

ATTACHMENT 1: COVER SHEET

MIDDLE SCHOOL INNOVATION AND LINKAGE RFI

School Information:

School name:	Salmon Bay K-8
School address:	1810 NW 65th Street

Applying for (please check one):

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

Principal's Contact Information:

Name:	Jen Benkovitz		
Day/Work phone:	206.252.1725		
Email address:	jlbenkovitz@seattleschools.org		
Signature:	Jen Benkovitz	Date:	01.14.13

Additional Staff Member's Contact Information:

Name:	Brett Joachim		
Title:	Assistant Principal		
Day/Work phone:	206.252.1721		
Email address:	bajoachim@seattleschools.org		
Signature:	Brett Joachim	Date:	01.14.13

ATTACHMENT 2: SCHOOL NARRATIVE – *OPTIONAL*

Salmon Bay School has existed as a K-8 public alternative school for 13 years. Salmon Bay is the result of a 1999 merger between two formerly separate alternative schools, Cooperative Holistic Elementary (COHO) and New Options Middle School (NOMS).

Salmon Bay has a new administrative team: Jen Benkovitz, Principal, and Brett Joachim, Assistant Principal. Benkovitz and Joachim joined the Salmon Bay staff in August of 2012. It was immediately evident to the administrative team that the school was functioning in "silos" with limited collaboration and coordination between grade levels. For example, five separate math curriculums are used in Salmon Bay's elementary classrooms, none of which aligns with the middle school curriculum.

Across the school, student test scores fall below the district average, an indicator that working in isolation is not productive. Salmon Bay's population of students who come from low-income families falls below the rate that would qualify us for Title 1 support, but it is still a significant, and growing, percentage of our population. According to the OSPI report card for Salmon Bay, during the 2011-2012 school year we had 65 students, or 18.2% of our middle school population, who qualified as low income. This increased from 13.7% the previous year. Another notable data trend at Salmon Bay is the large percent of Special Education students. The special education population in grades 6-8 at Salmon Bay is 27% (almost double the district average of 14.4%).

Salmon Bay's middle school (the focus for this grant) operates as a "mushroom model," with approximately 60 percent of our 6th grade class entering from schools other than Salmon Bay. Sixth grade is a year of transition. New students are faced with the challenge of acclimating to a school where many of the students have been together since kindergarten and students rising from Salmon Bay's elementary are faced with the challenge of learning to make new friends outside of their familiar social circles. At Salmon Bay, 7th and 8th grade students are grouped together into two multi-age teams. The 7th and 8th grade teaching teams have similar curriculum but deliver content and evaluate their students in vastly different ways. One team embraces project-based learning while the other uses more traditional methods; one team uses standards based grading to assess their students while the other uses A through F. Conflicting practices within the same school provide equity issues for our students with regard to curriculum, access, and opportunity. Conflicting practices also limit coordination, collaboration and professional growth opportunities for teachers – practices we know will benefit all Salmon Bay students, especially those who are not yet meeting grade level standards.

In an effort to provide a more focused and consistent education experience, our parents, students and staff have been working hard to rewrite our school's mission, vision and values and define "alternative" education at Salmon Bay. Through our work, it is evident that project-based learning, working collaboratively as a K-8 community and focusing on the whole child are deeply valued practices by our staff and community.

Currently, the greatest impediment to increased collaboration and project-based curriculum integration is our schedule. The elementary schedule is broken up by many unnecessary transitions and the middle school schedule requires students to rotate classes every 50 minutes. A

recent survey revealed that the staff desires a block schedule that would provide common planning times for teachers and extended time for teaching and learning. The school's administrative team is working with a district consultant to design an optimal learning schedule that will meet teachers' and students' needs.

Securing this grant would enhance the work we are doing to provide increased opportunities for collaboration within and between grades and provide targeted and coordinated support to struggling students. This grant would offer us the opportunity to put research-based interventions in place in the area of mathematics (see work plan), our greatest academic need. This intervention strategy is consistent with our mission, vision and values.

ATTACHMENT 3: DATA ANALYSIS SUMMARY

1) What high-level trends are you observing?

Academic Trends

Math Achievement

Salmon Bay’s middle school math achievement falls below the district average in sixth and eighth grades. Our sixth grade MSP Math pass rate for 2011-2012 was 59.2% compared to a district-wide 70.2% pass rate. Our eighth grade students passed at a 60.2% rate, compared to 64.1% district-wide pass rate. As chart 3.1 and 3.3 show, for the past two years, the gap has widened between the district’s pass rate and Salmon Bay’s pass rate on the math MSP in both sixth (11.9% change in spread) and eighth (2.6% change in spread) grades. One point of success is that our seventh grade students have consistently achieved higher than the district average for the past 12 years. For the 2011-2012 school year, seventh graders passed at a 75.4% rate, markedly higher than the district’s 67.4% pass rate. However, as demonstrated in charts 3.1-3.4, as the district pass rate trend increases, Salmon Bay’s has decreased or stagnated across all three grade- levels. Further research into why this is happening is detailed in the sub-populations section.

Chart 3.1: Grade 6 MSP Math Comparison

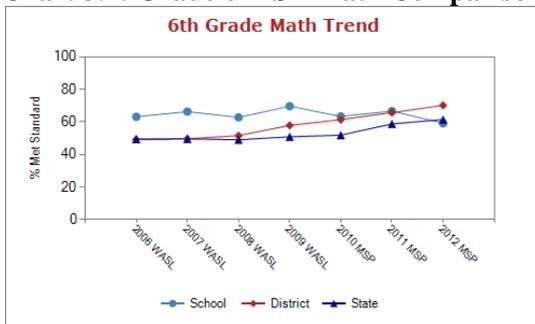


Chart 3.2: Grade 7 MSP Math Comparison

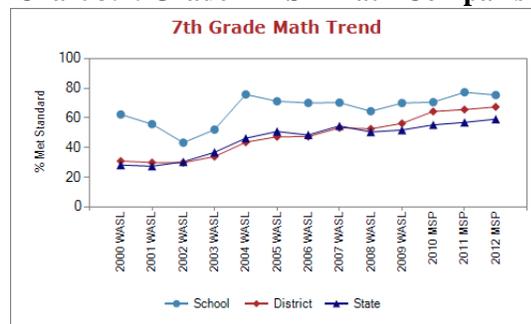


Chart 3.3: Grade 8 MSP Math Comparison

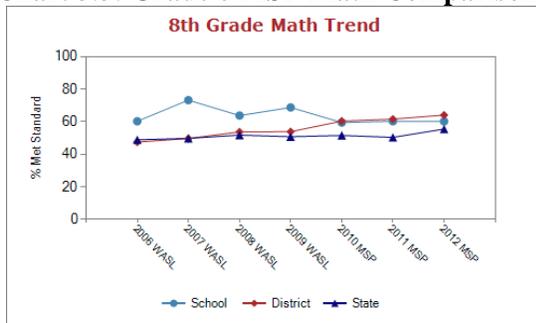


Chart 3.4: MSP Math Proficiency

	10-11		11-2012	
	School	District	School	Dist
Grade 6	66.7%	65.8%	59.2%	70.2%
Grade 7	77.3%	65.6%	75.4%	67.4%
Grade 8	60.3%	61.6%	60.2%	64.1%

2) Which subpopulations appear to be struggling?

Special Education Students

One of the key trends at Salmon Bay is the consistent increase in the percent of our population that qualifies for special education support. The current special education population in grades 6-8 at Salmon Bay is 27% (almost double the district average of 14.4%). Our middle school special education program is full inclusion for all levels of service delivery, including our two

Service Model 4 programs. This and Salmon Bay’s project-based learning model draws in many families who want a different approach for their children with unique learning needs, specifically kinesthetic and group-work approaches to learning. This approach is also a key component of this grant. Students with IEP’s receive all primary academic instruction in the general education classroom alongside their general education peers. The special education staff provides service delivery in the general education setting and supplements it in support classes. The special education population in our middle school has consistently grown since the district removed the caps and separate wait lists for option schools. In 2010-11 we had 73 students receiving special education services, in 2011-12 we had 85, and chart 3.5 details the 2012-2013 break down as of January, 2013. At this point, 99 students receive services with more eventually qualifying this semester. In grades 6-8, at least one of every four students in each class has an IEP. General education and special education teachers have to work extremely hard to maintain high quality curriculum that is differentiated to meet all level of learners while not compromising appropriate challenge for our at and above grade-level students. Without common planning time, general and special education teachers have a limited ability to front load curriculum, and unfortunately spend an inordinate amount of time trying to keep students caught up. Chart 3.6 shows that current planning practices regarding preparation and evaluation of student work are not translating to success on the MSP Math assessment, as a high percentage of students earning L1 and L2 are students with IEPs. Successful strategies implemented in the classroom using research-based best practices for students with IEPs can also help struggling students without IEPs, and our strategy is that with additional planning and preparation time to front load curriculum, we will be able to see classroom success pay off on MSP Math achievement, as well.

Chart 3.5: 2012-13 Special Education Population

	Total Pop	Special Ed	% Special Ed
Grade 6	125	36	29%
Grade 7	122	31	25%
Grade 8	125	32	27%

Chart 3.6: MSP Level 1 and Level 2 Below Standard

Current	Total 6th	# IEP	% w/IEP*	Total 7th	# IEP	% w/IEP*	Total 8th	# IEP	% w/IEP*
Level 1	18 (15.1%)	9	50%	16 (13.7%)	10	62.5%	16 (13.7%)	13	81.2%
Level 2	20 (16.8%)	9	45%	23 (19.7%)	5	21.7%	12 (10.3%)	1	8.3%
L 1&2	38 (31.9%)	18	47%	39 (33.3%)	15	38.4%	28 (23.9%)	14	50%

*Percent of students not meeting standard who have IEPs.

Low Income Students

Salmon Bay’s population of students who come from low-income families falls below the rate

that would qualify us for Title 1 support, but it is still a significant, and growing, percentage of our population. The families of these students are choosing Salmon Bay for the same reasons all of our families choose this school- a different approach to and culture of learning. According to the OSPI report card for Salmon Bay, during the 2011-2012 school year we had 65 students, or 18.2% of our middle school population, qualified as low income. This increased from 13.7% the previous year. Also notable is the MSP pass rate comparison between low income and non-low income students. We are closing the achievement gap for low-income students in the area of reading, but it is expanding in math. In 2010-2011, 52% of our low income middle school students did not pass the math MSP, earning level 1 and 2, as opposed to 28.6 percent of our non-low income students. This increased the following year. According to OSPI Report Card Data, of the 65 low-income students in 2011-2012, 58.4% scored L1 and L2 on the math MSP, as opposed to 30% of non-low income students performing below standard. Chart 3.7 further details the disparity in MSP pass rates between the two income levels, showing that the percent of low income students not passing the Math MSP in each grade level is almost double that of their non-low income peers.

Chart 3.7: 2011-12 Math MSP Level 1 and Level 2 Below Standard- Low Income

Current	Low Income 6th	Non-Low Income 6th	Low Income 7th	Non-Low Income 7th	Low Income 8th	Non-Low Income 8th
Level 1	7	10	5	11	9	16
Level 2	8	23	3	6	6	16
L 1&2	15 (62.5%)	33 (35.4%)	8 (42.15)	17 (21.2%)	15 (68.2%)	32 (33.3%)

Measure of Academic Progress (MAP) Data. On the spring 2012 MAP assessment, Salmon Bay students outperformed the District at every grade level in terms of percentage of students meeting or exceeding target growth. 62% of sixth grade students, compared to 51% of district six grade students, met the growth target on the MAP test in spring. 59% of seventh grade students (58% district wide) and 53% of eighth grade students met the growth target.

Chart 3.8: Spring 2012 MAP Math Proficiency

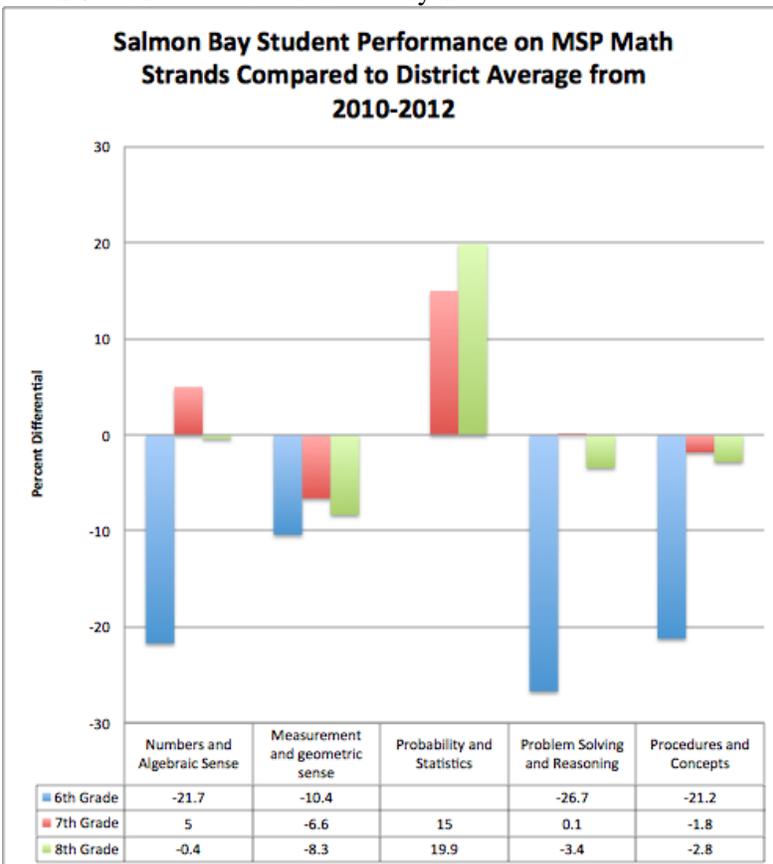
	School	District
Grade 6	62%	51%
Grade 7	59%	58%
Grade 8	53%	58%

3) What are the primary skill gaps or other barriers to success for the subpopulations identified in the previous question?

Math Skill Gaps

OSPI provides schools with assessment strand data that is a useful tool for teachers to understand how our students perform on specific math concepts when compared to a student at standard. Chart 3.9 below shows that Salmon Bay sixth grade performance on all strands is dropping when compared to the district. Problem solving and reasoning is the strand of greatest weakness, and while they still perform worse than the district in the strand of measurement, geometric sense, probability and statistics, it is a relative strength. Although when looking at the data, the overall seventh grade math performance at Salmon Bay is higher than the district, we do underperform in measurement and geometric sense, and procedures and concepts is another area that could benefit from focused attention. The data provided in the OSPI Report Card also shows that eighth grade students perform lower than the district average overall, but they do outperform in probability and statistics, and are only slightly below in numbers and algebraic sense. Measurement and geometric sense is a strand where all three grades perform consistently low. We do not see trends in scores when looking at one group of students across three years, which tells us there is more to our math performance issues than a grade band with a particular area of weakness.

Chart 3.9: MSP Math Performance by Strand



* 6th grade Measurement, Geometric Sense, Probability and Statistics are combined.

Source: OSPI Report Card

Barrier to Success - Attendance

Salmon Bay's middle school rate of students with eight or more absences exceeds the district

rate for both first and second semesters for the 2011-2012 school year (14%-11% and 21%-20% respectively). Twenty-three percent of the sixth grade class last year missed five or more days in just the first semester (14% had 8 or more) and 35 percent missed five or more days second semester (17% had 8 or more). Of the seventh grade class, 23% missed 5 or more days first semester (15% had 8 or more) and 46% missed five or more days second semester. Almost one quarter of the sixth grade population missed eight or more days during the second semester. Eighth grade students did not have attendance rates that were significantly different than their sixth and seventh grade counterparts: 27% missed five or more days first semester and 41% missed five or more second semester. Special education students had a much higher absenteeism rate than those who do not have IEPs, and a greater percentage of students who earned L1 and L2 on the Math MSP missed eight or more days each semester than did peers who passed the MSP.

There is a strong connection between student absences and school performance. Research shows that students who attend school every day pass state tests at much higher rates because they are in school for important learning experiences. Additionally, students with chronic absenteeism also miss out on important learning opportunities, the ability to build and strengthen friendships, and learn critical social and executive functioning skills such as grit, persistence, perseverance, and organization. Students who improve attendance over time also have less anxiety towards school and learning.

ATTACHMENT 4: DATA SAMPLE

Progress Monitoring Chart

ALEKS generates a **color-keyed pie chart** to display the student's progress. In the "pie," each "slice" corresponds to a particular area of the syllabus, such as "decimal numbers" or "proportions and percents". The degree to which the slice is filled by a darker color shows the extent to which the student has mastered that area.

Image 4.1: Individual Student “Pie”

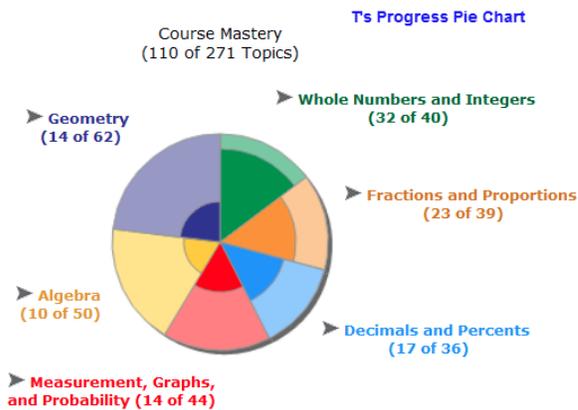


Image 4.1 highlights student T’s progress in the Middle School Math Course 2. He has completed 110 of the 271 topics. The green “slice” shows that he has completed 32 of the 40 topics aligned to ‘Whole Numbers and Integers’ standards. The teacher, student or parent can click on the green slice and get a complete overview of the 40 topics in this section and how the student navigated through them. Teachers can also access reports that track

Image 4.2: Standards Based Grade Book

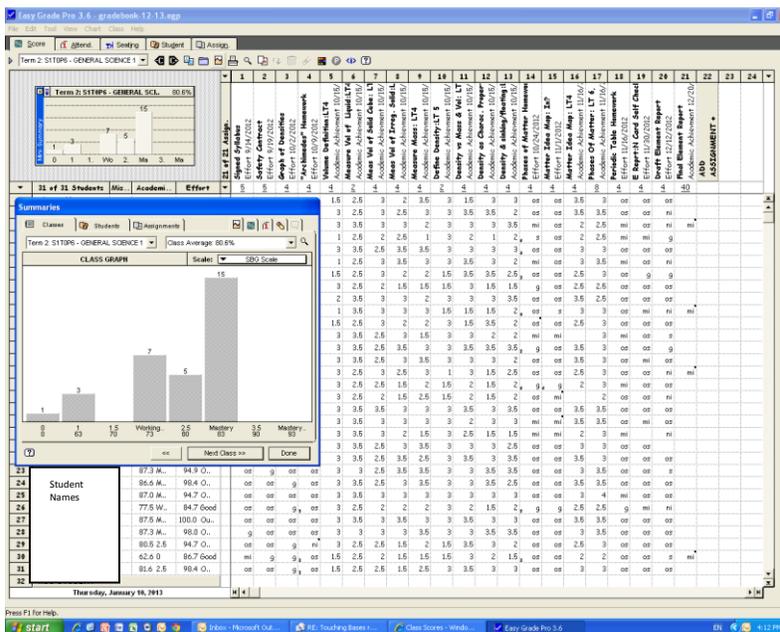


Image 4.3: MSP Level 1 & 2 Math Data Spreadsheet

MATH PERFORMANCE - LAST TWO SEMESTERS						MOST RECENT STATE TEST (MSP/HSP/EoC)				MOST RECENT (Wtr 2012)		Attendance 2011-2012	
Most Recent Math Course			Second Most Recent Math Course			Highest Math & Algebra EOC & Geometry EOC				Math		Attendance 2011-2012	
Course Code and Title	Interim Mar	Final Mar	Course Code and Title	Interim Mar	Final Mar	Test Grad	Scale Score	Level	Met Standards	RIT Score	Percentile Rank	Attendance Rate	Unexcused Absent
MMA2061 - MIDDLE SCHOOL MAT	B	*	*	*	*	G7	333	L1	N	183	1	94%	0%
MMA2061 - MIDDLE SCHOOL MAT	C+	*	*	*	*	G7	261	L1	N	171	1	96%	0%
MMA2061 - MIDDLE SCHOOL MAT	C+	*	*	*	*	G7	317	L1	N	173	1	96%	0%
MMA2061 - MIDDLE SCHOOL MAT	B-	*	*	*	*	G7	340	L1	N	203	4	94%	0%
MMA2061 - MIDDLE SCHOOL MAT	B+	*	*	*	*	G7	363	L1	N	203	4	96%	0%
MMA2061 - MIDDLE SCHOOL MAT	C+	*	*	*	*	G7	325	L1	N	206	6	94%	0%
MMA2061 - MIDDLE SCHOOL MAT	A-	*	*	MMA2007 - MATHEMATICS 8	A	G7	340	L1	N	208	7	92%	0%
MMA2008 - MATHEMATICS 8	C	*	*	MMA2007 - MATHEMATICS 8	C	G7	368	L1	N	211	10	98%	0%
MMA2008 - MATHEMATICS 8	D	*	*	MMA2061 - MIDDLE SCHOOL MAT	A-	G7	363	L1	N	212	11	99%	0%
MMA2008 - MATHEMATICS 8	B+	*	*	MMA2007 - MATHEMATICS 8	A	G7	352	L1	N	213	12	97%	0%
MMA2008 - MATHEMATICS 8	C+	*	*	MMA2007 - MATHEMATICS 8	B+	G7	307	L1	N	223	28	96%	0%
MMA2008 - MATHEMATICS 8	E	*	*	MMA2061 - MIDDLE SCHOOL MAT	A	G7	346	L1	N	224	30	95%	0%
MMA2008 - MATHEMATICS 8	B+	*	*	MMA2007 - MATHEMATICS 8	A	G7	358	L1	N	224	30	100%	0%
MMA2061 - MIDDLE SCHOOL MAT	A	*	*	MMA2007 - MATHEMATICS 8	A	G7	340	L1	N	227	37	92%	0%
MMA0594 - SELECTED MATH TOPICS	B-	*	*	MMA2008 - MATHEMATICS 8	B	G6	340	L1	N	227	37	92%	0%
MMA2008 - MATHEMATICS 8	C-	*	*	MMA2007 - MATHEMATICS 8	B+	G7	368	L1	N	242	70	89%	0%
MMA2006 - MATHEMATICS 6	A-	*	*	*	*	G5	380	L2	N	205	13	94%	0%
MMA2006 - MATHEMATICS 6	B-	*	*	*	*	G5	384	L2	N	211	22	90%	0%
MMA2006 - MATHEMATICS 6	D	*	*	*	*	G5	380	L2	N	212	24	94%	0%
MMA2006 - MATHEMATICS 6	B+	*	*	*	*	G5	376	L2	N	215	31	100%	0%
MMA2006 - MATHEMATICS 6	C+	*	*	*	*	G5	380	L2	N	217	35	93%	1%
MMA2006 - MATHEMATICS 6	A	*	*	*	*	G5	384	L2	N	218	38	96%	0%
MMA2006 - MATHEMATICS 6	B+	*	*	*	*	G5	393	L2	N	218	38	100%	0%
MMA2006 - MATHEMATICS 6	C	*	*	*	*	G5	380	L2	N	219	40	79%	0%
MMA2006 - MATHEMATICS 6	B	*	*	*	*	G5	375	L2	N	219	40	81%	0%

This image is a screen capture of the Excel spreadsheet that we utilize to track our level 1 & 2 MSP students. We have collected data for the last three school years. The actual document prints to be over 16 pages, so we have chosen to submit it as a screen capture.

ATTACHMENT 8A: MATH/SCIENCE WORK PLAN SUMMARY

Area of Concentration A: Math/Science

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (6-8)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
Increase the % of students advancing from Level 2 to Level 3 or higher on Math MSP	All Level 2 6 th , 7 th , and 8 th grade, including students with IEPs	49	15%	20	41%	25	50%
Increase the % of students advancing from Level 1 to Level 2 or higher on Math MSP	All Level 1 6 th , 7 th , and 8 th including students with IEPs	56	18%	27	48%	31	55%
Increase the % of students meeting or exceeding typical growth on Math MAP assessment	All Level 1 6 th , 7 th and 8 th graders	45	14%	19	42%	23	50%
Increase the % of students meeting or exceeding typical growth on Math MAP assessment	All Level 2 6 th , 7 th and 8 th graders	58	18%	21	36%	29	50%

I. FOCUS STUDENTS

Special Education Students

Ninety-nine (27%) of Salmon Bay's middle school students receive special education services, compared to a 14% district average. Salmon Bay is a choice school that offers two Service Model 4 inclusion programs along with our high incidence full-inclusion model. These programs, along with Salmon Bay's project-based learning model, draw in many families who want a different approach for their special-needs children, specifically kinesthetic and group-work approaches to learning. We have chosen to focus on this population to improve our inclusion model and to provide more effective and rigorous experiential learning opportunities for them.

II. STRATEGIES

1. Professional Development

- A. Our first strategy to increase student performance is professional development focused on standards based instruction and grading. Standards based grading gives grades meaning, better aligns instruction and grading to state and common core standards, gives teachers more control over their own grading practices, gives teachers more time to analyze student learning by reducing "busywork", provides solid data to help teachers adjust their instruction quickly and efficiently, and gives students a deeper understanding about what their grades mean.
- B. Professional Learning Communities (PLC) will gather every Wednesday afternoon for a 90 minute meeting where protocols from Critical Friends Groups will be used to analyze teaching strategies and student progress. Data will be collected to highlight student understanding and to identify student strengths and areas for growth. In addition to PLC groups, teaching teams will meet weekly to review instructional strategies, student progress, behavior, curriculum and enrichment activities.
- C. The book Learning by Doing states that weekly meetings are ideal to achieving better results for students. Teachers in a PLC will collaboratively work together to build shared knowledge by exploring standards based instruction and grading. The team will create standards charts and document the standards being met by analyzing student assessment data.
- D. Additional funds used to support professional development will come from the Principal Discretionary Budget and from the support of the Friends of Salmon Bay (FOSB). This school year, the Student Intervention Team (SIT) liaison's were able to attend a Critical Friends Training in San Antonio due to leverage of the principal's budget (\$6530), FOSB support (\$3000) and a School Reform Initiative scholarship (\$1050).

2. MATH DIFFERENTIATION SPECIALIST

- A. Using the common core standards, written by the State Standards Initiative, a math differentiation specialist is another strategy that we will use to achieve our outcomes. The goal is to complement instruction by showing teachers where they are teaching specific standards in the current curriculum through unit plans and maps. The math specialist will also help co-teach lessons, provide templates and maps to help support and assess students by these same standards, allowing for more transparency in grading and directly connecting students to what they are learning and their progress towards proficiency.
- B. The math specialist will meet with all teachers by participating in the weekly team meetings and PLCs. The specialist will also meet with the three middle school math teachers on a one-

on-one basis weekly. Part of this will be to develop projects that link current curriculum to projects targeting the skills we see as deficient in Chart 3.9 (numbers and algebraic sense, measurement and geometric sense, probability and statistics, problem solving and reasoning, and procedures and concepts).

- C. The rationale of a math specialist is to help align the curriculum being taught to the common core standards.
- D. Additional funding to support this strategy includes the use of the building LAP funds.

3. MATH LEARNING LAB

- A. Salmon Bay is currently working to establish a math lab that consists of a micro-computer lab and a project workspace. Eight new desktop computers have been installed in this room, along with a teacher presentation station with projector and document camera. Grant funding will enable the establishment of woodwork benches, tool chests and project equipment. Using common core standards, analysis of specific student skills, and current curriculum, a math teacher will create and implement hands-on projects that complement what is already being taught in all classrooms. These projects will emphasize: math concepts and skills currently being taught and how they apply to real-life problems; cooperative learning; and connecting mathematics to other subject areas.

In addition to projects, the implementation of the ALEKS math program, which uses the Knowledge Space Theory, will allow students to start exactly where they are, address specific skill gaps and provide those students with a guided means to target and take ownership of their own learning. ALEKS is already in use with specific students at Salmon Bay, specifically targeting students in special education who have been recognized as students with low number sense skills. This would be expanded to all students with level 1 and level 2 scores on the MSP who are also recognized by their math teacher and the math specialist as a student needing more work on basic skills.

- B. The Math Lab will be used for two periods a day as a math intervention class and two periods a day as a elective class with a math focus.
- C. The rationale of this space is to provide a constructive learning environment for students to apply math concepts to real life problems.
- D. Parent volunteers will be used to help establish this place and make the needed classroom switches.

4. SUMMER MATH BRIDGE CAMP

- A. The summer bridge camp is a combination of traditional classroom interventions and outdoor education that will focus on engaging MSP level 2 sixth grade students. Students will spend two days learning how core math concepts relate to the real world, such as budgeting (consumer math), food planning and preparation (proportions, ratios, percentages, reasonability of answers). They will also work with the bridge camp facilitators to prepare and practice for overnight camping. Once students and facilitators are off campus, they will spend 3-4 days camping. There will be a combination of math skills practiced during the field trip, including applied math projects that expose students to real world career applications (ex. forestry, engineering, science field research), and spending some dedicated time during the day previewing math skills that will be used during the sixth grade year. During the second week, students will reflect on the learning that occurred during the off

campus camp experience, how math concepts were applied, and will also have an opportunity to work on targeted math skills that the facilitators have identified as particular areas of weakness for students.

- B. The Summer Bridge Camp will meet for eight days.(Monday through Friday during week one, and Monday-Wednesday of week two), including the a camp experience, at the end of summer.
- C. The rationale for this space is to provide a constructive learning environment for students to apply math concepts to real life problems, preview and practice 6th grade common core math standards, and increase self-esteem around math skills.
- D. School Budget

5. ADVISORY CLASS to support social/emotional and behavioral health

- A. Salmon Bay’s grades 6-8th are in the process of redesign the homeroom period into an advisory program where students start the day by building social and academic competency. Teachers are participating in a book study of The Advisory Book: Building a Community of Learners Grades 5-9, a comprehensive guidebook that offers research supported strategies that support the use of advisory to meet the developmental needs of young adolescents so they can thrive in school. Teachers are starting to implement the Circle of Power and Respect (CPR) format to guide their morning meeting time. Professional development with the organization Developmental Designs(DD) will help teachers implement an advisory class that is purposeful and meaningful to students. Having effective advisory classes will also allow teachers to connect personally with students and families with chronic attendance issues. Advisory teachers and administrative staff will work together to create attendance plans for students who miss more than 5 days per semester. Successful advisory helps students feel safe, connected to their community, and more willing to take academic risks, which will translate to more positive feelings toward school and an increase in attendance.
- B. The advisory class will be a daily 25-minutes class.
- C. The Coalition of Essential Schools states that advisory forges connections among students and the school community, creating conditions that facilitate academic success and personal growth. Additionally, the Middle Grades Research Journal reported that a higher number of DD trained teachers at a school is associated with positive AYP status at that school.
- D. The principal’s discretionary budget.

III. Key People

- **Jen Benkovitz, Principal & Brett Joachim, Assistant Principal** – As school leaders, we will continue to lead the work of monitoring data and to lead data-driven (academic, attendance, social-emotional, instructional Walk-Through evaluations, etc.) discussions about strategies that need adjustments. We will also guide the design of our master schedule to ensure time for co-planning, data analysis, block scheduling and implementation of our advisory class..
- **Two Special Education Teachers** - One will serve as our MATH DIFFERENTIATION SPECIALIST (with partial funding from levy grant and partial funding from school funds). Another will serve as the LEAD MATH INSTRUCTOR in our *Math Learning Lab*. (See Work Plan for detailed job descriptions.)

- **Three General Education Math Teachers** - These three 6th-8th grade teachers will play important roles in that they will each assist with using data to identify target students and their specific needs.
- **6th - 8th Grade Homeroom Teachers** – These teachers will collaborate with the Math Differentiation Specialist and Lead Math Instructor to track student progress and will also implement the Advisory Curriculum in homeroom.
- **Math/Grant Committee that consists of Parents and Staff** – This committee will meet routinely and systematically evaluate program data (student work, attendance, etc.) monthly to make any necessary data-driven program adjustments. The Grant Team make-up will consist of the current Math Committee (parent committee) and the above Grant Team (key people listed above).

IV. Partnerships and Collaborative Efforts

- A. Although an organization will not be providing services, we do plan to recruit local, state and national “experts” who can supplement our program by serving as guest speakers and/or Mathematicians in Residence.
- B. The rationale for having community-based guest speakers and resident mathematicians is to offer students a real-world context in which to apply their learning.
- C. We do not yet have a formal community partnership.

ATTACHMENT 9: MANAGEMENT AND OVERSIGHT PLAN

Leadership, Planning and Implementation

1. An analysis of our data (see Data Analysis) makes it clear that Math is the greatest academic area of need at Salmon Bay K-8. Data analysis included but was not limited to the use of MSP data, MAP data, Classroom Formative Assessments, and Staff-Student-Parent survey feedback data. Through staff “interviews” and survey feedback from staff, students and parents, it became evident that, while project based learning is a valued approach at Salmon Bay K-8, there was previously a lack of administrative vision and accountability, resources (material and human), professional development and master schedule alignment.

The Building Leadership Team (BLT) members at Salmon Bay K-8 all agree that the grant can assist us with reaching and exceeding the math goal in our Comprehensive School Improvement Plan (CSIP). This goal states that the percentage of 6th through 8th grade students making gains on the state test (MSP) will increase from 64.9% to 70% or higher. Both the goal and grant opportunity were shared with FOSB (Friends of Salmon Bay), our Parent Teacher Organization. Parents and staff agree that the grant can assist us in achieving the CSIP goal and can also assist us in making progress toward our goal of implementing a *project-based learning* approach (see Narrative and Work Plan) at Salmon Bay K-8 which is highlighted in our revised/updated Mission, Vision and Values.

The development of the Work Plan was a collaborative process involving general education teachers, special education teachers, administrators and parents. Studies have proven that when implemented well, project-based learning (PBL) can increase retention of content and improve students' attitudes towards learning.

2. We do not have a School-Based Health Center staff member. Community partners, however, have been involved in RFI program development and will continue to be involved in its implementation. To this point, community partners have primarily been a number of interested Salmon Bay K-8 parents, some whom also serve on our school’s Math Committee. Not only will these parents remain involved as we implement, analyze and continuously improve the program, we will also work as a team to recruit local, state and national “experts” who can supplement our program by serving as guest speakers and/or Mathematicians in Residence.

3. **Jen Benkovitz, Principal & Brett Joachim, Assistant Principal** – As school leaders, we will continue to lead the work of monitoring data and to lead data-driven (academic, attendance, social-emotional, instructional Walk-Through evaluations, etc.) discussions about strategies that need adjustments. We will also guide the design of our master schedule to ensure time for co-planning, data analysis and block scheduling.

Two Special Education Teachers - One will serve as our MATH DIFFERENTIATION SPECIALIST (with partial funding from levy grant and partial funding from school funds). Another will serve as the LEAD MATH INSTRUCTOR in our *Math Learning Lab*. (See Work Plan for detailed job descriptions.)

Three General Education Math Teachers - These three 6th-8th grade teachers will play important roles in that they will each assist with using data to identify target students and their specific needs.

6th - 8th Grade Homeroom Teachers – These teachers will collaborate with the Math Differentiation Specialist and Lead Math Instructor to track student progress and will also implement the Advisory Curriculum in homeroom.

Math/Grant Committee that consists of Parents and Staff – This committee will meet routinely and systematically evaluate program data (student work, attendance, etc.) monthly to make any necessary data-driven program adjustments. The Grant Team make-up will consist of the current Math Committee (parent committee) and the above Grant Team (key people listed above).

4. The revised Master Schedule will allow for daily blocks of time for teams of teachers to collaborate within content areas. This collaboration time will be structured to focus on data analysis and instructional planning and will involve both general and special education teachers. We will also use grant funding to provide monthly paid release days (get this into budget) for the teachers so that they can do the above work in addition to receiving staff development in the area of differentiation and Project Based Learning. Staff will also be provided with two one-hour sessions per month for Professional Learning Community Meetings. These meetings will focus on student work analysis and will be facilitated by staff PLC liaisons trained in using Critical Friends protocols.

5. A potential challenge is the impact that a change in our Master Schedule could cause because it could possibly mean that we would not be able to continue offering a multi-age program for 7th and 8th grade for core courses. The school's administrative team has already met with a district consultant to analyze the current schedule and to develop potential schedules for next year. A number of teachers have volunteered to serve on a scheduling committee that will begin meeting next month to review our students' needs and to develop an aligned schedule. Working so far ahead of time and purposeful collaboration should head off any potential pitfalls.

Tracking to Results

1 & 2. The process we are putting in place to guide staff in understanding our school data begins with our Comprehensive School Improvement Plan (C-SIP). Our current goal for Mathematics is to increase the percentage of 6th through 8th grade students making gains on the state test from 64.9% to 70%. Once our Mission, Vision and Values are completed and we develop a more concrete statement about alternative education at Salmon Bay K-8, the Building Leadership Team and Grade-Level/Team Professional Learning Community Teams will be guided in discussion about how to use MSP and MAP data to inform instruction. Data will be shared at these bi-monthly meetings to notify staff of progress and to celebrate goals/adjust strategies. Classroom teachers, to varying degrees, use formative assessment data (common assessments, anecdotal notes, Fountas and Pinnell reading assessments, MAP data, daily exit tickets, etc.) to determine students' needs and to drive instruction. Our PD plan will focus on sharing and expanding these practices across all teachers.

Attachment 4 highlights three examples (Progress Monitoring Chart, Standards Based Grade Book and Level 1 & 2 Math Data) of how we currently use data to drive instruction.

3. The Grant Team (key people from question #3 under Leadership, Planning and Implementation) will meet monthly to analyze levy program implementation, identify needed course corrections and maintain an Excel chart to track the progress of our target students. We will discuss data and course corrections with the staff monthly. We will also conduct pre and post surveys to analyze the influence that our grant program has upon students' attitudes toward math.

4. Our data will be available to the Grant Team (see above) via Google forms (Google version of Excel). Grant Team meetings will allow for deep discussion and analysis of the data and will also offer us the time to make any necessary data-driven adjustments to our program. Data will be charted by classroom teachers and by the attendance secretary.

5. Grant updates will be provided to the school community once/month in the school's Weekly Bulletin that is emailed to all family and staff members. The current Math Committee will merge with the Grant Team to serve as one team and will meet monthly to discuss/analyze data and to make necessary data-driven program adjustments. We will also coordinate two Math Nights, one in the fall to introduce the program and one in the spring to highlight its successes and to solicit input for further implementation. We will also create a section on our webpage dedicated to the grant program, as to provide a program description, sample projects and relevant data.

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

School Name:	Salmon Bay K8
	Total Award Amounts
High Range Budget:	\$50,000 (Maximum)
Low Range Budget:	\$25,000 (Approximate)

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

Table 1: BASE PAY - PERSONNEL				
Commitment Items	PERSONNEL <i>(List position titles and briefly describe roles)</i>	Low Range Budget <i>(Salary + Benefits)</i>	High Range Budget <i>(Salary + Benefits)</i>	Description of Expense <i>(Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If</i>
1	23201205 Math Differentiation Specialist	\$20,000	\$20,000	Hire a .4 FTE to provide math interventions for Levy students. The math specialist will also help co-teach lesson, provide templates and maps to help support and assess students by these same standards, allowing for more transparency in grading and directly connecting students to what they are learning and their progress towards proficiency.
2	2094 Coaching/Meeting Extra Time		\$2,700	Extra Cert. time for coaches meeting. The goal is to complement instruction by showing teachers where they are teaching specific standards in the current curriculum through unit plans and maps.
3	2043 Workshop Subs - Certificated		\$2,250	To cover the fee for subs while staff meet with math specialist.
4				
5				
<i>Indirect (4.49%)</i>		\$898	\$1,120	
TOTAL Base Budget - Personnel:		\$20,898	\$26,070	

Table 2: BASE BUDGET - NON-PERSONNEL				
Commitment Items	NON-PERSONNEL <i>(List other services, personal service contract charges, and supplies)</i>	Low Range Budget	High Range Budget	Description of Expense <i>(Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and the amounts.)</i>
1	5610 KIPP Character Traits Textual Supplies		\$500	Textual materials to support character trait curriculum.
2	5100 Math Learning Lab		\$5,500	To support woodwork benches, tool chests and project equipment. Using common core standards, analysis of specific student skills, and current curriculum, a teacher will create and implement hands-on projects that complement math instruction.
3	5900 Aleks Math Subscriptions		\$1,400	40 online subscriptions for students who with level 1 and level 2 scores on the MSP who are also recognized by their math teacher and the math specialist as a student needing more work on basic skills.
4	5100 Math Project Supplies		\$3,500	Project materials for math elective class. Students will complete projects that emphasize math concepts and skills that connect to real-life problems, support cooperative learning, and connect mathematics to other subject areas.
5				
<i>Indirect (4.49%)</i>		\$0	\$489	
TOTAL Base Budget - Non-Personnel:		\$0	\$11,389	
TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)		\$20,898	\$37,460	

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

Table 3: PERFORMANCE PAY (25% of award)		
Description of Performance Pay Expenditures <i>(Briefly describe how you anticipate spending your performance pay. Please explain the differences between your High Range and Low Range Budgets.)</i>	Low Range Budget	High Range Budget
High Range Budge Advisory Professional Development(\$4900) Supplimnetal Materials for Advisory (\$2000) 6th Grade Summer Bridge Camp Time (\$3300) 6th Grade Summer Bridge Camp Supplies (\$2200)	\$6,966	\$12,487
Low Range 6th Grade Summer Bridge Camp Time 6th Grade Summer Bridge Camp Supplies		

Table 4: Budget Totals		
	Low Range Budget	High Range Budget
BASE BUDGET- PERSONNEL	\$20,898	\$26,070
BASE BUDGET - NON-PERSONNEL	\$0	\$11,389
PERFORMANCE PAY	\$6,966	\$12,487
GRAND TOTAL	\$27,864	\$49,946

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