kindergarten and 1<sup>st</sup> graders. During the 2012-2013 school year, we will decrease the number of Kindergarten and 1<sup>st</sup> graders with excessive absences from 49% (Spring 2012) to 25% (Spring 2013). We will decrease the percentage of 3<sup>rd</sup> – 5<sup>th</sup> grade students with excessive absences from 33% (Spring 2012) to 20% (Spring 2013).
6. We will increase the number and percent of ELL students making gains in English language proficiency on the WELPA 2013 from 63.79% (79 students) (as measured on the 2011 WLPT) to 80% (99 students).

**(The MSP data used for these outcomes and indicators is the data from the OSPI report of August, 2011.)**

### Attachment 3: School-Level Data

**Table 1**

Roxhill Versus District ELL Outcomes for 3rd-5th Reading and Math MSP				
	Reading % Proficient	Reading % Growth	Math % Proficient	Math % Growth
Roxhill	50%	11%	34%	-3%
District	33%	6%	27%	-2%
Difference	+ 17%	+ 5%	+ 7%	-1%

Table 1 shows the proficiency (meeting standard) and growth in proficiency (from the previous year) on the 2011 MSP in Reading and Math for Roxhill and the district as a whole. This table also shows the difference in proficiency and difference in growth in Reading and Math between Roxhill and the district.

**Table 2**

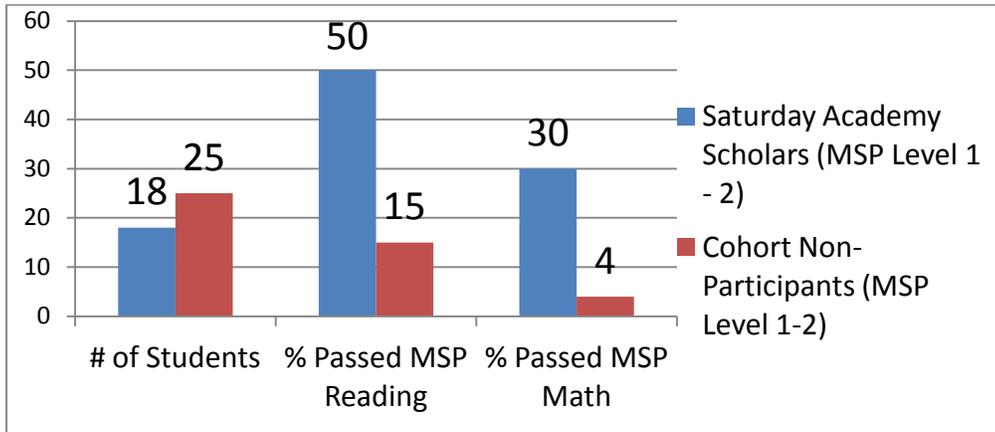


Table 2 shows the 2011 MSP performance of students who participated in Saturday Academy vs. those students who did not attend Saturday Academy. (All participating and non-participating students scored at Level 1 or Level 2 on the 2010 MSP.)

**Table 3**

	<u>Early Fall</u>
<b>Stage A</b>	
<i>Uppercase Letter Recognition</i>	/26
<i>Lowercase Letter Recognition</i>	/26
<i>Letter Sounds</i>	/26
<b>Concepts of Print</b>	
<i>Left to Right</i>	Y/N
<i>Sweeping</i>	Y/N

Table 3 is a sampling from early Fall of the Kindergarten Literacy Assessment. These are some of the literacy behaviors Kindergarten teachers are assessing year-round.

**Table 4**

Last Name	Grade	F Confidence	F Organization	F Responsible	F Persistence	F Cooperation	F Stamina	F Goal Setting

Table 4 is a sampling from the Scholarly Attributes Data that is used to assess students on traits deemed representative of successful academic achievers. Students are assessed in the Fall and the Spring.

**Table 5**

Grade	Days absent 2010-2012	Days absent 2011-2012	Spring MAP Growth Index Reading	Spring MAP Growth Index Math	Spring TC Level	Change of levels from beg of year	Spring MSP Reading Score	Spring MSP Math score	CY	FSW	Sat Academy	Letter	Phone calls	Parent Conf	Home visits

Table 5 is a checklist used to collect data on currently enrolled students for whom there are attendance concerns.

**Table 6**

4<sup>th</sup> Grade Attendance % and Math RIT Score Comparison

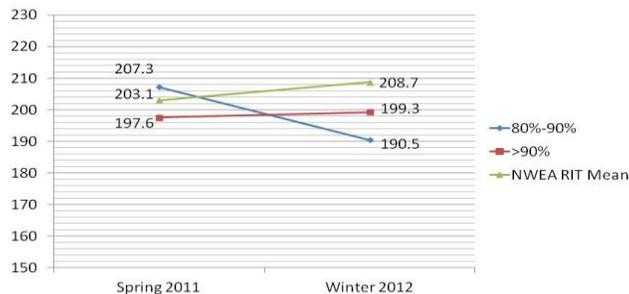


Table 6 compares MAP scores for students whose attendance is greater than 90% of the school year (red) vs. those whose attendance is less than 90% (blue); the green line is the mean score. These data have been collected for Reading and Math for all grade levels.

**Table 7**

Name	Gr.	Room	SPED	ELL	TC Fall '10	TC Spr. '11	TC Fall '11	TC Win '12						
									CY	After Sch Rdg	Team Read	Sat Acad	ELL Collab	SpEd Collab
A	4	14	N	N	G	K-L	K	L		X	X			
B	4	14	N	Y	L	P	O	O			X		X	
C	4	14	N	Y	I	M	M	N			X		X	
D	4	14	N	N	N	P	P	P						
E	4	14	N	Y	H	M	M	M			X		X	

Table 7 is a sampling from a checklist used to gather information on students that might lead to them being identified as a focus student for Reading. This checklist notes the services student receives along with progress in reading achievement.

**Table 8**

Last name	7-Fractions	8-Division Word Problem (2)	9-Capacity	10-Place Value	12-Perimeter (2)	17-Multiplication Word Problem	18-Capacity	19-Analyze Data (2)	25-Geometry	23-Addition (2)	24-Estimation	30-Fractions on a Number Line	Percent Correct	Needs to Show Work
<b>Wrong Answer</b>														
<b>Showed work, Wrong Answer</b>														
<b>Correct!</b>														

Table 8 is a checklist used in 3<sup>rd</sup> grade on a practice assessment for the Math MSP. Teacher tracks which skills/strands are still proving problematic for students and provides intervention on those skills.

**Table 9**

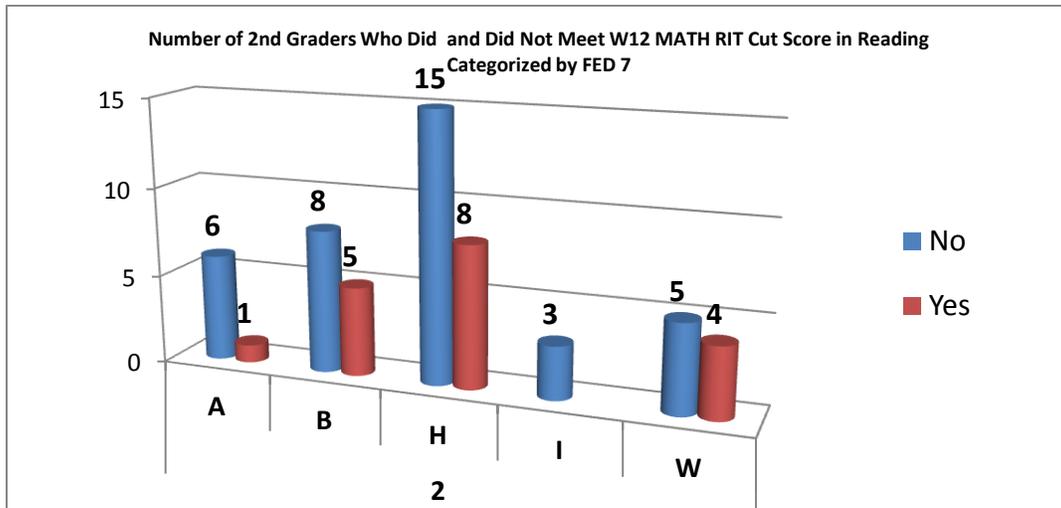


Table 9 breaks down the 2<sup>nd</sup> graders who met and did not meet the Winter 2012 MAP Math RIT expectation by ethnicity.

**Table 10**

**Section A** (*Kindergarten and grade 1: assessing the material in Beginning Level lessons 1-10*)

**Phonics**  
 "Tell me the sound of each letter":  
 s\_\_ n\_\_ f\_\_ m\_\_

**Number right** \_\_\_/4 **Pass** (3-4 right) **or Not Pass**

**Sight Words** (three-second limit per word)  
 "I want to see how well you can read these words without any help."  
 I\_\_ see\_\_ the\_\_ you\_\_ can\_\_ me\_\_ and\_\_ we\_\_

**Number right** \_\_\_/8 **Pass** (7-8 right) **or Not Pass**

\_\_\_ If the student passes both phonics and sight words, continue the assessment.  
 \_\_\_ If the student does not pass both phonics and sight words, place her in Beginning Level lesson 1.

Table 10 shows an example of a beginning level single consonant and sight word SIPPS assessment for Kindergarteners and first graders.

**Table 11**

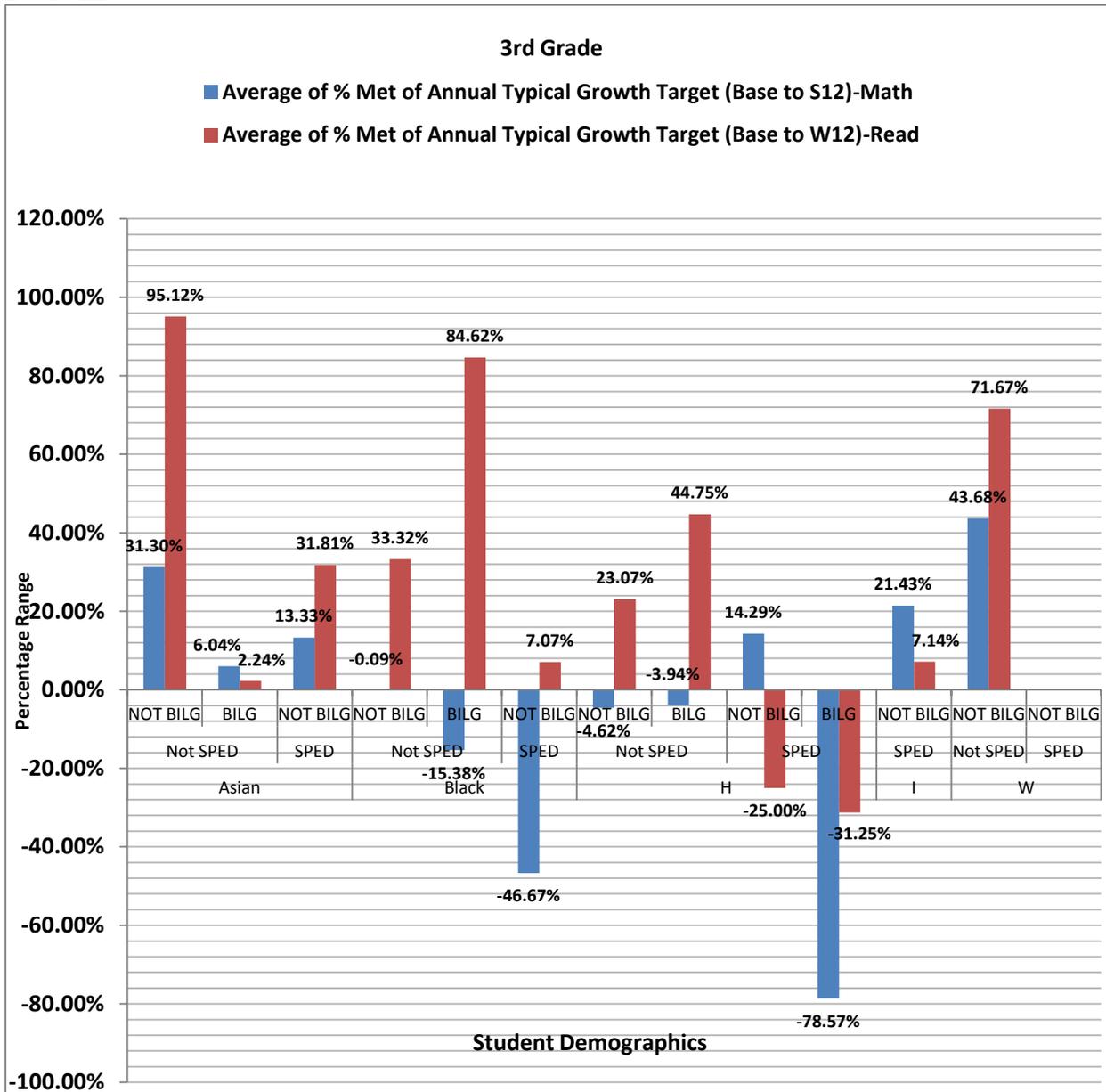


Table 11 shows the average of the percentage of students who met their annual growth target on the MSP. These data are collected for every grade level.

Table 12

Roxhill City Year Focus List MAP Outcomes for 2010-2011									
Reading									
Data Point	Group	Aggregate	K	1	2-5 Aggregate	2	3	4	5
% Students Meeting Typical Growth*	Whole School	55.39% (149/269)	64.15% (34/53)	61.40% (35/57)	<b>50.31%</b> (80/159)	43.90% (18/41)	48.89% (22/45)	40.54% (15/37)	69.44% (25/36)
	City Year	39.47% (15/38)			<b>39.47%</b> (15/38)	27.27% (3/11)	40.00% (4/10)	40.00% (4/10)	57.14% (4/7)
Average RIT Gains from Fall 2010 to Spring 2011**	Whole School		15.43 (65)	18.28 (63)		13.46 (44)	9.11 (50)	6.54 (41)	7.61 (39)
	City Year					13.27 (11)	9.30 (10)	7.80 (10)	7.71 (7)
Math									
Data Point	Group	Aggregate	K	1	2-5 Aggregate	2	3	4	5
% Students Meeting Typical Growth*	Whole School	71.58% (194/271)	80.36% (45/56)	66.67% (38/57)	<b>70.25%</b> (111/158)	68.29% (28/41)	68.18% (30/44)	76.32% (29/38)	68.57% (24/35)
	City Year	78.38% (29/37)			<b>78.38%</b> (29/37)	80.00% (8/10)	84.61% (11/13)	66.67% (6/9)	80.00% (4/5)
Average RIT Gains from Fall 2010 to Spring 2011**	Whole School		19.82 (65)	21.07 (63)		16.85 (43)	14.00 (50)	13.13 (41)	9.69 (39)
	City Year					16.90 (11)	14.62 (13)	12.11 (9)	10.00 (5)
* Number of students meeting criteria/number of students in data point in parenthesis									
** Number of students in parenthesis									

Table 12 shows the growth in MAP Reading and Math RIT score for the whole school vs. those students who are academic focus students with City Year Corps Members. (City Year Corps Members worked in grades 2-5 in 2010-11 and in grades 3-5 in 2011-12.)

## **Attachment 4: English Language Learner Self Assessment**

### **Capacity of School ELL Program:**

1. Roxhill Elementary offers a range of research driven instructional services to meet the diverse needs of our English language learners. Our ELLs benefit from the instructional support of:

- ELD teachers: Collaborative Teaching and Aligned Sheltered Instruction, RTI
- Bilingual Instructional Assistants: classroom support and 1:1 pull-out, RTI
- Classroom teachers: Collaborative teaching, using effective strategies from ESL endorsement preparation, district and building sponsored professional development, RTI

We are in our third year of implementing Seattle School's Collaborative Teaching Model. We currently have five collaborative teaching partnerships Grades 1-5 in which an ELD and a classroom teacher partner effectively to differentiate instruction for ELLs. 4 of the partnerships occur during literacy and one during the math block. We are piloting the Math collaboration which is in response to data analysis. Through the workshop model in reading, writing, and math, ELD teachers are available in their classrooms to provide additional small group and 1:1 scaffolded instruction for the ELLs after the whole class mini-lesson. We have Spanish, Somali and Vietnamese Bilingual IAs. They serve ELLs (K – 5) during the RTI period (discussed below). In the afternoons, they serve all K ELL students and ELL Level 3 students, (1- 5) who are not into the collaborative classrooms are served in a push-in 1:1 or small group model.

This is the second year of implementation of our RTI model. For K – 5, 30 min. of intervention time, four days a week of extended learning/double dose of time is devoted to providing all students with targeted instruction in the areas of Math or Reading. Once a week, the bilingual IA's, Intervention, ELD and classroom teachers meet for student progress monitoring, assess effectiveness of instructional strategies, examine any need to change student groupings, and determine future teaching materials. At the K level, the two classroom teachers delivering Literacy instruction have ELD endorsements as does one of the Intervention teachers. All of the aspects of this model have led to improved ELL student outcomes. **See Attachment 3, Table 1.**

2. The ELD and classroom teachers devote one hour a week to co-planning instruction and analyzing data for progress monitoring purposes, in addition to the 6 hours of PLC time. They meet with the District bilingual instructional coach at least twice a month. In this model, the ELD and classroom teacher plan daily lessons with both academic content and language development learning targets. They provide linguistic frames to support growth in academic language and use NUA charts. Specific attention is given to assessing the vocabulary to pre-teach and reinforce throughout the lesson. Students served through the Aligned Sheltered instruction receive language support aligned to the core content areas. The ELD teachers and bilingual IAs ensure students have repeated exposure to language by previewing and reviewing content lessons.

Our ELLs are making gains, but we are committed to examining additional strategies to further promote the acquisition of academic English. (**See Attachment 2, pg. 2 ELL Data section 7.**) Last year, after analyzing MAP and MSP data, we found a need for our ELL's to have additional phonics and phonemic awareness instruction. We worked collaboratively with our ELL district bilingual coach and staff and added an additional 15 min. of targeted phonics/phonemic awareness instruction for all K – 2 ELL's and, as needed, at the 3<sup>rd</sup> – 5<sup>th</sup> grade levels. We adopted the SIPPS curriculum.

3. The Principal has participated in all staff professional development, including the ELL Collaborative Teaching Model Summer Institute, SIOP site visits and Observation Protocols for Best Practices for ELL, SPS. She led the adoption of the SIOP model and development of 5 SIOP courses. She now serves on the ELL SPS District Task Force.

4. The Principal strongly believes that oversight of instruction is critical for academic achievement for all learners, as well as ongoing collaboration with the district ELL coach. Leadership includes: school-wide data analysis, oversee PLC Lead Team meetings, provide oversight of instructional practice and planning, the creation and monitoring of the effectiveness of the RTI block, continual analysis of ELL delivery model, hiring and evaluation of teachers.

5. The Roxhill staff and principal have received numerous professional development trainings: In the 2010-2011 school year, every classroom and special ed teacher, and all ELD teachers and bilingual IA's

successfully completed the SCALE UP 100 course. All ELD teachers completed Scale Up 200 and 225. Our district bilingual coach over the last three years has led over 6 whole-staff workshops, including: a) developing phonics/phonemic awareness, b) Math content and vocabulary, c) vocabulary acquisition, d) English Language Development Standards and e) SIPPS training. 100% of the staff has had extensive PD in Readers Workshop and providing differentiated instruction for emerging readers. All of our ELD teachers and 6 classroom teachers have attended the ELL Collaborative Teaching Summer Institute. We have hosted GLAD trainings. Besides the ELD teachers, eight classroom teachers have their ELL endorsement. Peer observations are conducted 4 times a year, as another means of professional development. Two of our ELD teachers are on the District bilingual committee to revamp the ELL program to increase targeted language instruction. Future training will include SCALE UP series and additional Math PD from bilingual coach, integrating key instructional strategies across content areas to address the needs of ELLs at different proficiency levels.

**6.** Methods used by all teachers are: a) clear teaching points; b) academic content vocabulary intentionally taught, represented visually on word walls; c) lessons that promote rich and engaging discourse, creating opportunities for ELLs to have ample time to listen and process internally and to respond to questions, add on to the ideas of others, and/or restate ideas, d) intentionally planned turn and talks; e) anchor charts; f) teacher modeling out loud the thinking and thought processes required to learn the content; g) sentence stems and linguistic frames to support academic language development; and h) chants and songs.

**7.** Additional supplemental materials used to support ELL students are leveled libraries in all classrooms, including many books at the primary level in Spanish. We use the SIPPS curriculum at all grade levels. Math manipulatives are in all the classrooms and support math instruction.

#### **Other Supports**

**1.** For ELLs not making adequate gains or performing below grade level, we provide the following interventions: a) RTI for extended in school learning (30 minutes/four times a week); b) small group and 1:1 tutoring; c) for Gr. 3 – 5: math extended learning opportunity two 45 min. sessions/week, taught by ELD teacher; d) Saturday Academy; e) Team Read for 2<sup>nd</sup> and 3<sup>rd</sup> graders; and f) City Year after school homework assistance and enrichment programs four days a week. Saturday Academy and City Year programs have proven to be the two most effective extended learning opportunities. **(See Attachment 3, Table 12).** We continue to monitor and explore those interventions and strategies that are effective and strive to improve their effectiveness or find other methods more productive for student academic gains.

**2.** Roxhill provides ELL parents with home-based activities: a) all math work at the K and 1<sup>st</sup> grade level in English and Spanish; b) ELL and All School Family Nights, where families learn how to support reading and math at home; c) school website: contains links to home learning activities; and d) frequent communication with our ELL families in their home language.

## **Attachment 5: P-3 Alignment and Collaboration Self-Assessment**

### **1. Roxhill welcomes our Head Start (HS) program as an integral member of our school community. We collaborate with the Head Start staff in a multitude of ways:**

- The principal attends all HS family events to begin building the relationship between the K – 5 program and the Pre-K program. In May the Principal talks with HS parents about our Kindergarten program and shares information about the school and ways to prepare their child to be K ready. The Principal will distribute materials in English and Spanish that give activities parents can do with their incoming child that support K readiness. She hosts school tours for HS families that include observing the K classrooms, meeting other teachers and support staff and sharing ways to be engaged in the school. The HS staff and students frequently attend the school assemblies throughout the year. The librarian offers library time for the HS students every week. Each year we offer a “Jump Start” K program. Special invitations are extended to HS families. Roxhill hosts a Welcome Back to School BBQ for the entire school community. One of our future goals includes early support and intervention for focus students with identified barriers impacting attendance and academic achievement. HS teachers, CIS staff, Neighborcare, Principal, and K teachers will collaborate.

### **2. Collaboration between Pre-K teachers and Kindergarten teachers is important for K readiness.**

**Currently this is accomplished through:** At the beginning of the year, the HS teachers work collaboratively with the K teachers, the Speech and Language therapist, special education teacher, OT/PT, and bilingual staff to assist in the transition of HS students to Kindergarten. Topics include: a. If a student is not currently being served in special education, early identification of potential learning and language processing concerns are identified; b. For spec ed HS students, the resource room teacher reviews the IEP and works collaboratively with the HS and classroom teacher to address learning concerns; and c. The K teachers will meet in May 2012 with the Head Start staff and review the WaKids data of the incoming Head Start students. Weekly, the librarian offers library time for HS students. Lessons are designed in collaboration with the Head Start teachers and support the lessons/units being taught.

For the past two years our K and HS teachers have participated in the PreK-1<sup>st</sup> grade professional development with SPS. This PD has not only focused on balanced literacy, PreK-1<sup>st</sup> grade, it has hosted evening events in which PreK, K and 1<sup>st</sup> grade teachers gather to discuss transition, assessment and alignment. Teachers learn more about the components of balanced literacy: word work, shared reading, interactive read aloud, guided reading, readers and writers workshop. Teachers observe a master teacher (consultant Cathy Feldman) teach lessons. One of our K teachers is considered a “Capacity Builder” teacher. She provides demonstration lessons for other SPS and HS teachers.

We will strengthen the collaboration between the K and HS teachers with an extensive examination of the WaKids Head Start student data. We plan on HS, K, bilingual and sped teachers to work over the summer to review data and develop early intervention strategies. The House Administrator and/or teachers will conduct home visits for at least 10 focus students. We will identify K focus students that will need health services to support academic achievement and attendance. In addition to the home visits, we hope to bring families into the school in the fall order to conduct the “Introducing Me” part of WaKids and build a strong foundational relationship with our families of our youngest learners. Our SPS Parent Leaders will provide outreach to any new families entering school mid-year. Teachers will assess Literacy and Math proficiency to provide appropriate, targeted instruction.

**3. Building our capacity to align curriculum with local preschool providers is a priority.** We look forward to examining how curriculum alignment and examination of WaKids data will support higher academic achievement for our Kindergarteners, particularly for our ELLs. The principal is working with the SPS Early Learning Department to obtain the list of preschool providers within a one-mile radius of Roxhill. She will meet with preschool providers. She will distribute materials in English and Spanish that give activities parents can do with their incoming child that support K readiness. The principal has kept abreast of QRIS and maintained communication with Carolyn Shelton, Assistant Director of Provider Services of Child Care Resources. She is attending the upcoming “Early Achievers” meetings.

**4. Roxhill aligns learning standards K – 3 through professional development and Professional Learning Community work.** Head Start and 7 K – 3 teachers have participated in the Early Learning

Literacy PD. Teachers and support staff develop curriculum maps in the spring in Reading and Writing based on state and district learning standards. Additionally, the Everyday Math curriculum is examined and reviewed based on the state and district learning standards. Monthly during PLC meetings, the staff examines progress on their curriculum maps and makes adjustments as needed. During PD staff meetings and PLC Lead Team meetings, vertical alignment is discussed and evaluated. Critical vocabulary terms and skills needed in Math to meet standard are charted out on a K – 5<sup>th</sup> grade continuum. All teachers are held responsible for teaching them throughout the year. Roxhill has begun examining the Common Core Standards in Reading, Writing and Math. In the future we will include Head Start and other preschool providers in this work.

This summer, through Leveraged funds, Roxhill will be sending 23 teachers (K – 5) and the principal to the Teachers College Summer Institute for Readers Workshop. This extensive training will provide enriched vertical alignment opportunities for K – 3 and beyond. We will invite Head Start staff to meetings in August to share our learning and to discuss vertical alignment of Literacy curriculum. We will invite a HS rep to meetings regarding alignment and HS staff to participate in K Writers Workshop celebrations.

**5. To ensure that teachers utilize developmentally appropriate and effective instructional practices by:** a) the principal leads learning walks in all classrooms on a regular basis; b) two or three formal observations a year for every teacher; c) PD focused on deepening knowledge of content areas and best instructional practice; d) Weekly staff bulletins contain a section that focuses on instructional practice; e) peer observations

**6. Roxhill tracks data at all levels.** Classroom teachers monitor the progress in instruction through a variety of formal assessments: pre-tests and end of unit assessments, exit slips, homework assignments, math journals, conferring notes, MAP data, and Teachers College Running records. The Principal receives data tracking forms. During PLC Lead meetings, a review of the data and decisions regarding lesson planning are discussed. The principal attends PLC grade level meetings.

**7. We recognize that improvement in our system for the sharing of information and data between early learning providers and kindergarten teachers is an important next step for us.** Currently the HS and Roxhill staff work collaboratively to assist in the transition of HS students to Kindergarten. We will expand our collaboration to local preschool providers and share WaKIDS and other pertinent data. The House Administrator will be responsible for oversight of this work.

**ATTACHMENT 6: WORK PLAN SUMMARY**

*Responses to the questions in the Work Plan Summary are to be on 8 ½" X 11" and stapled with the other attachments.*

Complete this work plan. The work plan should be driven from your Data Analysis and the Self Assessments in the prior attachments. Please use the example provided for you in the first column as a guide to the amount of information we are requesting in these sections.

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
Focus Students	Who are your Focus Students? (See Page 3)	1. All incoming ELL 3 <sup>rd</sup> graders.  2. Incoming ELL Kindergarten students not meeting age-level expectations in Language and Literacy domains of WaKIDS (GOLD).	1. All incoming ELL Hispanic/Latino 4 <sup>th</sup> – 5 <sup>th</sup> graders who scored Level 1 or 2 on Math MSP 2012 and ELL Hispanic/Latino 3 <sup>rd</sup> graders who scored below the RIT End of Year Mean score of 191.3 (MAP) in Math.  2. All incoming 1 <sup>st</sup> and 2 <sup>nd</sup> graders who did not meet annual typical growth in Math on Spring MAP 2012.	1. All incoming 1 <sup>st</sup> graders who had 10 or more absences as Kindergartners.  1. All incoming Kindergartners who demonstrate excessive concerns pro-rated throughout the year.  2. 25 - 30 3 <sup>rd</sup> – 5 <sup>th</sup> graders who are focus students for City Year Corps members who had excessive absences in the 2011-2012 school-year.	1. All K – 5 students receiving ELL services.
	Why did you choose these Focus Students?	1. a. After looking at the data by grade spans and broken up by race/ethnicity and special populations, our ELL 3 <sup>rd</sup> graders were the lowest performers in	1. After looking at the data by grade spans and broken up by race/ethnicity, our ELL Hispanic/Latino students were the lowest	1. Based on our analysis of the data and looking at grade spans and broken down by race/ethnicity, our Kindergartners and 1 <sup>st</sup> graders account for a	1. Based on our analysis of the data and looking at grade spans and broken down by ELL and non ELL, we determined

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>reading, particularly when compared with their 3<sup>rd</sup> grade counterparts</p> <ol style="list-style-type: none"> <li>1. b. One of the greatest predictors for high school graduation is Reading proficiency in 3<sup>rd</sup> grade.</li> <li>2. a. Research supports that foundational learning of language and literacy at the Kindergarten level is essential for future reading achievement and language acquisition.</li> <li>2. b. Research supports that students who start off behind in their developmental and academic skills in kindergarten often stay behind. (3 million word gap for incoming Kindergartens living in poverty.)</li> </ol>	<p>performers in Math, particularly when compared with their 3<sup>rd</sup> – 5<sup>th</sup> grade counterparts.</p> <ol style="list-style-type: none"> <li>2. After looking at the data by grade spans we determined our K – 2 students are significantly not performing at grade level.</li> </ol> <p>School-wide, Math is the area where we have seen the least amount of growth and success and therefore are identifying it as our school-wide focus. We chose to have two lists of focus students because, depending on the level, the interventions will be different.</p>	<p>disproportionate percentage of students with excessive absences.</p> <ol style="list-style-type: none"> <li>2. One of the interventions provided by City Year and one of the factors that qualify a 3<sup>rd</sup> – 5<sup>th</sup> grader to be a focus student are excessive absences.</li> <li>3. We have correlated our attendance data and RIT scores. As supported by research, excessive absences are a big predictor of poor academic progress.</li> <li>4. Developing good attendance habits is an essential precursor for school habits that will be important in middle and high school and beyond.</li> </ol>	<p>that one of our significant achievement gaps is with our ELL students in content areas. Secondly, we serve a large percentage of ELL students (+35%) and with +40% of our students are Hispanic/Latino. Our ELL students are in need of prioritized focus.</p>
	How many Focus Students will you serve?	<ol style="list-style-type: none"> <li>1. 22 incoming ELL 3<sup>rd</sup> graders</li> <li>2. ~ 30 Kindergarten</li> </ol>	<ol style="list-style-type: none"> <li>1. 31 students projected 3<sup>rd</sup> – 5<sup>th</sup> graders are ELL Hispanic/Latino</li> </ol>	<ol style="list-style-type: none"> <li>1. ~ 28 Kindergarten and 1<sup>st</sup> graders</li> <li>2. 30 3<sup>rd</sup> – 5<sup>th</sup> graders</li> </ol>	<ol style="list-style-type: none"> <li>1. ~ 125 ELL students, grades K - 5</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
		students	2. ~38 students		
Outcomes & Indicators (p.7-8)	Baseline	<p>1.36.8% (7) of ELL 3<sup>rd</sup> graders scored Level 3 or higher on the 3rd grade Reading MSP 2011.</p> <p>2. There were 33.4% (18) incoming ELL kindergarten students that met age-level expectations in the Literacy Domain and 24.5% (8) incoming ELL kindergarten students that met age-level expectations in the Language domain of WaKIDS (GOLD).</p>	<p>1. 12.9% (7) ELL Hispanic/Latino 3<sup>rd</sup> – 5<sup>th</sup> graders (11 students) scored a Level 3 or Level 4 on the Math MSP 2011.</p> <p>2.18% (23) of all 1<sup>st</sup> and 2<sup>nd</sup> graders made annual typical growth in Math as measured on the Winter MAP 2012 assessment.</p> <p>Since there is no K baseline data available, our target number of focus students is a reflection of the % and number of 1<sup>st</sup> and 2<sup>nd</sup> graders who did not meet typical growth.</p>	<p>1. During the 2010-2011 school year, 56% (57) of students with excessive absences were Kindergarten and 1<sup>st</sup> graders. September 2011-April 4, 2012, 49% of those with excessive absences are K and 1<sup>st</sup> graders.</p> <p>2. During the 2010-2011 school year, 25% students with excessive absences were 3<sup>rd</sup> – 5<sup>th</sup> graders.</p>	<p>During the 2010-2011 school year, the number and percent of ELL students making gains in English language proficiency on the WLPT was 63.79% (79 students).</p>
	Proposed Target	<p><b>3<sup>rd</sup> – 5<sup>th</sup> grade focus students moving from Level 1 or 2 to Level 3 or higher in Reading, after failing to do so in previous year.</b></p> <p>1.50% (11 students) of ELL</p>	<p><b>3<sup>rd</sup> – 5<sup>th</sup> grade focus students moving from Level 1 or 2 to Level 3 or higher in Math, after failing to do so in previous year.</b></p> <p>1.40% (13) of ELL</p>	<p><b>Students absent fewer than five days per semester, excused or unexcused.</b></p> <p>1. During the 2012-2013 school year, we will decrease the number of</p>	<p><b>English language learners making gains on the WELPA.</b></p> <p>1. We will increase the number and percent of ELL students making</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>3<sup>rd</sup> graders will score Level 3 or higher on the 3<sup>rd</sup> grade Reading MSP 2013.</p> <p><b>Children who are ELL will make gains in each the language and literacy domain of WaKIDS (Gold).</b></p> <p>2.45% of all ELL kindergarten students will meet age-level expectations in Literacy and Language Domains of WaKIDS (GOLD).</p>	<p>Hispanic/Latino students grades 3 – 5 will score a Level 3 or higher on the Math MSP 2013.</p> <p><b>K – 2<sup>nd</sup> grade students making annual typical growth on Math MAP.</b></p> <p>2.50% (103) of all K - 2nd graders will make annual typical growth on the Math MAP 2013.</p>	<p>Kindergarten and 1<sup>st</sup> graders with excessive absences to 25% (28 students).</p> <p>2. During the 2012-2013 school year, we will decrease the number of 3<sup>rd</sup> – 5<sup>th</sup> graders with excessive absences to 20% (69 students).</p>	<p>gains in English language proficiency from 63.79% to 80% (99 students).</p>
Strategies	What services will be provided?	<p>1. a. Extra reading instruction utilizing strategies designed for ELL learners during Saturday Academy in small groups with 1:3 teacher – student ratio. Content and strategies based on student MAP scores and TC levels.</p> <p>1. b. Small group and 1:1 push-in tutoring provided by City Year Corps members.</p>	<p>1. a. Extra Math instruction utilizing strategies designed for ELL learners during Saturday Academy in small groups with 1:3 teacher – student ratio. Content and strategies based on student MAP and MSP scores.</p> <p>Instruction by Math Intervention teacher.</p>	<p>1. a. Communities in Schools establish focus list for Case Management.</p> <p>1. b. Family outreach by Somali and Spanish speaking Parent Leader.</p> <p>1. c. Incentive systems for individuals and whole class.</p> <p>1. d. Weekly monitoring of attendance and follow-</p>	<p>1. a. ELL Collaborative Teaching Model Grades 1 – 5. (See attachment 4)</p> <p>1. b. Small group instruction delivered by ELD teacher for scaffolded instruction after mini-lesson.</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>Content and strategies based on student MAP scores and TC levels.</p> <p>1c. 1:1 tutoring after school.</p> <p>1. d. 3<sup>rd</sup> grade ELL parent/guardian nights, providing information to families about how to extend reading learning to home.</p> <p>1. e. Family outreach by Spanish-speaking bilingual instructional assistants and classroom teacher, communicating student progress.</p> <p>1. f. Collaborative teaching model. ELD teachers and classroom teachers provide instruction in reading content and academic language.</p> <p>1. g. 30 min. Reading intervention block, taught by classroom teacher, who has ELL endorsement, targeting specific skills and concepts needed, based on TC, MAP, and MSP.</p> <p>1. h. Professional</p>	<p>1. b. Small group and 1:1 push-in tutoring provided by City Year Corps members. Content and strategies based on student Math MAP and MSP scores.</p> <p>1. c. All focus students will receive small group instruction after school provided by Math intervention teacher.</p> <p>1.d. 3<sup>rd</sup> – 5<sup>th</sup> grade ELL parent/guardian Math night, providing information to families about their students’ academic progress in Math, intervention strategies used at school and about how to extend Math learning to home.</p> <p>1. e. Family outreach by Spanish-speaking bilingual instructional assistants and classroom teacher, communicating student progress.</p> <p>1. f. 30 min. Math intervention block, taught</p>	<p>up interventions as needed.</p> <p>1. e. City Year after school activities. Corps members will seek out focus students for participation in after school programs.</p> <p>1. f. House Administrator and classroom teacher will conduct 10 home visits for 10 of the targeted attendance students.</p> <p>1. g. Phone calls and face to face meetings on a monthly basis for targeted students.</p> <p>1. h. Phone calls to target families inviting them to all family events.</p> <p>2. a. City Year Case Management includes: support the Attacking Attendance Initiative, which provides whole school support of attendance through Be Here, Get There Mayor’s</p>	<p>1. c. 30 min. intervention block, taught by classroom teacher, who has ELL endorsement, ELD teacher or bilingual IA targeting specific skills and concepts needed, based on TC, MAP, and MSP.</p> <p>1.d. Extra reading instruction utilizing strategies designed for ELL learners receive extended learning in Math and Reading during Saturday Academy (Grades 3 – 5) in small groups with 1:3 teacher – student ratio. Content and strategies based on student MAP scores and TC levels. Instruction by literacy and math specialist, with particular focus on utilization of best instructional practices</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>development for all staff in language acquisition/academic language development and ELL instructional strategies.</p> <p>1. i. Professional development for 23 teachers and the principal, primarily in Advanced Readers Workshop Summer Institute in New York, 2012.</p> <p>1.j. Students entering mid-year, assessment of language proficiency, and end of year math assessment administered for baseline data on student (including incoming grades/data) used to determine groupings and targeted instruction</p> <p>2 a. 1:1 tutoring based on individual student's WaKIDS data and teacher-designed assessments.</p> <p>2b. Family outreach by Spanish-speaking bilingual instructional assistants, classroom teachers, and Spanish-speaking Parent</p>	<p>by classroom teacher who has ELL endorsement, or Math specialist, targeting specific skills and concepts needed, based on Common Core standards, Math PE's, MAP and MSP data.</p> <p>1. g. Scale UP series.</p> <p>1. h. Professional development for Math content and academic language development for ELLs.</p> <p>1.i. For students entering mid-year, assessment of language proficiency, and end of year math assessment administered for baseline data on student (including incoming grades/data) used to determine groupings and targeted instruction</p> <p>2. a. All focus students will receive small group and 1:1 push-in tutoring</p>	<p>office campaign as well as recognition of outstanding attendance by individual and class.</p> <p>2. b. Each City Year corps member has a focus list of students that are on track to miss 10 or more days of school that they check in with to discuss attendance, make attendance goals and track progress towards goals. At the end of each month, City Year hosts a celebration lunch party for students who met goals.</p> <p>2. c. Family outreach by Somali and Spanish speaking Parent Leader.</p> <p>2. d. Incentive systems for individuals and whole class.</p> <p>2. e. Weekly monitoring of attendance and follow-up interventions as needed.</p> <p>2. f. Focus students will</p>	<p>for ELL (see Attachment 4, section 6)</p> <p>1. e. Supplemental materials for literacy and language development distributed at ELL family nights.</p> <p>1. f. Professional development: Scale Up series and the integration of key instructional strategies across content areas to address the needs of ELLs at different proficiency levels.</p> <p>1. g. Book distributions to students, with some in Spanish as possible.</p> <p>1. h. For ELL students entering mid-year, assessment of language proficiency,</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>Leader communicating student progress.</p> <p>2c. For early-identified focused students in Spring 2012, meeting to distribute informational materials for extended learning in the home over the summer to help become K ready.</p> <p>2d. ELL Kindergarten parent/guardian informational nights, providing information to families about how to extend learning to home.</p> <p>2e. K teachers meet w Head Start teachers + other preschool providers to share WaKIDS data and plan accordingly.</p> <p>2. f. 30 min. Reading intervention block, taught by classroom teacher, who has ELL endorsement, targeting specific skills and concepts needed, based on TC, MAP, WaKIDS and teacher-designed data tracking form.</p> <p>2. g. Professional</p>	<p>provided by CIS and/or UTSS tutors. Content and strategies based on student Math MAP scores and Math PE's and Common Core standards.</p> <p>2b. Family outreach by bilingual instructional assistants, classroom teachers, communicating student progress.</p> <p>2c. Math Family nights, providing information to families about how to extend Math learning to home and deepen parents' understanding of the curriculum being taught to their child.</p> <p>2.d. 30 min. Math intervention block, taught by classroom teacher who has ELL endorsement, or Math specialist, targeting specific skills and concepts needed, based on Common Core standards, Math PE's,</p>	<p>be individually invited to participate in after school activities.</p> <p>2. g. House Administrator will conduct 10 home visits for 10 of the targeted attendance students.</p> <p>2. h. Phone calls and face to face meetings on a monthly basis for targeted students.</p> <p>1 and 2: Individualized outreach to families of students who enter mid-year (welcome to school community, answer questions, orientation to school programs)</p>	<p>TC running records and end of year math assessment administered for baseline data on student (including incoming grades/data) used to determine groupings and targeted instruction</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>development for all staff in language acquisition/academic language development and ELL instructional strategies.</p> <p>2. h. Professional development for Kindergarten teachers on WaKIDS.</p> <p>2. i. House Administrator and Kindergarten teachers will collaborate with local preschool providers and share WaKIDS data.</p> <p>2.j. For students entering mid-year, assessment of language proficiency, and Teachers College running record for baseline data on student (including incoming grades/data) used to determine groupings and targeted instruction</p>	<p>MAP and MSP data.</p> <p>2. e. Professional Development Math – Common Core and Assessments</p> <p>2. f. After school program for focus students, includes math tutoring and enrichment activities.</p> <p>2. g. For K – 2 students entering mid-year, assessment of language proficiency, and end of year math assessment administered for baseline data on student (including incoming grades/data) used to determine groupings and targeted instruction</p>		
	Briefly summarize the frequency and duration of the services you will be providing.	<p>1. a. Once a week for 13 weeks for 75 min. each session.</p> <p>1. b. Four times a week/ 90 min. a day.</p> <p>1. c. Tutoring 1:1 two times</p>	<p>1. a. Once a week for 13 weeks for 75 min. each session.</p> <p>1. b. Four times a week/ 75 min. a day.</p> <p>1. c. Small group</p>	<p>1. a. At the beginning of the year, utilizing data from previous school year and for K’s monitoring on a monthly basis.</p>	<p>1. a. Daily, 90 min. instructional blocks.</p> <p>1. b. Daily during 90 min. instructional blocks and through 1:1 and small group</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>a week after school in 85 min. sessions from Oct. – May.</p> <p>1. d. Two times a year – Fall and Winter. 1 ½ hour meetings.</p> <p>1. e. Once a month, via phone call or face to face meeting.</p> <p>1. f. Daily, during 90 min. literacy block.</p> <p>1. g. Four times a week, 30 min. a session. This Intervention block rotates between Math and Reading on a 3 – 4 week cycle.</p> <p>1. h. Three times a year, each a minimum of one hour.</p> <p>1. i. One week long intensive training, summer 2012.</p> <p>1. j. As needed</p> <p>2. a. Tutoring two times a week, 8 months in duration, for 20 min. blocks of time.</p> <p>2. b. Once a month, via phone call or face to face meeting.</p>	<p>instruction 2 times a week after school for 85 min. from Oct. – May.</p> <p>1. d. Two times a year – Fall and Winter. 1 ½ hour meetings.</p> <p>1. e. Once a month, via phone call or face to face meeting.</p> <p>1. f. Four times a week, 30 min. a session. This Intervention block rotates between Math and Reading on a 3 – 4 week cycle.</p> <p>1.g. 10 hours of professional development</p> <p>1. h. 4 times a year.</p> <p>1. i. As needed</p> <p>2. a. Tutoring two times a week, 8 months in duration, for 20 – 30 min. blocks of time during the day – extended learning.</p> <p>2. b. Once a month, via phone call or face to face meeting.</p> <p>2. c. Two times a year -- Fall and Winter. 1 ½</p>	<p>1. b. Monthly and on a by-need basis.</p> <p>1. c. Once a month – whole school, with weekly and daily incentives as designed by the intervention plan of the individual student</p> <p>1.d. Weekly</p> <p>1. e. Four times a week after school for 75 min.</p> <p>1. f. Ten times a year, each home visit 30 – 45 min. in duration.</p> <p>1.g. Monthly for each focus student</p> <p>1.h. Eight times a year</p> <p>2. a. &amp; b. City Year works with students and families 4 days a week, from 8:15 – 5:15.</p> <p>2. c. Monthly and on an as-needed basis.</p> <p>2. d. Once a month – whole school, with weekly and daily incentives as designed by the intervention plan of</p>	<p>instruction.</p> <p>1. c. Four times a week, 30 min. a session. This Intervention block rotates between Math and Reading on a 3 – 4 week cycle.</p> <p>1. d. Once a week on Saturdays for 13 weeks for 150 min. instructional time each session.</p> <p>1. e. four times a year, each a minimum of one hour.</p> <p>1. f. Three – five times a year, minimum of one hour each session. Scale Up 100 is 10 hours of pd</p> <p>1. g. Three times a year.</p> <p>1. h. As needed</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>2. c. One time in spring 2012</p> <p>2. d. Two times a year – Fall and Winter. 1 ½ hour meetings.</p> <p>2.e. one to two times a year</p> <p>2. f. Four times a week, 30 min. a session. This Intervention block rotates between Math and Reading on a 3 – 4 week cycle.</p> <p>2. g. Three times a year, each a minimum of one hour.</p> <p>2. h. 3 – 4 sessions, beginning in June 2012. Additional training in summer and fall, provided by SPS.</p> <p>2.i. 4 – 5 times a year</p> <p>2. j. As needed</p>	<p>hour meetings.</p> <p>2.d. Four times a week, 30 min. a session. This Intervention block rotates between Math and Reading on a 3 – 4 week cycle.</p> <p>2. e. Four – five times a year with ~ 15 hours of prof. dev. Hours</p> <p>2.f. Two times a week, 75 min. each session</p> <p>2. g. As needed</p>	<p>the individual student</p> <p>2.e. Weekly</p> <p>2. f. When after school programs begin and throughout the year as needed and available</p> <p>2.g. Ten times a year</p> <p>2. h. Monthly</p>	
	<p>Which required Key Component does this strategy fit under? (See Pages 14-15)</p>	<p>1.Extended in-school learning time</p> <p>2.Out of school/Expanded learning opportunities</p> <p>3.Family involvement</p> <p>4. Supplemental materials that fill gaps in core curriculum programs.</p>	<p>1.Extended in-school learning time</p> <p>2.Out of school/Expanded learning opportunities</p> <p>3.Family involvement</p> <p>4. Supplemental materials that fill gaps in</p>	<p>1.Extended in-school learning time</p> <p>2.Out of school/Expanded learning opportunities</p> <p>3.Social,Emotional, Behavioral and Family support</p>	<p>1.Extended in-school learning time</p> <p>2.Out of school/Expanded learning opportunities</p> <p>3.Family involvement</p> <p>4. Supplemental materials that fill gaps</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
		5. Instructional staff trained in language acquisition/academic language development instructional strategies. 6. Use of instructional strategies designed for ELLs. 7. Pre-K – 3 Alignment and Collaboration	core curriculum programs. 5. Instructional staff trained in language development instructional strategies. 6. Use of instructional strategies designed for ELLs. 7. Pre-K – 3 Alignment and Collaboration	4. Pre-K Alignment and Collaboration	in core curriculum programs. 5. Instructional staff trained in language development instructional strategies. 6. Use of instructional strategies designed for ELLs. 7. Social, Emotional, Behavioral and Family support 7. Pre-K Alignment and Collaboration
	Explain your rationale for selecting this strategy.	1. Research shows that students who have extra literacy instruction from a certified teacher do better on state content assessments in reading and writing. 2. Students need more time during the school day for reading with 1:1 or small group instruction designed to meet their individual needs. 3. Ongoing communication with parents and school	1. Research shows that students who have extra math instruction from a certified specialist teacher will perform better on state content assessments in math. 2. Students need more time during the school day for math with 1:1 or small group instruction designed to meet their individual needs. 3. Ongoing	1. The more students are involved in school, including all extended learning opportunities, the more they will feel a connection to school and attendance will improve. 2. Students need in-class mentoring, including emotional and social support to respond to barriers that interfere with academic performance.	1. ELL students need more time during the school day in classes that provide specialized instruction designed to meet their learning needs: academic language and content development 2. ELL students need personalized help with specific skills. 3. ELL students need

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>regarding student progress and answer questions/share information has proven to be an effective strategy for student success and increased parent engagement.</p> <p>4. Professional development is essential for deepening understanding of core content, instructional practice and the implementation and use of WaKIDS (GOLD).</p> <p>5. Students need more time after school for reading with a smaller teacher-student ratio and materials designed to meet their individual needs.</p> <p>6. Students need personalized help with specific skills.</p> <p>7. Students need extended learning opportunities, including additional school days with high quality teachers to address unique learning needs.</p> <p>8. Family involvement is a</p>	<p>communication with parents and school regarding student progress and answer questions/share information has proven to be an effective strategy for student success and increased parent engagement.</p> <p>Professional development is essential for deepening understanding of core content and instructional practice.</p> <p>4. Students need more time after school for reading with a smaller teacher-student ratio and materials designed to meet their individual needs.</p> <p>5. Students need personalized help with specific skills.</p> <p>6. Students need extended learning opportunities, including additional school days</p>	<p>3. Family involvement is a key strategy for improving student attendance.</p> <p>4. Addressing healthcare and mental health issues, including barriers that arise stemming from poverty, immigration, etc. are essential for improving attendance for students living in homes most significantly impacted by social welfare issues.</p> <p>5. Students need help in overcoming social/emotional/health-related barriers to learning.</p>	<p>extended learning opportunities, including additional school days with high quality teachers to address unique learning needs.</p> <p>4. Family involvement and engagement is a key part of increasing academic outcomes.</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
		key part of increasing academic outcomes.	with high quality teachers to address unique learning needs. 7. Family involvement is a key part of increasing academic outcomes. 8. Professional development for teachers will be important to deepen knowledge of common core, use of assessments aligned with the common core and best instructional practices for ELLs, particularly in math.		
Key People	Who are the key people who will deliver the proposed strategies and what related experience do they have?	1. a. Our outstanding reading specialist will teach Saturday Academy classes, with support from City Year and other classroom teachers. These teachers and City Year have been part of this program for the last two years. 1. b. City Year Corps members provide additional tutoring. Our experience with City Year over last two	1. a. Our Math specialist will teach Saturday Academy classes, with support from City Year and other classroom teachers. These teachers and City Year have been part of this program for the last two years. 1. b. City Year Corps members provide additional tutoring. Our experience with City	<b>The following staff implement and monitor the above strategies. All work in a coordinated fashion. Responsibilities are highlighted below:</b> 1. House administrator will oversee attendance initiative. One of the qualities we will be looking for is a person who has demonstrated	1.a. ELD and classroom teacher 1.b. ELD teacher ELD teachers have demonstrated their expertise in working with ELLs and asked to serve on District ELL design teams 1.c. Literacy and Math Intervention Teachers/Specialists, classroom teachers,

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>years has proven to be an effective intervention strategy.</p> <p>1. c. After school intervention reading program (Team Read). Partnership at Roxhill for last 10 years. Data supports intervention is effective in improving reading skills and motivation for reading.</p> <p>1. d. Classroom and ELD teachers, with support of bilingual IA's. Equipping families with the tools and strategies to extend learning to home is a research-based proven strategy for student success. Assisted by City Year and CIS.</p> <p>1. e. Classroom teachers, with support of bilingual IA's, City Year and CIS. Increased communication between parents and teachers regarding student progress is a key component to student success.</p> <p>1. f. ELD and classroom teacher. The ELL</p>	<p>Year over last two years has proven to be an effective intervention strategy.</p> <p>1. c. After school Math intervention teacher. For two years after school we offered after school Math tutoring for those 3<sup>rd</sup> – 5<sup>th</sup> graders performing below standard. Our after school Math program proved to be successful in the past.</p> <p>1. d. Classroom and ELD teachers, with support of bilingual IA's. Equipping families with the tools and strategies to extend learning to home is a research-based proven strategy for student success. Assisted by City Year and CIS.</p> <p>1. e. Classroom teachers, with support of bilingual IA's. Increased communication between parents and teachers</p>	<p>prior success with parent outreach and leading initiatives. This person will conduct home visits, make phone calls, hold parent conferences, and coordinate incentive programs.</p> <p>2. CIS site coordinator – specializes in coordinating academic resources and family support for students both in school and within the community. Member of the Attendance team. Will assist in the weekly monitoring of attendance, assessing interventions, and phone-calling families to provide assistance to barriers impacting attendance.</p> <p>3. City Year Corps members are between the ages of 17 – 24 and therefore uniquely able to provide near peer relationships with students. Corps members</p>	<p>some with ELD endorsements</p> <p>1. d. Literacy specialist, classroom teachers and City Year Corps members. City Year corps members work collaboratively with classroom teachers and are given professional development to prepare them for working with ELLs.</p> <p>1. e. Principal, House administrator, bilingual teachers and IA's, with support from District Bilingual Dept.</p> <p>1. f. District Bilingual Dept. They have a tremendous amount of expertise in the field.</p> <p>1. g. Principal and CIS will coordinate these efforts.</p> <p>1. h. ELD teacher and classroom teacher</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>Collaborative Teaching model has proven to be effective in Reading over the last two years. Targeting third grade will help us focus in on the results we need.</p> <p>1. g. Our outstanding classroom teacher (w/ELD endorsement) or ELD teachers.</p> <p>1. h. District Bilingual Instructional Coach/Scale Up 100, 200 + series.</p> <p>1. i. Columbia University Teachers College</p> <p>1. j. Bilingual and classroom teacher</p> <p>2. a. CIS site coordinator and/or UTSS tutors: providing college enrolled tutors who provide “push-in” tutoring to students identified by classroom teachers, Principal and House Administrator.</p> <p>2. b. Classroom teachers, Bilingual IA’s, Spanish-</p>	<p>regarding student progress is a key component to student success. Assisted by City Year and CIS.</p> <p>1. f. Math specialist and classroom teachers (some of whom have ELD endorsements).</p> <p>1.g. District Bilingual Department</p> <p>1. h. Math Intervention teacher and district bilingual coach.</p> <p>1.i. ELD teacher and classroom teacher</p> <p>2. a. CIS site coordinator and/or UTSS tutors.</p> <p>2.b. Classroom teachers, Bilingual IA’s</p> <p>2.c. House Administrator, Classroom Teachers, Math Specialist, Bilingual IA’s, CIS and City Year staff.</p> <p>2. d. Math specialist, classroom teachers.</p> <p>2.e. District Math coach,</p>	<p>daily make phone calls to focus students if absent.</p> <p>4. SPS Parent leaders will provide outreach to focus families and for all students who enter mid-year.</p> <p>5. Classroom teachers will also participate in family outreach for focus students. They have experience building relationships with students.</p> <p>6. The school nurse is an integral member of the Attendance team. She works with families on dental and healthcare related issues that are impacting attendance.</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>speaking Parent Leader, City Year and CIS.</p> <p>2. c. House Administrator, Head Start teachers, Pre-school providers, Bilingual IA's, Spanish-speaking Parent Leader</p> <p>2.d. House Administrator, Head Start teachers, Pre-school providers, Bilingual IA's, Spanish-speaking Parent Leader, City Year and CIS.</p> <p>2.e. Kindergarten teachers, Head Start teachers, Pre-school providers</p> <p>2. f. Our outstanding classroom teachers (w/ELD endorsement).</p> <p>2. g. District Bilingual Instructional Coach/Scale Up 100, 200 + series.</p> <p>2.h. District Early Learning Department</p> <p>2.i. House Administrator and kindergarten teachers</p> <p>2.j. Bilingual and classroom teacher</p>	<p>Math intervention teacher and Principal</p> <p>2.f. City Year after school program and other after school clubs</p> <p>2.g. ELD teacher and classroom teacher</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
Partnerships and Collaborative Efforts for implementing strategies	If a community partner is providing services, identify the organization and their role.	<p>1. <b>City Year-</b> City Year corps members will support reading and writing through 1: and small group tutoring with focus students requiring additional support as identified through their MSP and MAP scores as well as City Year and Roxhill teachers and administrators.</p> <p>Each corps member will have focus lists of 4-6 students in Reading/Writing for whom they will set reading goals with their students and monitor progress.</p> <p>Additionally, City Year works to incorporate reading and writing concepts into all program areas including essay contests and before and after school programming.</p> <p>City Year's Homework Club provides reading and</p>	<p>1.. <b>City Year</b> corps members will support math and science through 1: and small group tutoring with focus students requiring additional support as identified through their MSP and MAP scores as well as City Year and Roxhill teachers and administrators.</p> <p>Each corps member will have focus lists of 4-6 students in Math/Science for whom they will set reading goals with their students and monitor progress.</p> <p>Additionally, City Year works to incorporate math and science concepts into all program areas including essay contests and before and after school programming.</p>	<p>1. <b>CIS</b> Site coordinators monitor attendance regularly. S/he will make calls home when students do not attend school, do home visits when needed, provide support to the family to ensure the child comes to school, provide an alarm clock if needed and anything else to remove barriers to attendance.</p> <p><b>2. City Year</b> collaborates with Roxhill administration and staff to support the Attacking Attendance Initiative, which provides whole school support of attendance through Be Here, Get There Mayor's office campaign as well as recognition of outstanding attendance by individual and class. Each City Year corps member has a focus list of students that are on</p>	<p><b>1. CIS</b> Site coordinators will remove barriers to learning English such as providing school supplies, connecting to parents, providing tutoring, and supporting the child and parent in a culturally appropriate way.</p> <p><b>2. City Year</b> does not specifically target ELL students. However, some of the students on corps member focus lists are classified as ELL and receive additional support from corps member. Next year, identification of focus students will be aligned with desired Levy results. Additionally, City Year's presence in the classrooms, hallways,</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>creative writing stations allowing students to explore reading and writing concepts in fun and engaging ways before school.</p> <p>They participate in All School Family Activities, including events regarding Pre-K to K transition, 5<sup>th</sup> – middle school transition and Literacy and Math nights.</p> <p><b>2. CIS:</b> Responsibilities for Site Coordinator: 1:1 tutoring and small group academic support for K ELLs in language and literacy; family engagement, support and communication with ELL Kindergarten families. Coordinate; coordinate All School Family Activities, including events regarding Pre-K to K transition</p> <p><b>3. UTSS</b> can serve effectively in this area, as a complement to the efforts of</p>	<p>City Year’s Homework Club provides math stations allowing students to explore math concepts in fun and engaging ways before school.</p> <p>They participate in All School Family Activities, including events regarding Pre-K to K transition, 5<sup>th</sup> – middle school transition and Literacy and Math nights.</p> <p><b>2. CIS</b> Responsibilities for Site Coordinator: 1:1 tutoring and small group academic support for K ELLs in math; family engagement, support and communication with 1<sup>st</sup> and 2<sup>nd</sup> grade families. Coordinate.</p> <p><b>3. UTSS</b> provides university-level Math tutors, with capacity to branch into science</p>	<p>track to miss 10 or more days of school that they check in with to discuss attendance, make attendance goals and track progress towards goals. At the end of each month, City Year hosts a celebration lunch party for students who met goals.</p> <p><b>3. UTSS</b> tutors can enhance student confidence by tangible academic help, which impacts attendance. Additionally, if Roxhill utilizes graduate tutors in training to be School Counselors, they could intervene with students (and their parents) with poor attendance.</p>	<p>cafeteria and before and after school, creates a more positive school environment for all Roxhill students.</p> <p><b>3. UTSS’</b> special assistance will be strategically focused on ELL learners, at the direction of the House Administrator.</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
		CIS, which emphasizes this area.	assistance as needed. These tutors can serve Roxhill students with push-in circulating support in classrooms or pull-out individual and small-group support.		
	What is their specific expertise in helping you achieve your results?	<p>1. <b>City Year:</b> Corps members establish positive relationships with students. These relationships with students that allow for personalized instruction based on their interests and specific MSP/MAP strand data. City Year corps members have extensive tutoring training through the district, City Year professionals and school-based experts. To ensure our effectiveness, City Year utilizes tracking systems for test scores, participant start-of-year and end-of-year surveys, and service partner surveys. They provide frequent differentiated tutoring,</p>	<p>1. <b>City Year:</b> Same as previous column.</p> <p>2. <b>CIS:</b> Currently provide math tutoring at Graham Hill Elem as well as middle schools and a HS. Have provided tutoring for over 13 years.</p> <p>3. <b>UTSS</b> has been established at Denny M.S. Principal has met with G. Fritzberg on several occasions and believe it is a strong fit. Selecting CBO's that are providing support to our feeder schools will further strengthen the pathway we are working</p>	<p>2. <b>City Year</b> corps members are trained in parent and family engagement. They have unique relationships with students that motivate them to come to school more frequently. Corps members serve as caring adults who specifically look for the students they work with each day and call home when they're not in class. Each morning, Monday – Thursday, corps members provide before school homework help programming to encourage students to arrive to school early, prepared for school and</p>	<p>1. <b>CIS:</b> Site coordinators will remove barriers to learning English such as providing school supplies, connecting to parents, providing tutoring, and supporting the child and parent in a culturally appropriate way.</p> <p>2. <b>City Year:</b> Through ongoing participation in the professional development offered at Roxhill in the area of ELL instruction, City Year corps members will be better equipped to meet their</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>which teachers may not have the capacity to provide and receive extensive training on the content and instructional strategies to do so. This training is provided by both the organization, as well as the school.</p> <p>Additionally, we track scores on the beginning, middle and end-of-year MAP tests. Beyond these formal evaluation methods, we have ongoing communication with school staff and parents to ensure we are providing the best services possible.</p> <p>2. <b>CIS:</b> Currently provide reading tutoring at Graham Hill Elem as well as middle schools and a HS. Have provided tutoring for over 13 years.</p> <p>3. <b>UTSS</b> specializes in matching university-students backgrounds with Roxhill’s articulated needs for extra academic support.</p>	<p>on in the south section of West Seattle.</p>	<p>welcomed warmly. Additionally, corps members can provide student competitions and assemblies to help encourage attendance.</p> <p><b>3. UTSS:</b> Graduate School Counselors in training can practice social-emotional interventions aimed at student and family “buy-in.”</p>	<p>academic needs.</p> <p><b>3. UTSS:</b> Dr. Jorge Preciado and Dr. Nyaradzo Mvududu are local UTSS supporters who could consult in this area.</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>Why did you select this partner and what is your history with them?</p>	<p>1. <b>City Year:</b> For the last two years we have fostered and established this partnership. The Principal, Head Teacher and staff work collaboratively. In a short amount of time, they have become part of the fabric of our school. Their influence is magical and transformative.</p> <p>2. <b>CIS</b> has been established at Denny M.S. and Chief Sealth. Selecting CBO's that are providing support to our feeder schools will further strengthen the vertical alignment and pathway we are working on in the south section of West Seattle.</p> <p>3. <b>UTSS</b> can serve effectively in this area, as a complement to the efforts of CIS, which emphasizes this area. The principal has met with G. Fritzberg on several occasions and believe it is a strong fit. Additionally,</p>	<p>1. <b>City Year:</b> Same as previous column.</p> <p>2. <b>CIS:</b> Same as previous column.</p> <p>3. <b>UTSS:</b> Same as previous column.</p>	<p>1. <b>CIS</b> has an extensive history in other schools or providing effective family support in addressing chronic and excessive absences. Particularly at the elementary school level, reasons for absences typically stem from family, home and health concerns. Their capacity to provide wrap-around services to our focus families will be essential. Because they will be integrally involved in the school, there will be the potential to develop strong links between families and the school. If they are able to secure additional support from UW MSW's, the potential for therapy services for case-managed students/families will further support our desired Attendance Levy</p>	<p>1. <b>CIS:</b> CIS has extensive history in how to break down barriers to learning English such as providing school supplies, connecting to parents, providing tutoring, and supporting the child and parent in a culturally appropriate way.</p> <p>2. <b>City Year:</b> For the last two years, the majority of CY's focus students have been ELLs. They have had significant success in assisting them in their academic growth. This is accomplished not only through the tutoring support, but also because they communicate with parents/guardians and are a visible presence</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>selecting CBO's that are providing support to our feeder schools will further strengthen the vertical alignment and pathway we are working on in the south section of West Seattle.</p>		<p>results.</p> <p><b>2. City Year:</b> In addition to what is stated in the previous other columns, we know City Year involvement in focus students is an effective intervention. Through an examination of our attendance data, we know that only one of the students with excessive absences during the 2011-2012 school year attended after school programs. This demonstrates that involvement in their program (and the other after school programs we currently offer), is correlated with good attendance. Secondly, Out of the 104 students with excessive absences, only 15 were CY focus students.</p> <p><b>3. UTSS:</b> In addition to</p>	<p>in the school and at all family events. Our families see them as integral members of our school community.</p> <p><b>3. UTSS:</b> Through the partnership with SPU professors, we will seek out professional development for our tutors and for the entire staff. This professional development would augment the offerings of SPS Bilingual Dept.</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
				tutoring, graduate school counseling interns will provide social-emotional interventions aimed at student and family “buy-in.” This will further strengthen the effectiveness of the tutoring partnership.	
Leveraged Funds	If you are leveraging other funds to support these strategies, please identify them here.	<ol style="list-style-type: none"> <li>1. Title 1 funds</li> <li>2. Baseline dollars</li> <li>3. Bilingual Central funding</li> <li>4. Donations</li> <li>5. Fundraising dollars (annual auction, holiday gift wrapping, “parents night out events”)</li> <li>6. Education Foundation Grant (waiting approval – June 2012)</li> <li>7. Safe Routes to Schools Grant</li> <li>8. The Principal seeks out grant dollars on a regular basis. She has secured over \$30,000 dollars worth of grants over the last three</li> </ol>	<ol style="list-style-type: none"> <li>1. Title 1 funds</li> <li>2. Baseline dollars</li> <li>3. Bilingual Central funding</li> <li>4. Donations</li> <li>5. Fundraising dollars (annual auction, holiday gift wrapping, “parents night out events”)</li> <li>6. Education Foundation Grant (waiting approval – June 2012)</li> <li>7. Safe Routes to Schools Grant</li> <li>8. The Principal seeks out grant dollars on a regular basis. She has secured over \$30,000 dollars worth of grants</li> </ol>	<ol style="list-style-type: none"> <li>1. Title 1 funds</li> <li>2. Baseline dollars</li> <li>3. Bilingual Central funding</li> <li>4. Donations</li> <li>5. Fundraising dollars (annual auction, holiday gift wrapping, “parents night out events”)</li> <li>6. Education Foundation Grant (waiting approval – June 2012)</li> <li>7. Safe Routes to Schools Grant</li> <li>8. The Principal seeks out grant dollars on a regular basis. She has secured over \$30,000 dollars worth of grants</li> </ol>	<ol style="list-style-type: none"> <li>1. Title 1 funds</li> <li>2. Baseline dollars</li> <li>3. Bilingual Central funding</li> <li>4. Donations</li> <li>5. Fundraising dollars (annual auction, holiday gift wrapping, “parents night out events”)</li> <li>6. Education Foundation Grant (waiting approval – June 2012)</li> <li>7. Safe Routes to Schools Grant</li> <li>8. The Principal seeks out grant dollars on a regular basis. She has</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
		and a half years.	over the last three and a half years.	over the last three and a half years.	secured over \$30,000 dollars worth of grants over the last three and a half years.
	How will other funds be used to support your strategy?	<p>1. Funding for 1.5 additional FTE for two intervention staff, one with an ELD endorsement. These intervention teachers work collaboratively with classroom teachers in designing and delivering instruction during RTI Intervention block.</p> <p>2. Funding for Head Teacher that responds to most all discipline and behavioral referrals. He also provides coverage for classroom teachers to extend opportunities for collaborative planning. Other responsibilities include: attendance support, SIT lead, MSP site coordinator, CARES Cup lead, instructional coaching for select staff members, and more. During the last</p>	<p>1. Funding for 1.5 additional FTE for two intervention staff, one with an ELD endorsement. These intervention teachers work collaboratively with classroom teachers in designing and delivering instruction during RTI Intervention block.</p> <p>2. Funding for Head Teacher that responds to most all discipline and behavioral referrals. He also provides coverage for classroom teachers to extend opportunities for collaborative planning. Other responsibilities include: attendance support, SIT lead, MSP site coordinator, CARES Cup lead, instructional coaching for select staff</p>	<p>1. Funding for Head Teacher that responds to most all discipline and behavioral referrals. He also provides coverage for classroom teachers to extend opportunities for collaborative planning. Other responsibilities include: parent outreach, attendance support, SIT lead, MSP site coordinator, CARES Cup lead, instructional coaching for select staff members, and more. During the last two years that Roxhill has used our funds for this position, it has allowed the principal to devote greater amounts of time during the day as an instructional leader and in family/community</p>	<p>1. Funding for 1.5 additional FTE for two intervention staff, one with an ELD endorsement. These intervention teachers work collaboratively with classroom teachers in designing and delivering instruction during RTI Intervention block.</p> <p>2. Funding for Head Teacher that responds to most all discipline and behavioral referrals. He also provides coverage for classroom teachers to extend opportunities for collaborative planning. Other responsibilities include: attendance support, SIT lead,</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>two years that Roxhill has used our funds for this position, it has allowed the principal to devote greater amounts of time during the day as an instructional leader and in family/community outreach.</p> <p>2. Funding to purchase culturally responsive books for classroom libraries, the school library and supplemental reading materials and parent/family materials to be distributed at Family Nights.</p> <p>3. Funding to provide staffing for ELL Collaborative teaching model in 3<sup>rd</sup> grade classrooms.</p> <p>4. Funding for Saturday Academy including additional staff, instructional materials, and other costs associated with the program.</p> <p>5. Title 1 funding for Team Read.</p> <p>6. Funded bilingual staff</p>	<p>members, and more.</p> <p>During the last two years that Roxhill has used our funds for this position, it has allowed the principal to devote greater amounts of time during the day as an instructional leader and in family/community outreach.</p> <p>2. Funding to purchase supplemental math materials and parent/family materials to be distributed at Family Nights.</p> <p>3. Funding for bilingual staffing to support math/science instruction to ELLs.</p> <p>4. Funding for Saturday Academy including additional staff, instructional materials, and other costs associated with the program.</p> <p>5. Funding for staff professional development</p>	<p>outreach.</p> <p>2. Funding for additional after school programs which have included: Team Read, Click and Stack Club, Chess club</p> <p>3. Funding to support parent and family events</p> <p>4. Funding for Saturday Academy including additional staff, instructional materials, and other costs associated with the program.</p> <p>5. Funding to purchase supplemental reading and math materials and parent/family materials to be distributed at Family Nights.</p>	<p>MSP site coordinator, CARES Cup lead, instructional coaching for select staff members, and more.</p> <p>During the last two years that Roxhill has used our funds for this position, it has allowed the principal to devote greater amounts of time during the day as an instructional leader and in family/community outreach.</p> <p>2. Funding to purchase culturally responsive books for classroom libraries, the school library and supplemental reading materials and parent/family materials to be distributed at Family Nights.</p> <p>3. Funding to provide staffing for ELL</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>providing reading instruction/support</p> <p>7. Funding for extra time for professional development for staff.</p> <p>8. Funding for substitutes for teachers and support staff to meet in all-day PLC's three times a year to analyze MAP data and design instruction and intervention strategies based on that data and TC running records data.</p>	<p>related to Math instructional strategies, ELL strategies in the teaching of Math, deepening understanding of Common Core Standards and the use of data and assessments.</p> <p>6. Funding for substitutes for teachers and support staff to meet in all-day PLC's three times a year to analyze MAP data and design instruction and intervention strategies.</p>		<p>Collaborative teaching model in 3<sup>rd</sup> grade classrooms.</p> <p>4. Funding for Saturday Academy including additional staff, instructional materials, and other costs associated with the program.</p> <p>5. Title 1 funding for Team Read.</p> <p>6. Funded bilingual staff providing reading instruction/support</p> <p>7. Funding for extra time for professional development for staff.</p> <p>8. Funding for substitutes for teachers and support staff to meet in all-day PLC's three times a year to analyze MAP data and design instruction and intervention strategies based on that data and TC running records data.</p>

## **Attachment 7: Social, Emotional, Behavioral and Family Support Plan**

### **Case Management Support:**

A. Roxhill has several systems in place for identifying high needs students to receive intensive case management: a) Weekly Student Intervention Team meetings (SIT): This team is comprised of the Principal, Head Teacher, Parent/Guardian, Special Ed and bilingual teacher, nurse, school psychologist, PE teacher, City Year Lead Teacher, and the classroom teacher(s) of the identified child. Staff members or parent/guardians refer students experiencing significant academic, attendance, behavioral, or emotional concerns. The House Administrator will lead SIT meetings and coordinate all communication. b) Staff and parents/guardians make referrals to the Head Teacher and/or Principal for students to access counseling support, currently provided by Sound Mental Health and Navos for students who qualify for medical coupons. This year also offered a grief support group, co-led by our school nurse in partnership with Safe Crossings. d) City Year identifies focus students based on attendance, MSP and MAP data in collaboration with the Principal and teachers.

**B. & C. Next year, in addition to the above systems, we will add the following: partner with CIS, potentially Neighborcare, City Year, SPS Parent Leaders, and the nurse, will provide services or referrals for services to students and their families.**

**Communities in Schools.** The CIS Site Coordinator will provide case management for ~ 35 Tier 3 students. The selection process will be consistent with other systems in place and focus on the 10% of students who are in most need of intensive case management based on attendance, academic achievement and family circumstances. In August, all relevant data will be analyzed, along with the existing knowledge of families' circumstances and students will be identified. The role of the CIS Site Coordinator will include: academic tutoring, attendance monitoring, case management for wrap-around services, make referrals for mental health services, participate in SIT meetings, coordination of 8 family engagement events a year: transition to middle school, college and career readiness, academic content-based, extended learning opportunities. CIS will seek out an AmeriCorps volunteer for additional tutoring and and/or UW MSW interns for therapy and family support. A CIS volunteer coordinator will support school events such as Family Fitness night and Lending Libraries, school supply distribution).

**City Year:** One City Year Site Coordinator and 6 City Year Corps members will support 30+ focus students, grades 3 – 5. City Year's role includes: academic tutoring, social, behavioral and attendance support, before and after school extended learning opportunities K - 5, assistance at Saturday Academy, support at all family engagement events, participation in SIT meetings.

**Neighborcare:** This partnership depends on receiving Elementary Health Levy funding, but the groundwork has been established. The Levy application will become available May 4, 2012. The Senior Leadership at Neighborcare has met and identified Roxhill as a "terrific partner" for the delivery of school-based healthcare services. This partnership will further strengthen the seamless alignment between Roxhill and Denny and the West Seattle neighborhood. Role: Provide healthcare (physical, emotional, behavioral, dental) services to families in need on our campus. Our school nurse has been instrumental in establishing this partnership and will lead its collaboration.

**SPS Parent Leaders:** This is an established partnership. The role of Parent Leaders (varies from year to year depending on need and expertise of the Parent Leaders): a) Welcome, answer questions, and provide support to families as they enter into the Roxhill community after the school year begins. We know that a major risk factor to students is transition to a new school during the school year. b) Additionally, the Parent leaders provide culturally responsive activities and outreach to engage all families.

**D. & E. & G.** Academic outcomes for focus students will be identified through analysis of attendance and academic data, including WaKIDS, MAP, and MSP. The outcomes and goals established will be aligned with the Levy results expected. The tracking of progress of the case-managed focused students will happen through quarterly meetings with the case providers and CBO's. As needed, additional meetings will occur. All school, district and state data will be made accessible to the partners. Quarterly meetings with all partners, funded by the Levy and other leveraged partners, will be held to coordinate academic and non-academic intervention efforts. The House Administrator, with oversight by the Principal, will lead these meetings. The CIS and City Year Site Coordinators will coordinate the communication of student progress and success with the classroom teachers and House Administrator during weekly meetings.

**F.** At the beginning of the year, intentional outreach via phone calls and face-to-face meetings to families identified as needing intensive case management will be held. Interpretation and translation services will be provided as needed. Bulletin boards and other signage will inform parents/families of the services available. Office staff, who are incredibly welcoming, will direct families to the appropriate person as needed. City Year and CIS Site Coordinators will be available at all family events to provide information.

**H. & I. School and Family Connection:** CIS Site Coordinator will coordinate communication with the parent and teacher regarding the student's academic progress through a variety of ways, including: phone calls, setting up meetings, home visits and communication journals, and "Success charts." Depending on a student's needs, check-ins could occur daily or weekly. CIS Site Coordinator will also personally invite focus students and their families to all-school events.

Roxhill ensures home-based activities are made available in a variety of ways: links on the school website, homework distributed in English and Spanish, distribution of lists of home-based activities (English, Spanish, Vietnamese and Somali) distributed at Welcome Back To School BBQ, ELL family nights and other family events, school phone messenger in primary languages informing parents/families of upcoming events, interpreters for all primary languages attend family events and PTA meetings, bilingual staff available to make phone calls and share information between family and teacher.

**Transition Support:**

**J. & K. Pre-K to K:** The Roxhill principal attends all Head Start (HS) family events to begin building the relationship between the K – 5 program and the Pre-K program. In May the HS program hosts a Family event focused on the transition into Kindergarten. The Principal shares information about Roxhill's Kindergarten program and the school. She will distribute materials that provide parents activities they can do with their incoming Kindergartners over the summer that support Kindergarten readiness. These materials are in English and Spanish. The principal hosts school tours for HS families that include observing the K classrooms, meeting teachers and sharing ways to be engaged in the school. Roxhill offers a "Jump Start" Kindergarten program. Special invitations for participation are extended to Head Start families. At the beginning of the year, Roxhill hosts a Welcome Back to School BBQ, which includes an opportunity to meet the staff and teachers, receive a free backpack with school supplies, learn more about how to be involved in the school community, and meet other family members. The Head Start students and staff attend this event. The principal will visit all local preschool providers to identify potential families who may need intensive case management. The same Kindergarten readiness materials distributed to Head Start families will be given out. Kindergarten teachers and other support staff meet with HS staff to learn about individual student's needs and discuss intervention strategies needed for student achievement.

**L. & M. Middle School Transition:** Each year the 5<sup>th</sup> grade teachers host a meeting for parents/guardians and students to discuss the transition to middle school. Topics include: how to

be academically successful, resources and programs available at Denny, and how middle school education is crucial for high school graduation and beyond. The 5<sup>th</sup> grade special education resource teacher brings her students for a full-day at Denny in the spring to meet teachers, attend classes, and learn more about the Denny school culture. She also holds a separate evening meeting with the parents/guardians to discuss how special education services are delivered at Denny and answer any questions about the differences in program offerings. As part of its ELL Family Night Series, Roxhill hosts an evening parent/family event that is focused on the transition to middle school and college and career readiness. The 5<sup>th</sup> grade teaching team and Principal also go to Denny in the spring to talk with school counselors and the House Administrator, identifying focus students that may need immediate interventions and supports to be successful. This year, we will be meeting with the Denny House Administrator to examine ways we can involve our 5<sup>th</sup> graders in the Denny Summer Program, with the intent of better preparing them for middle school. CIS Site Coordinator will participate in transition for case-managed students.

**N. & O. Mental and Physical Healthcare Referrals and Services:** Many of our families have health and mental health needs stemming from issues of poverty, homelessness, immigration, and lack of access to services and nutrition. The most significant health need we see that research supports as being the leading contributor to poor academic performance and attendance is dental related issues. A considerable number of students have chronic health conditions such as asthma, skin disorders, ear infections, some with resulting hearing loss, obesity, ADD and ADHD. The mental health needs of students include: loss and grief, trauma-related issues, secondary and primary victims of domestic violence and child abuse/neglect, abandonment-related issues, attachment disorders, anger management, social skills, and self-esteem concerns.

Our school nurse is amazing and devotes much time beyond her two days to support our students and families in gaining access to health and mental health services as well as providing health screenings at school for all students. She works in collaboration with health care providers and families to serve as that necessary link between family, school and provider. She also co-lead a grief support group in partnership with Safe Crossings, to respond to the high number of our students who recently lost a parent.

Currently we have partnerships with both Sound Mental Health and Navos. We hope to expand those services through Neighborcare, if fortunate to receive Elementary Health Levy funding. These mental health agencies provide individual and family mental health services to approximately 20 students. The Principal, Head Teacher, and staff make referrals to these providers. In the coming year, CIS Site Coordinator will assist in referring students for mental health services.

## **Attachment 8 – Management and Oversight Plan**

### **Tracking to Results**

Throughout the year we provide PD on the interpretation of data, providing protocols and guiding questions for this analysis and how data and examining student work needs to inform lesson planning and interventions used for individual students. In August, we analyze MSP results, three times per year we analyze MAP results, monthly we analyze Teachers College Running Records, weekly we analyze data from the RTI/Intervention block, math, reading and writing journals, mid-point assessments, and daily we analyze exit slips, conferring notes, homework assignments, and in-class work. Data is reviewed both at the class level, noting areas that need to be re-taught to the whole class, as well as on the individual level, informing flexible groupings of students who need additional intervention strategies or more challenging instruction.

We know that in order to achieve the highest academic achievement for every student, we must use data, common assessments, and the staff must have the ability to daily examine student work to inform instruction. The research compiled in the document, *Nine Characteristics of High-Performing Schools 2007*, names “frequent monitoring of learning and teaching” as an essential characteristic of high-performing schools. We also know that high levels of collaboration and communication are also hallmarks of the highest performing schools. This year, for one of the staff book clubs, we are reading *Teaching with Poverty in Mind*. This book highlights high poverty schools that have had the greatest success in academic achievement. There is not only a mandate for collaboration, but a genuine school culture that embraces it. Roxhill’s staff is dedicated to working collectively, focused on student achievement, and uses data to inform their thinking and instruction.

Our grade level “Powerful” Learning Community meetings include the grade level teachers and special ed, bilingual, and intervention teachers. Bilingual and Special Ed IAs attend the PLC meetings. Six hours a month are devoted to these meetings, with at least one meeting a week. The overall focus is student achievement. The tasks are:

- Assess what students must learn, based on district, state and common core standards.
- Determine how to design instruction to meet those standards, including curriculum maps.
- Determine and design (when appropriate) how to assess students’ mastery of the skills and concepts being taught.
- Gather the materials and supplemental resources needed for the unit and lessons.
- Discuss methods and strategies for chunking, differentiating instruction, and providing scaffolds for the individual student learner needs.
- Identify individual focus students for the unit, based on pre-assessments and other data (MSP, MAP, Running Records).
- Determine next steps and further intervention strategies for the identified individual students not meeting the learning targets.
- Design and monitor RTI/Intervention work.
- Share ideas of best instructional practice, especially revolving around the reflections from Peer Observations that occur four times a year.

Once a month, the PLC Lead Team meets to discuss the above. This team is comprised of the Principal, who leads the meeting, Head Teacher, intervention teachers, bilingual and special education representative, technology teacher, and a grade level teacher lead. Also discussed:

- Requests for additional professional development.
- Vertical alignment of Reading, Writing and Math curriculum.

We continue to refine our process and procedures, and as mentioned earlier, provide professional development on data analysis, so that we can maximize the effectiveness of our efforts.

At the class and grade level, teachers identify focus students for units and lessons who will need additional scaffold and intervention. Teachers maintain tracking charts to monitor the progress of their students' mastery of each standard. As skills are taught, evidence regarding mastery is collected (either in the form of student work, conferring, running records, end of unit assessments, etc.), and the progress monitoring form is updated.

**Attachment 3 See Tables 3 and 7, Data Collection/Tracking Tool Used by Teachers**

Roxhill believes strongly that we are not only about teaching core content standards, but must also teach, develop, and foster, those skills and attributes that students will need to be successful in middle school, high school, college and in their careers. We have identified 7 attributes based on the 21st Century Skills work to target: confidence in self as a scholar, organization skills, responsibility, persistence, cooperation, stamina, and being a goal setter. Intentional teaching and modeling of these attributes is done in a variety of ways: through monthly "focus attributes" introduced at Monday Morning Assemblies, posters in the hallways to promote these attributes, student recognition awards that highlight when students model them. Around the beginning of the year, all 3<sup>rd</sup> – 5<sup>th</sup> graders take a self-assessment regarding these goals (scored on a 1 – 5 likert scale) and complete an academic goal setting form.

**See Attachment 3 Table 4, Scholarly Attributes Tracking Tool**

3<sup>rd</sup> – 5<sup>th</sup> grade students set academic goals, using MAP RIT scores. Students also identify: a) how they will reach their goals, b) how their teachers and parents can help them achieve their goals, and c) why their goals are important to them. In addition to their self-rating of the scholarly attributes, they identify one of the traits that they most want to improve and answer the same questions regarding that attribute goal as they did for the academic goal. At the end of the year, students complete a reflection sheet on their progress. They answer questions regarding what contributed to their success on accomplishing their goals, how they might improve next year, and re-rate themselves on the scholarly attributes. The scholarly attribute data is maintained and is one tool we use to measure success of intervention efforts and student growth.

The intervention that we currently monitor in most depth is Saturday Academy. (See more regarding this on pg. 6.) We are correlating academic achievement and scholarly attribute data for all Saturday Academy scholars. We will assess the success of that intervention in academic achievement, scholarly attributes and attendance and compare the results to their peers who did not participate. We know that promoting an attitude and drive for academic and scholarly excellence is an essential component for student and career success.

**Throughout the year, how will you know which students are on course to achieve Levy results?** The House Administrator will coordinate the tracking of data and progress toward Levy results, with oversight and in collaboration with the Principal. We will be adding new systems, in addition to the systems described above which are currently in place. **Academic Goals and MAP growth:** The Math intervention teacher will work collaboratively with the Principal, House Administrator, teachers and support staff, and CBOs to track results and make adjustments for individual students. All staff will know the desired Levy results, and the monitoring of that achievement will be done, in part, at the PLC meetings. The House Administrator will lead weekly meetings with key staff to assess progress. Decisions regarding adjustments to interventions and timelines for these interventions will be made. The House Administrator will establish monthly meetings with West Seattle Elementary, Denny International and Chief Sealth International Schools to begin the vertical alignment in Math and strengthen the PreK/K – 12 pathway. Roxhill hopes to deepen our practice and gain from the experience of Denny

International in formulating systems to ensure the effective progress monitoring toward achieving levy results. **Attendance:** The House Administrator will lead the Attendance Initiative. Individual plans for identified focus students will involve the classroom teacher, bilingual and special ed teachers (when applicable), CIS Site Coordinator, City Year and the school nurse. There will be a weekly review of the Attendance Concern Focus List by members of the Attendance Team, which include the House Administrator, CIS and City Year Site Coordinators, the school nurse and the attendance secretary. Below is the tracking system utilized this year, containing information that assisted us in identifying our attendance focus students. We will revise intervention efforts for any focus students who continue to be absent.

**See Attachment 3, Table 5: Attendance Intervention Tracking Document 2011-2012**

**Briefly describe how your school and partners will use data to track and monitor your proposed results and adjust strategies as needed.** This year we work closely with City Year to monitor the academic progress and attendance of their focus students. The City Year Corps Member Lead is also integrally involved in the “Attacking Attendance” team and assists in the design and implementation of attendance intervention efforts K – 5. Additionally, there are City Year members on our BLT, Literacy and Math Teams. City Year Corps members attend all PLC meetings. This participation provides them with the necessary information regarding progress monitoring of focus students and input into intervention efforts. Weekly meetings are held with the Head Teacher and City Year staff to monitor student progress, discuss how well the partnership is working and if any adjustments or problems need addressing. .

In addition to maintaining communication on a weekly basis with all CBOs, Roxhill shares all pertinent data with City Year and other partners to whom the district has given access. There is a process in place for them to share the data they collect with us. Next year, our CBO partnerships will increase and additional/modified systems will need to be in place to ensure that all partners have a clear understanding of the Levy results needed, data that monitors the progress toward those results, identification and monitoring of intervention efforts, and adjustments to interventions that are not working for individualized focus students. The House Administrator will create and modify systems to monitor and share data with our CBO’s and in-school staff. To better develop the vertical alignment and create a stronger pathway K – 12, we will also be working with West Seattle Elem., Denny International and Chief Sealth International. Our identified CBO partners are also at these schools, which we believe will further strengthen the goals for a stronger pathway and alignment. Utilizing similar systems to track and monitor results and strategies with our CBO partners may prove to be beneficial and efficient.

#### **Leadership, Planning and Implementation**

**What decision-making process have you gone through in your school to get buy-in from your staff to allow for implementation of your proposed strategies?** One of the strengths of the Roxhill staff is their willingness to explore strategies and programs that will result high academic achievement. All stakeholders have been involved at various levels and in a variety of ways since the inception of this process in June. Staff members attended city-sponsored Levy workshops. Presentations at BLT and staff meetings regarding the proposed Levy results and partnerships were shared, with an opportunity and invitation to provide input. There is 100% support from the BLT and staff for this proposal. A meeting with the bilingual department provided all members to be directly involved in the planning and writing of that section. A meeting was held regarding the proposed partnership with Neighborcare. The academic and attendance outcomes and indicators are aligned with our CSIP. Once the draft proposal has been completed, all staff can offer final input. Parents and family members have likewise been

informed and given the opportunity for input during PTA meetings. Families have likewise expressed great enthusiasm for this Levy proposal.

**How did you include community partners in the RFI planning process? What plan do you have in place to allow community partners to continue to have input in program implementation?**

The principal and bilingual staff primarily involved in the Levy process met with potential community partners. The principal attended the RFQ-Approved Providers and Principals Networking Meeting. Those selected offered input and reviewed the proposal. In order for partnerships to be effective we know that the strength and success of that partnership is ongoing collaboration and communication. When we are approved for the Levy, we will meet at the end of June with all CBO's and key staff and establish regular meeting times throughout the summer and year to track progress toward the Levy results.

**What challenges do you anticipate and what steps will you take to increase the chances of achieving your results?** There are several challenges we have faced this year that we will need to address: student absenteeism, moving to the common core, a new grading system, the identification of a Math intervention program that best meets the needs of our struggling learners, creating a stronger pathway Kindergarten through College Graduation Pathway in Southwest Seattle. Additionally, because this would be the first time we would expand our partnerships in such an extensive way, another challenge is fostering the relationships with new partners and between partners so that efforts are streamlined and we work collaboratively, compassionately, and effectively. **Absenteeism:** This year we launched an attendance campaign, complete with individual and class incentives, recognitions at Monday Morning Assemblies, posters, City Year involvement, and efforts to better involve the FSW. Throughout this year we have met with some success and recognize we have a long way to go. We are better at identifying the barriers and some strategies that appear to be the most effective. At the end of the year we will do a complete evaluation of all efforts and develop a plan of action for the upcoming year. The extent of this plan will be dependent on whether we receive Levy funds. We are eager to more systematically address our biggest attendance concern: kindergarten and 1<sup>st</sup> graders. In addition to the potential partnership with Neighborcare, if we are successful at receiving the Health Levy, we also plan on conducting more home visits and parent conferences. **Common Core Standards:** We have already begun our professional development on deepening our knowledge and understanding of the Common Core and how that aligns with Readers and Writers Workshop and EveryDay math. This will be a focus for our professional development next year. Through leveraged funds, we hope to send representatives of the Math team to training over the summer. The principal plans on attending a week-long seminar at the University of Washington around this topic. **A New Grading System:** This year a new Elementary Progress Report was adopted. Teachers have all attended professional development about the new system and increased efforts to understand how the new tool aligns with the Common Core Standards, curricula, and WaKIDS will be important for the upcoming year. **Math Intervention Program:** This year we piloted DreamBox, an online Math Intervention program offered to us by the District. Through data analysis, we have determined that the tool does not provide the level of results we need and expect. We have also evaluated how it was implemented to determine whether that was a factor for the poor results we have seen. The principal has met with Dan Gallagher, Program Manager for Math and Science Instruction at the District level, the West Seattle Executive Director and other elementary and K-8 principals to discuss the various intervention programs currently being used and their effectiveness. A decision regarding which program to use for next year has not yet been made. The principal and members of the Math team have begun the examination of other programs and will continue to do so between now and the end of July. It will be important to consistently

evaluate the strength of the program, along with the intervention efforts being utilized throughout next year. **Creating a Seamless Pathway Kindergarten through College Graduation Pathway in Southwest Seattle:** Roxhill and West Seattle Elementary, along with Denny International Middle School and Chief Sealth International High School have been meeting throughout this year to identify the steps and discuss strategies to fostering a stronger, more seamless pathway so that our Kindergarten scholars are best prepared to be successful high school graduates and college and career ready. We have focused our attention on curriculum alignment, specifically in the area of Math. (Except for Chief Sealth, we are all Readers and Writers Workshop schools, so that alignment is further along.) Our new Math intervention teacher and House Administrator will have major roles in this effort. Roxhill has identified CBO's that are also in place at Denny International, with one intent being an alignment with support systems and case management alignment. These organizations include: SBHS, City Year, UHSS and CIS. Over the years, we have systems in place to support the transition between 5<sup>th</sup> grade and middle school, but want to increase the efforts. Some of the programs/efforts currently in place include: Chief Sealth high school students teaching Science workshops in Grades 2 – 5 and Social studies units taught by high school students in the Global Leadership class, two to three times a year; Denny and Sealth students serve as tutors for Team Read students grades 2 – 3 at Roxhill; yearly meetings with the special education and classroom teachers and Denny staff to discuss how students can best be supported as they transition to Denny. One way we will be furthering these efforts is through extended year alignment by our students attending part of the Denny summer school program.

**Expansion of partnerships:** Although we have an established history of collaboration with City Year, this expansion will require intentional work in making the partnerships cohesive and effective. Clear establishment of roles and expectations, norms and protocols for ongoing communication, and addressing issues early on will contribute to this cohesion. We will use the model of City Year's Partnership Planning Worksheet as a template for proceeding through this process. Although we do not have an extensive partnership with CIS at this time, this year we were fortunate to collaborate on several events at Roxhill, providing the Principal, Shira Rosen and Beth Graves to begin to establish a professional, respectful and compassionate relationship. The Principal has also met with Greg Fritzburg on several occasions. Based on the shared discussions and the input from Jeff Clark, there is no hesitation that our partnership with UTSS will likewise be powerful and positive. The House Administrator will lead the partnership collaboration and would be the person to whom any of the partners would turn if there is a problem. Participation in the BLT, staff meetings and various committees will serve to involve the partners into the school culture.

**Describe the system in place to identify the components of a strategy that are or are not working.** The House Administrator will maintain the data wall which will be a tool used to track the progress of our focus students. We will also be meeting to share ideas of how the partnership can be the most effective; addressing any issues that could arise that would negatively impact the work of the partners and the school. The use of consistent tracking of formative data on a frequent basis and the collaboration of those involved in the strategy are at the core to early identification of the effectiveness of the components of a strategy. Examples include: On a daily and weekly basis, teachers and support staff assess the effectiveness of an intervention lesson during the RTI block and make adjustments, if needed. Adjustments might include: students being moved to a different group (higher or lower), re-teaching; additional scaffolds, and different supplemental materials may be used. During Saturday Academy, we have also made revisions along the way based on weekly assessments, including regrouping of students and further differentiation of instruction.

**Who within the school district will be supporting your school in achieving your results?**

**What is their expertise and specific role?** Support and collaboration with district staff are essential for our success: Aurora Lora, Exec. Director of West Seattle region; Mark Teoh, Exec. Director of Strategic Planning and Partnerships; Wendy London, Director of Curriculum and Support Services; Veronica Gallardo, Director of ELL and International Programs, Bonnie English, Consulting ELL Teacher; Dan Gallagher, Program Manager for Math and Science Instruction, Bernardo Ruiz and Mohamed Robles, Office of School and Family Partnerships; Jeff Clark, Chris Kinsey and Vicki Sacco, Principals of regional schools. **What other funds do you plan to leverage to support this work to achieve your results?** Grants through Education Foundation Association, private donors, school fundraising auction, and Title 1, partnerships with Sound Mental Health and Navos, Treeswing and Playworks, City of Seattle Safe Routes grants.

**C. Previous Success**

**What work have you done that has resulted in achieving results with your proposed outcomes and indicators? Describe how you leveraged resources to achieve results?**

At Roxhill we are determined to close the achievement gap and provide students with the highest quality instruction and extended learning opportunities that will accelerate their learning and better prepare them for middle school and beyond. The principal seeks out grant opportunities and partnerships that will support these efforts. One program we would like to highlight is our Saturday Academy. Last year we were the first elementary school in SPS to launch this extended learning opportunity. It is fully funded through grant dollars. This year Saturday Academy provides the opportunity for 48 Roxhill scholars, grades 3 – 5, to further develop their math and reading skills by attending 12 three hour Saturday sessions. In addition to strengthening their academic knowledge and skills, Saturday Academy fosters essential 21<sup>st</sup> century skills that will prove to strengthen their lifelong pursuit as scholars. Parent involvement and activities serve to extend the learning to home and enhance the scholars' achievement. Additionally, college and career readiness are promoted through various activities and culminates in a day-long tour of the University of Washington. Data regarding the success of Saturday Academy in achieving results is included in **Attachment 3, Table 2**. Based on last year's data, we were determined to offer this opportunity again to our scholars and doubled its capacity. Meeting standard on the MSP was our primary measurement of academic success:

- Of the 20 students who successfully completed the entire 2011 Saturday Academy program, 50% passed the 2011 Reading MSP and 30% passed the 2011 Math MSP.
- By way of comparison, among the students who were identified as eligible, but who did not participate, 15% passed the 2011 Reading MSP and 4% passed the 2011 Math MSP.

This year, we had 44 scholars successfully graduate from Saturday Academy. We have been tracking progress of these scholars and see progress that is stronger than their peers. We plan on once again offering this extended learning opportunity for the 2012-2013 school year.

**Attachment #9: Annotated Budget**

**Roxhill Elementary**

**Elementary RFI**

**Instructions** In the budget template below, please identify a low and a high range estimate for your proposal. Please include what you will do with earned performance pay for mid-year indicators (7.5% of total budget), end-of-year indicators (7.5% of total budget), end-of-year outcomes (10% of total budget). Note that your work plan should reflect the high budget range.

Commitment Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes & Indicators
7120 - CBO	Communities in Schools	\$42,000	\$62,500	<p><b>Low Range - Funding for a .5 Site Coordinator and High Range .75 Site Coordinator</b> to provide intensive case management for ~25 - 35 of our Tier 3 students K - 5 with the primary tutoring focus on K - 2 ELL students. Responsibilities for Site Coordinator: Providing 1) wrap around services for focus families, 2) attendance intervention for focus students; 3) 1:1 tutoring and small group academic support in 1 - 2 grade in Math and K ELLs in language and literacy; 4) extended learning in Math for Grades 1 - 2; 5) 5 coordinate 8 All School Family Activities, including events regarding Pre-K to K transition and 5th - 6th grade transition and College Readiness; 5) Family engagement and support efforts 6) coordination with all other community partners, SPS Parent Leaders, House Administrator and Principal to progress monitor intervention efforts. CIS will seek out an AmeriCorps volunteer and/or UW MSW intern for additional support in these areas.</p>	All - Focus students' needs fall in each of these areas	All Key Components: Academic gains, Social, Emotional and Behavioral, Attendance and Family Engagement and Support	Students absent less than 10 days/year ; Students Grades 1 - 2 making typical growth in Math (MAP); K ELLs in Language and Literacy (WaKIDS); ELL students K - 2 making gains (WELPA)

7120 - CBO	City Year	\$26,776	\$35,000	<p><b>Low Range - Funding for 6 City Year Corps Members and 1 Site Coordinator.</b> High Range -- same number of Corps Members. If funded at low end, additional dollars leveraged by Title 1 dollars or through Incentive Pay. Corps Members Responsibilities include: 1) Tutoring and academic achievement efforts in Reading and Math through 1:1 and small group tutoring. Focus is on Tier 2 ELL students, Grades 3 - 5 in Math and Grade 3 in Reading. 2) Provide before and after school programs for K - 5, focused around academic achievement, social skills coaching, enrichment programs, and service opportunities. 3) Work to support the strengthening of family engagement through support at all-school family events and promoting good attendance K - 5, with particular focus on Corp Members Focus students (grades 3 - 5). 4) When possible, provide additional instructional assistance during Saturday Academy, an effective Extended Learning Program. The data supporting this partnership is very positive.</p>	All - Focus students' needs fall in each of these categories	Academic gains, Social, Emotional and Behavioral, Attendance and Family Engagement and Support	ELL Students Grades 3 - 5 earn Level 3 in Math (MSP); ELL 3rd graders earn Level 3 in Reading (MSP); Focus students Grades 3 - 5 absent less than 10 days a year.
23201205	Math Intervention Elementary Teacher	\$42,820	\$59,948	<p><b>Low Range - fund a .5 FTE and High Range - fund a .7 FTE Math Intervention Teacher/Coach.</b> Through leveraged funds, this is a 1.0 position. Responsibilities: 1) provide 1:1 and small group Math instruction: for focus students K - 5 during school day; 2) After school Math small group instruction for focus students; 3) Math instruction during Saturday Academy. 4) work collaboratively with Math Coaches at Chief Sealth, Denny MS and West Seattle Elementary School to enhance vertical alignment and support summer school learning opportunities for students transitioning to middle school.</p>	Math	Extended in school learning time/expanded learning opportunities	MSP Math and MAP Math

24001700	House Administrator	\$26,704	\$53,409	<p><b>Low Range fund a .3 .House Administrator and High Range Budget fund a .6 House Administrator.</b> Depending on fund-raising efforts in spring, through leveraged funds, this position will be 1.0 FTE. Responsibilities: 1) leads Levy-funded Reform Efforts including implementation and monitoring of the program. (Full oversight responsibility of principal) 2) Weekly monitoring include collaboration with the principal, intervention specialists, bilingual department representative and CBO's. 3) Modifications to the interventions are made based on data and demonstrated student needs. 4) Oversee attendance initiative; 5) SIT Lead; 6) attendance campaign, 6) assist with the ____responsible for organizing the incentives associated with the program which includes budget and materials allocations. <b>Due to leveraged funds for a 1.0 Head Teacher, this position is not responsible for discipline/behavioral issues.</b></p>	All - Focus Students needs fall in each of these categories	All Key Components	All Outcomes and Indicators
7120	Contractual Services: University Tutors	\$11,700	\$11,700	<p><b>Fund tutoring partnership with UTSS</b> to be used in both a push-in model and 1:1 during the day and after school for focus ELL students (3rd grade reading) and K - 2 (Math). This amount funds 3 tutors.</p>	Math/Reading	Extended in school learning time/expanded learning opportunities	MSP Math and MAP Math
5600	Textual Materials		\$3,743	<p>Fund supplemental Math materials for 30 focus students for during the day, after school and Saturday Academy Math intervention efforts.</p>	Math	Extended learning time/Expanded Learning Opportunities	MSP Math and MAP Math

	<i>Mid-year Indicator Performance Pay (7.5%) earned in March</i>	\$7,041	\$4,700	<i>If we meet our performance targets, these funds will be used to increase program funding for City Year in order to meet minimum requirements of costs for the program (low end) or and provide extra time to certificated staff to teach Math in the after school intervention program or during Saturday Academy (high end).</i>	<i>All - Focus Students needs fall in each of these categories</i>	<i>Academic gains, Social, Emotional and Behavioral, Attendance and Family Engagement and Support</i>	<i>All Outcomes and Indicators</i>
	<i>Mid-year Indicator Performance Pay (7.5%) earned in March</i>	\$7,959	\$11,500	<i>If we meet our performance targets, these funds will be used to add additional UTSS tutors, fund summer professional development in Math Content and Pedagogy.</i>	<i>Reading/Math</i>	<i>Academic, Extended learning time/Expanded Learning Opportunities</i>	<i>MSP Math/Math MAP/Reading MSP</i>
	<i>Mid-year Indicator Performance Pay (7.5%) earned in March</i>		\$5,000	<i>If we meet our performance targets, these funds will be used to provide summer school learning opportunities for 5th graders transitioning to middle school through the Denny Middle School Summer School program.</i>	<i>Reading/Math</i>	<i>Extended Learning Time</i>	<i>MSP Math and Reading</i>
	<i>End of Year Indicator Performance Pay (7.5%) earned in June</i>	\$15,000	\$22,500	<i>If we meet our performance targets, these funds will be used to increase the FTE for the Math Intervention Teacher for the 2012-2013 school year.</i>	<i>Math</i>	<i>Extended in school learning time/expanded learning opportunities</i>	<i>MSP Math/Math MAP/Reading MSP</i>

	<i>End of year Outcome Performance Pay (10%) earned in September</i>	\$20,000	\$30,000	<i>If we meet our performance targets, these funds will be used to send teachers to the Washington Association of Bilingual Education Conference, for the 2012-2013 school, increase the number of UTSS tutors and FTE for CIS.</i>	<i>All</i>	<i>Academic gains, Social, Emotional and Behavioral, Attendance and Family Engagement and Support</i>	<i>All Outcomes and Indicators</i>
	<b>Total:</b>	<b>\$200,000</b>	<b>\$300,000</b>				