

ATTACHMENT 1: COVER SHEET

ELEMENTARY SCHOOL INNOVATION RFI

School Information:

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ATTACHMENT 2: SCHOOL NARRATIVE

South Shore PK-8 School is a school on the rise. South Shore PK-8 School was founded in 2002 in partnership with Seattle Schools, The New School Foundation and the City of Seattle. Our unique approach is anchored by a nationally recognized and continuously improving Pre-Kindergarten to third grade, aligned, whole-child program, which gives students a firm foundation of academic, cognitive, social and emotional skills and habits. The critical first step of this early program is the free year of Pre-Kindergarten we deliver through a cooperative and potent partnership with the City of Seattle and the League of Education Voters (into which the New School Foundation merged in 2011). Our frontier, for which we seek Elementary Innovation funds, is to extend the strength of this early launch to the upper elementary years and to improve our induction and remediation practices so that students who arrive at our school after third grade attain the same high level of success that our veteran students achieve. We also intend to build an exemplary ELL program to support the growing population of non-native English speakers who comprise a growing proportion of our students.

South Shore experienced a significant setback in student performance on the state MSP tests in 2009-2010. This was due to many factors including an influx of new, under-performing students as a result of the closure of the African American Academy in 2009 and an air quality issue in the new building that led to a building closure just weeks before the state testing in 2010. In spite of those short-term issues, according to an extensive 2009 longitudinal study conducted for the New School Foundation by **ECONorthwest**, South Shore's students outperform demographically similar peers across the city. According to the 2012 Seattle Schools Segmentation report South Shore is the 4th highest performing K-8 school (n=10) in the district. The only SE elementary schools with absolute scores higher than South Shore (68) are Maple (76), Beacon Hill (70) and Kimball (69), which all serve more Asian and fewer African American students. Amongst schools in the Rainier Valley that serve a higher African American population, South Shore is the highest performing. We are on the cusp of moving from a Level 3 to Level 4 School <See Figure 3.1>.

While South Shore PK-8 School has significant resources in PK-3 as a result of our partnerships, the supports end at 3rd grade. Without the supplemental funds in the higher grades, South Shore's class size shifts from a maximum of 22 students per class in 3rd grade to 26-27 students per class in 4th grade. Due to the addition of 12-15 new students each year, 4th grade has become a large transition year for South Shore. The new students have not had the benefit of experiencing South Shore's early learning interventions. They typically arrive behind grade level and lack the social-emotional skills and behavior habits that the school's long-standing students possess.

South Shore PK-8 has always been a diverse school, but attracted fewer ELL students than its neighbor schools. As the Seattle School district, in partnership with the City of Seattle's Step Ahead program, has improved its outreach, services and supports for second-language families, more linguistically diverse families are accessing our early learning program. South Shore now faces a new, welcome challenge of the growing number of ELL students in our lower elementary school; two-thirds of the school's ELL students are in the K-2 grades. Our 2nd grade is now over two-thirds ELL. The assessment data (MAP) shows gaps amongst our primary ELL student's typical growth and average percentile in Reading and Math <Figure 2.1>.

South Shore serves a large number of Black students who are acculturated African-American as well as an emerging population of East African Black students (Somali, Oromo, Ethiopian, etc.). In this application, we will refer to these populations as Black (both African-American and African Immigrant),

ELL Black (Somali, Oromo, Ethiopian etc.) or non-ELL Black (acculturated African-American). We made this distinction in an effort to refine our data analysis and align focused supports, and we have discovered that our non-ELL Black students are underperforming at all grade levels <See Figure 2.1 and 3.3.1 – 3.4.3>.

South Shore PK-8 requests Families and Education Levy funds to support our responses to the student dynamics described above: increasing ELL students, the influx in 4th grade new-comers, and the underachievement of non-ELL Black students. Additionally, we seek to refine and strengthen our support system for students experiencing myriad social, economic and family traumas, including poverty/financial instability, caregiver instability and various drug/alcohol addiction-related disruptions.

South Shore is committed to our vision: "Together we create a loving community of purposeful learning that honors the whole child: body, mind, and spirit." We implement a system of supports and partnerships to balance academic excellence with social, emotional, and physical wellbeing for all of our students:

- Extended elementary school learning day (15 minutes)
- Before school intervention in math and reading for focus students;
- *Sound Partners* tutoring for K-2 students through a long-standing partnership with Powerful Schools;
- *Team Read* one to one after school reading tutoring and mentoring for 2nd and 3rd grade focus students
- *University Tutors for Seattle Schools (UTSS)* for math tutoring and positive mentorship relationships with 4th and 5th grade focus students
- Mimio/Headsprout for Grades 3-5 reading intervention for focus students
- Case management through our PK-8 Wellness Program to assure the social, behavioral, academic and physical wellbeing of our students;
- Intensive case management by our Family Support Worker; and
- Implementation of the RULER Socio-Emotional Literacy Program PK-8.

South Shore PK-8 was awarded the Early Learning and Middle School Linkage grants in 2012. We have developed successful practices for managing the grants and delivering services to focus populations and are on track according to recent 1st quarter reports from the MSSP oversight. We pledge to use Elementary Innovation funds, if awarded, to build an exemplary, potent Pre-Kindergarten through Eighth Grade continuum of academic and social/emotional excellence that will be a model for Seattle and beyond. Thank you for the opportunity to review our data in-depth in our process toward applying for Elementary Innovation Grant. We appreciate your thoughtful review of our application and look forward to feedback and possible award of funds to support South Shore students.

ATTACHMENT 3: DATA ANALYSIS SUMMARY

Part I: Kindergarten Readiness Assessment Data

South Shore PK-8 will assess PK students with Teaching Strategies (GOLD) students and Kindergarten students WaKIDS (GOLD) for the first time this school year. These two assessments will provide necessary alignment between our PK and K assessments. Of our former PK students 88% (47 out of 54) of students transitioned from our PK to our Kindergarten program; therefore we were able to use PK assessments to assess the Kindergarten readiness across the five domains of development for incoming students.

In Spring 2012, 54 Preschool students were assessed via Peabody Picture Vocabulary Test-4 (PPVT-4). The PPVT-4 evaluates comprehension of the spoken word in Standard American English and thus is a measure of the examinee's achievement in acquiring vocabulary. Additionally students were assessed with the student performance portion of the High Scope Preschool Program Quality Assessment (PQA). The report reflects the percentage of South Shore Step Ahead Preschool students ready for Kindergarten and meeting age-level expectations by Spring 2012. From the PPVT, 81% of assessed students met end of the year expectation in the dimension of Language and Literacy. Of 22 ELL Preschool students assessed on the PQA, all 22 demonstrated gains in PQA Language and Literacy dimensions. Out of 22 ELL students 19 students reached Kindergarten readiness by Spring 2012 in each of the five domains: social-emotional, cognitive, physical, language and literacy. Gross and fine motor data shows entering Kindergarten students are developing normally physically <see Figure 1.1>

According to Fall 2012 MAP, 35% of Kindergarteners were struggling in sound/letter discrimination (phonological awareness and phonics), vocabulary and word structure, concepts of print, and writing. That same group also struggled in Math concepts such as number sense, algebra, measurement & geometry, and problem solving. Computation is a goal performance deficit seen across the board with all the Kindergarten students. The ELL K students that met annual typical growth on Reading MAP was 19%, which is 3 out of 16 ELL students. The average RIT percentile of those same students is 29th <See Figure 2.1>. For Math MAP the 38% of ELL Kindergarten students met annual typical growth. The average RIT percentile of the students was 39th percentile.

According to data collected from Kindergarten teachers and Kindergarten IAs 49 students were able to follow common directions, attend to group instruction, and maintain attention to tasks at the beginning of the 2012-13 school year. The remaining 5 students who struggled with student expected behaviors were new students to South Shore with little or no preschool experience according to Kindergarten parents surveys conducted during summer/fall home visits. Of those 5 students, 2 students were identified as ELL students.

Part II: English Language Acquisition Data

In total, there are fourteen different languages represented at South Shore PK-8. In 2012, the 66 identified students (18% of the school population), who qualify for ELL services are broken down into three primary language groups (Vietnamese, Somali, and Spanish) When looking at the number of students who speak a home language other than English but who do not qualify for ELL services, the number increase greatly across all groups. At South Shore, the total number of students who speak a home language other than English is 132, 36% of the school population. According to WELPA and AMAO data, 57 ELL students (78%) made gains. On average students are enrolled in the ELL program for 3.6 years. The number of ELL students that have been enrolled in the program for four years or

longer is 39 students. The circumstances that are barriers to successfully transitioning from the ELL program is comparable to the challenges that impact our school overall. These barriers include: homelessness, high mobility, caretaker instability, poverty and issues related to drug-alcohol abuse. These students are even more at risk because their family issues are often shrouded in cultural expectations of secrecy. Families also struggle with access to necessary social and health supports the language barriers that hamper parents from navigating the system.

Part III. Data Analysis

High-level trends

Mathematics

South Shore PK-8 School's focus on mathematics over the past three years has yielded overall improvement in grades 3-5 proficiency on the MSP test <Figure 3.1>. Our math intervention teacher and administration used weekly planning and a focus on instructional strategies (such as exit tickets and math workshop) to dramatically raise the rigor of instruction and attainment of our students. Last Spring, 68% of students met standard on the MSP as compared to 69% of all 3rd-5th graders in the district.¹ We are further encouraged by this result because it reflects dramatic improvement in our 4th (+24.4 percentage points) and 5th grades (+21.3 percentage points), with disappointing results in third grade that we believe we have addressed with staffing adjustments. While we are proud of our improvement and believe we are on the right track with our mathematics program, the fact remains that 1/3 of our upper elementary students did not perform math at grade level. We aspire to make additional instructional improvements and refine our intervention approach for struggling students so that math underperformance becomes rare and temporary among South Shore students.

Reading

South Shore PK-8 School has improved in our 3-5th grade proficiency on the MSP test with 64% of our students meeting proficiency, but the pace of improvement needs to increase <Figure 3.1>. Our 2011-2012 school-wide focus was on implementing Readers Workshop and the strategies of balanced literacy. We have deepened our commitment to those strategies this year. Early results were mixed: between Spring 2011 and Spring 2012, 3rd grade reading decreased -4 percentage points; 4th grade reading increased +15 percentage points; and 5th grade reading has not improved. As with math, 1/3 of our students are not reading at grade level, as measured by the MSP – we aim to do better. One indicator that we have room to improve is our MAP typical growth data, with only 47% of our K-5 students making typical growth in 2011-2012 in comparison to 52% of K-5 district students.

Attendance

Through targeted interventions and a school/community focus on attendance, South Shore has improved attendance over the past two years. According to the 2012 SPS South Shore PK-8 School Report, we are above the district average in attendance and have experienced growth from 68% to 83% of students with fewer than 10 absences per year. This is above the district's elementary average of 76%. According to the City of Seattle data 41% of students miss more than 5 days of school in comparison to 24% missing between 2 and 5 days and 28% missing less than 2 days. Our review of current year attendance data (9/5/12 to 1/10/13) indicates that 61 students have already missed more than 5 days of school.

English Language Acquisition

¹ Note that, due to South Shore's demographics, data showing that we meet district averages indicate that our students are out-performing demographically similar students.

South Shore's population of ELL students has increased significantly at the elementary level, up 6-percentage points over the past three years. It will continue to increase due to the City of Seattle/Step Ahead partnership with our integrated PK program and their commitment to serving diverse families with free high-quality preschool programs. If this increase continues, we expect to have 25% ELL students by 2015.

This 2012-13 school year 71% of the ELL students are in grades K-2 (currently 47 out of the total 66 ELL elementary students). Our ELL students are making growth. Of the 66 tested students 66% (44 students) scored Level 3 and 4 on the WELPA. According our AMAO data, 79% of students were making annual progress. Additionally, 25% of students transitioned from the ELL program. According to our School Report the percent of 4th and 5th grade ELL students who exceed typical growth on the state reading test made gains from 10% in 2011 to 30% in 2012, below the district average of 39%. As noted in Figure comparing the MAP performance of ELL vs. Overall School Performance below, the annual typical growth and average RIT percentile of our ELL students is significantly lower than the overall school average.

Struggling subpopulations

Largely, at South Shore the students who are not academically and behaviorally represent the the wide variety of general education, special education and ELL students from neighboring Southeast Elementary schools that move to South Shore in 4th grade. Our partnership support ends at 3rd grade. Without supplemental funds in higher grades, our 4th grade class size shifts from 22 students per class in 3rd grade to 26-27 students per class in 4th grade.

Traditionally, in K-8 schools, the transition of a large number of new students usually occurs at 6th grade, which is a more developmentally appropriate year for new students to transition year. Fourth grade is not commonly the transitional grade level for elementary programs. Because, new 4th grade students have not had the early learning investments that South Shore provides, they typically arrive below grade level and lack some of the social emotional skills and behavior habits that the school's long-standing students possess. We have struggled as a school community with having the capacity (staffing, intervention support and socio-emotional supports) to address academic and non-academic concerns. This "mushrooming" issue doesn't exist in any other K-8 school in the district and impacts our partnership investments in our multi-grade level continuum. Due to the student behavior and impact on overall student learning, long-standing families make a decision of whether or not they will remain at through 8th grade. Additionally, this issue has skewed the school's overall performance data which shows that the students who enroll in South Shore in at PK and K perform at high levels throughout 8th grade and high school.

We welcome the challenge, but need supplemental funding to develop the capacity to support new students in our intermediate program. According to cohort MSP Reading and Math data, we notice that every 3rd grade cohort that promoted to 4th grade and joined with an influx of new students after 2008 has experienced a cohort Reading MSP proficiency drop of an average of 13 percentage points from year to year. For Math MSP proficiency the drop was an average of 11 percentage points from year to year. For students math proficiency this trend downward trend has been noticed from the transition of the very first 3rd grade class in 2006 <Figure 3.5.1 and 3.5.2>.

Mathematics

According to the City of Seattle provided spreadsheet, South Shore PK-8 School's students are above district average in the proficiency of most sub-groups performance; however, there is significant underachievement on the state math test amongst Non-ELL Black students (49%), ELL (50%), FRL

(54%) and SpEd (28%). Of grade 3-5 Non-ELL Black students 51% did not meet standard; and with 57% of those students scoring at a Level 1. South Shore has a 64% elementary FRL rate. Only 46% of FRL students met standard in comparison to 86% of Non-FRL students. We have a relatively low number of grades 3-5 ELL students (n=14) in comparison to grades K-2 (n=52), and 50% of these students met standard. There has been growth in Special Education student's proficiency from 18% to 28%; we are still below the district's average of 39%.

We notice that the achievement gap in Math MSP proficiency amongst the Black students (Non-ELL and ELL) is growing larger from 12 percentage points in 2010 to 22 percentage points in 2012. Additionally the average Math MSP proficiency has dropped from 60% in 2010 to 48% in 2012. There are similar trends amongst 4th and 5th grade math and reading data <Figure 3.3.1 – 3.4.3>.

Reading

According to the City of Seattle provided spreadsheet, South Shore PK-8 School's students are above district average in proficiency of most sub-groups; yet, there is significant underachievement amongst Non-ELL Black students (47%) <Figure 1>, ELL (39%), FRL (53%) and SpEd (28%). Of grade 3rd-5th Non-ELL Black students 53% did not meet standard on state test and 48% of those students scoring at a Level 1. South Shore has a 64% elementary FRL rate. Of the FRL students 53% met standard in comparison to 86% of Non-FRL students. We have a low number of grades 3-5 ELL students (n=14), and 39% of these students met standard. With 28% of SpEd students meeting standard, our school is well below the district average of 52% proficiency on Reading MSP.

While the review of typical growth data on Spring 2012 MAP is more difficult to find trends for Black and ELL students, there are strong trends of an achievement gap amongst these students as evidenced by their average RIT percentile. The RIT percentile has a high correlation with the probability of meeting standard on the MSP test. The average percentile for Black and ELL students is substantially lower than that of the overall school population <Figure 2.1>.

Attendance

The observable trends amongst Non-ELL Black (mostly acculturated African-American) students shows that 40% of students were absent more than 5 days from school in the 2011-12 school year. We also notice that Non-ELL Asian/Pacific-Islander students comprise 16% with only of students with more than 5 absences. Of ELL API students 37% (16) of those 43 students miss more than 5 days of school. Interestingly, there are less FRL students missing more than 5 days than Non-FRL students. This is the same with ELL vs. Non-ELL.

According to our current Students with Attendance Problems Report (eSIS) from September 5th to January 10th, 23 out of 61 (38%) are Non-ELL Black Students (acculturated African-Americans).

English Language Acquisition

Overall our students are making good progress in English language acquisition according to WELPA, but that is not necessarily transferring to approaching and meeting standard on the MSP. There is inconsistency amongst students who are L3 (Advanced) on the WELPA/WLPT and meeting standard on the Math and Reading MSP. Performance on the 2012 Math MSP shows: 3rd grade - 2 out of 4 students meeting standard; 4th grade – 3 out of 8 students meeting standard; and 5th grade – 0 out of 5 students. Performance on the 2012 Reading MSP shows: 2 out of 4 students met standard; 1 out of 8 met standard; and 0 out of 5 students. Additionally 5 out of 15 students are scored at a Level 1 in reading and 5 out of 15 students were Level 1 in math <Figure 3.1>.

Primary skill gaps/barriers to success for the identified subpopulations

Mathematics

South Shore's most recent Spring 2012 and Fall 2012 MAP data points to specific skill areas in math where our students lag behind the Seattle School District as a whole. The weakest area for our 1st and 2nd grades on the Spring and Fall 2012 MAP test was Number Sense. Through a partnership with the UW Teacher Education Program, we have identified that students in our struggling subpopulations need more experiences counting objects and looking for patterns in the primary grades. We have begun to supplement the adopted curriculum accordingly to ensure students develop those skills.

For 3rd-5th grades, the most significant deficit on the Spring and Fall 2012 MAP was in Measurement and Geometric Sense. This category requires more understanding of academic vocabulary than other mathematical strands, which impacts our ELL and Black subpopulations disproportionately. Focused vocabulary building in Geometry and Measurement will help our struggling subpopulations to be more successful in this strand. According to 2012 Math MSP strand data 68% of 3rd grade students scored lowest in Problem Solving and Reasoning strand, 40% of 4th grade students scored lowest in the Problem Solving and Reasoning strand and 46% of 4th grade students scored lowest in the Measurement, Geometric Sense and Statistics.

Reading

Based on Spring 2012 and Fall 2012 MAP data, our K-2 students, in the struggling subpopulations as already identified, appear to have skill gaps in the areas of Word Structure (K-2) and Reading Comprehension (1st-2nd). Based on the Spring and Fall 2012 MAP data our 3-5 grade students, in the struggling subpopulations appeared to have skill gaps in the areas of Word Skills/Strategies (3rd-5th grade), Reading Comprehension (4th-5th grade) and Thinking Critically/Analysis of Text (3rd-5th grade). According to the MSP strand data 76% of 3rd grade students scored lowest in Reading Comprehension, 57% of 4th grade students scored lowest in Reading Comprehension and amongst 5th grade students the lowest scoring strands were Analysis (44%) and Literary Text (37%).

Our students, in the identified struggling subpopulations have skills gaps in the development of their academic learning behaviors. These academic learning behaviors apply to both mathematics and reading. They include, but are not limited to: focus, persistence, stamina, self-regulation and accountability, organization, decision-making. They need to also further develop their social learning behaviors, including: collaborative partner work, speaking/listening, respect, etc. Finally, they need more opportunities for self-reflection and personal goal setting. These gaps are especially evident amongst our 4th and 5th grade students where escalated behavioral issues are a major issue in our school, which is further evidence of the impact of cohort expansion at 4th grade <See Figure 3.5.1 and 3.5.2>.

Attendance

The largest attendance issue amongst South Shore students are with our Non-ELL Black (acculturated African-American). The most identified barrier is the lack of knowledge amongst parents about the impact of missing days of schools. There are some parents who believe "a day here and a day there," doesn't make a difference. Through Wellness team discussion and data, we noticed that most of the students in 3rd – 5th grade with attendance issues had the same attendance issues when they were in our primary program. According to our FSW caseloads, many of the students who have attendance issues also need coordinated supports for health and social services. This leads us to believe that care-giver instability (various social/health issue – poverty, homelessness, etc.) is the largest factor that adversely impacts student attendance.

English Language Acquisition

ELL student's language acquisition is the major barrier to their performance. There is an experience gap in academic vocabulary that impacts their overall proficiency in math and reading. Reading

comprehension (reading) and problem-solving and reasoning (math) performance is impacted greatly. South Shore's K-5 ELL student performance on the MAP Reading Assessment is indicative of this issue. Our ELL students are performing higher in mathematics than reading; therefore, we notice direct correlation between our students academic language development and how it impacts their ability to meet standard in reading.

ATTACHMENT 4: DATA SAMPLE
Part I: Kindergarten Readiness Data

Figure 1.1 Peabody Picture Vocabulary Test-4 (PPVT-4) & High Scope Preschool Program Quality Assessment (PreK)

Dimension	Spring 2012 - PPVT (% at end-of-year expectation)	Spring 2012 - PQA (% scoring 4-5 out of 5)
Socioemotional		87%
Cognitive		87%
Physical		96%
Language & Literacy	81%	94%

Figure 1.2 Fall 2012 – Kindergarten MAP Quartile Data - Math and Reading

MAP Quartile	Math MAP	Reading MAP
Below 25 th %-ile	12	9
At the 25 th to 50 th percentile	7	11
At the 50 th to 75 th percentile	21	19
Above the 75 th percentile	14	15

Part II: English Language Acquisition Data

Figure 2.1 Spring 2012 Reading MAP – All Students vs. Black Students vs. ELL Students

Grade	Typical Growth % - All Students	Typical Growth % - Black Students	Typical Growth % - ELL (# of students)	Average RIT Percentile All Students	Average RIT Percentile Black Students	Average RIT Percentile ELL Students
K	43%	38%	19% (16)	59%	56%	29%
1	48%	52%	43% (23)	58%	39%	42%
2	36%	24%	33% (9)	62%	51%	33%
3	56%	50%	14% (7)	52%	36%	31%
4	46%	55%	25% (8)	48%	32%	15%
5	54%	48%	100% (4)	44%	33%	28%

Figure 2.2 Spring 2012 Grade 3-5 Comparison of WELPA Level vs. Math MSP vs. Reading MSP

Student	Grade	YRS ELL	WELPA Level	MSP Math	MSP Reading
1	3	4	L2	L1	L1
2	3	4	L2	L2	L2
3	3	4	L3	L3	L3
4	3	4	L3	L4	L3
5	4	5	L3	L1	L2
6	4	5	L3	L1	L1
7	4	3	L3	L1	L1
8	4	5	L3	L2	L1
9	4	5	L3	L3	L2
10	4	5	L3	L3	L3
11	4	5	L3	L3	L2
12	5	7	L3	L1	L2
13	5	6	L3	L1	L2
14	5	6	L3	L1	L1
15	5	6	L3	L2	L2

Figure 2.3 Average Reading RIT, 2012 (MAP) across SE Region

School	General Ed	ELL	Point Difference	Percentage Difference
Emerson	181.8	173.5	8.3	4.6%
Dunlap	190.6	172.8	17.9	9.4%
Graham Hill	191.9	167.0	24.9	13.0%
Rainier View	191.9	164.8	18.9	10.3%
Van Asselt	193.4	173.5	19.8	10.3%
South Shore	197.3	174.8	22.5	11.4%
Average	190.9	172.0	18.9	9.9%

Part III: Data Analysis

High Level Trends

Figure 3.1 Aki Kurose Feeder Schools MSP 2012 (avg. percent proficient)

	2010 Read/Math	2011 Read/Math	2012 Read/Math
Dunlap	54.6% (R) 36.0% (M)	48.6% (R) 34.0% (M)	62.6% (R) 43.3% (M)
Emerson	48.0% (R) 32.6% (M)	56.6% (R) 34.0% (M)	48.6% (R) 29.3% (M)
Graham Hill	55.3% (R) 52.3% (M)	67.3 (R) 48.6% (M)	59.6% (R) 57.6% (M)
MLK	47.0% (R) 35.3% (M)	35.6% (R) 23.0% (M)	47.0% (R) 35.3% (M)
Rainier View			60.3% (R) 52.0% (M)
Wing Luke	58.3% (R) 60.0% (M)	70.3% (R) 57.3% (M)	70.0% (R) 63.6% (M)
South Shore PK-8	59% (R) 54% (M)	64% (R) 61.3% (M)	64% (R) 68% (M)
Orca K-8	74% (R) 57% (M)	76% (R) 59% (M)	74% (R) 56% (M)

Figure 3.2 Spring 2012 MAP – Reading and Math
Spring 2012 – MAP Reading

Grade	% Met Typical Growth Target All Students	Average RIT Percentile All Students
K	43%	59%
1	48%	58%
2	36%	62%
3	56%	52%
4	46%	48%
5	54%	44%

Spring 2012 – MAP Math

Grade	% Met Typical Growth Target All Students	Average RIT Percentile All Students
K	53%	61st
1	50%	62nd
2	62%	78th
3	23%	59 th
4	52%	60 th
5	67%	50 th

Struggling Sub-populations

Figure 3.3.1 3rd Grade Black Students vs. All Students

Year	Reading – Black	Reading – South Shore	Achievement Gap
<u>2009-10 MSP</u>	60%	69%	9 points
<u>2010-11 MSP</u>	48%	76%	28 points
<u>2011-12 MSP</u>	48%	65%	17 points

Figure 3.3.2 4th Grade Black Students vs. All Students

Year	Reading - Black	Reading – South Shore	Achievement Gap
<u>2009-10 MSP</u>	34%	51%	17 points
<u>2010-11 MSP</u>	42%	57%	15 points
<u>2011-12 MSP</u>	50%	70%	20 points

Figure 3.3.3 5th Grade Black Students vs. All Students

Year	Reading	Reading – South Shore	Achievement Gap
<u>2009-10 MSP</u>	46%	57%	11 points
<u>2010-11 MSP</u>	46%	56%	10 points
<u>2011-12 MSP</u>	43%	57%	14 points

Figure 3.4.1 3rd Grade Black Students vs. All Students

Year	Math – Black	Math – All Students	Achievement Gap
<u>2009-10 MSP</u>	60%	72%	12 points
<u>2010-11 MSP</u>	52%	73%	21 points
<u>2011-12 MSP</u>	45%	67%	22 points

Figure 3.4.2 4th Grade Black Students vs. All Students

Year	Math - Black	Math – All Students	Achievement Gap
<u>2009-10 MSP</u>	24%	48%	24 points
<u>2010-11 MSP</u>	42%	58%	16 points

<u>2011-12 MSP</u>	42%	73%	31 points
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Figure 3.4.3 5th Grade Black Students vs. All Students

Year	Math - Black	Math – All Students	Achievement Gap
<u>2009-10 MSP</u>	29%	43%	24 points
<u>2010-11 MSP</u>	30%	53%	16 points
<u>2011-12 MSP</u>	58%	64%	31 points

Figure 3.5.1 MSP Reading Proficiency - Impact of New 4th Grade Students on Cohort

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-2012
3rd	76.9	73.1	76.3	66.7	68.8	75.8	65.2
4th		82.1	75.9	78.7	50.6	56.8	65.6

Figure 3.5.2 MSP Math Proficiency - Impact of New 4th Grade Students on Cohort

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-2012
3rd	71.8	80.8	71.2	68.3	71.9	72.7	66.7
4th		53.8	66.7	70.5	48.1	58.1	72.5

Figure 3.6.1 5th Grade Math Data Summary

ROOM 247	2012 MSP	Fall MAP	Bench-mark #1	Bench-mark #2	Intervention	ROOM 248	2012 MSP	Fall MAP	Bench-mark #1	Bench-mark #2	Intervention	ROOM 249	2012 MSP	Fall MAP	Bench-mark #1	Bench-mark #2	Intervention	
Student A	L4	216	81%	83%		Student A	L3	214	32%	77%		Student A	L1	192	47%	26%	ELL,YPP/PCP	
Student B	L3	216	75%	86%		Student B	L3	219	94%	77%		Student B	L3	218	59%	77%		
Student C		207	47%	63%	YPP/PCP	Student C	L3	222	50%	63%		Student C	L4	226	97%	89%		
Student D	L4	224	81%	86%		Student D	L3	215	72%	86%		Student D	L4	227	88%	89%		
Student E	L2	212	53%	63%	YPP/PCP	Student E	L3	218	72%	77%		Student E	L4	239	91%	83%		
Student F	L4	238	97%	97%		Student F	L1	193	25%	N/A	YPP/PCP	Student F	L4	223	100%	77%		
Student G	L3	220	72%	80%		Student G	L1	200	31%	40%	YPP/PCP	Student G	N/A	N/A	N/A	77%		
Student H	L1	204	34%	N/A	SPED	Student H	L4	239	91%	94%		Student H	L1	196	31%	40%	ELL,YPP/PCP	
Student I	L1	179	28%	N/A	SPED	Student I	L2		81%	74%		Student I	L4	223	97%	80%		
Student J	L3	214	81%	87%		Student J	L3	218	62%	86%		Student J	L3	224	88%	77%		
Student K	L4	237	97%	97%		Student K	L2	220	81%	77%		Student K	L1	170	16%	N/A	YPP/PCP	
Student L		206	44%	51%	YPP/PCP	Student L	L3	219	66%	63%		Student L	L2	216	72%	29%		
Student M	L3	220	75%	51%		Student M	L1	188	19%	N/A	SPED	Student M	L4	229	97%	80%		
Student N	L3	216	84%	83%		Student N	L3	228	97%	74%		Student N	L3	210	75%	77%		
Student O	L4	219	56%	71%		Student O	L1	192	38%	26%	ELL,YPP/PCP	Student O	L4	231	97%	91%		
Student P	L1	183	23%	N/A	YPP/PCP	Student P	L2	220	69%	83%		Student P	L4	224	84%	86%		
Student Q	L3	214	50%	60%		Student Q	L4	240	94%	91%		Student Q	L4	230	91%	86%		
Student R	L3	223	84%	77%		Student R	L4	202	44%	49%	YPP/PCP	Student R	L1	205	28%	17%	SPED	
Student S	L3	225	91%	83%		Student S	L4	231	94%	80%		Student S	L4	201	59%	71%	YPP/PCP	
Student T	L3	215	78%	86%		Student T	L4	242	72%	100%		Student T	L3	223	69%	89%		
Student U	L4	221	91%	89%		Student U		194	28%	N/A	SPED	Student U	L1	184	19%	N/A	YPP/PCP	
Student V	L3	213	84%	77%		Student V	L4	242	100%	77%		Student V	L3	199	56%	43%	YPP/PCP	
Student W	L4	236	88%	77%		Student W		209	50%	40%	YPP/PCP	Student W	L1	206	38%	N/A	SPED	
Student X	L3	220	66%	71%		Student X	L4	223	100%	97%		Student X	L1	187	N/A	N/A	SPED	
Student Y	L4	220	69%	91%								Student Y	L1	199	31%	26%	SPED	
Student Z	L3	221	63%	77%								Student Z	L3	217	66%	48%		
Average		216.1	69%	78%		Average		216.9	65%	73%		Average		211.96	66%	67%		
Key:	L2	30-50% (204-213)	40%-70%	40%-70%		Key:	L2	30-50% (204-213)	40%-70%	40%-70%		Key:	L2	30-50% (204-213)	40%-70%	40%-70%		
	L1	< 30% (<205)	< 40%	< 40%			L1	< 30% (<205)	< 40%	< 40%			L1	< 30% (<205)	< 40%	< 40%		

Figure 3.6.1.1 5th Grade Reading Data Summary

Room 244 Students	2012 MSP (L3 or 4 is passing)	Spring 2012 MAP (Mean: 199.2)	Fall 2012 MAP (Mean: 199.8)	Fall 2012 Running Record Level Passed (Expected Entry: P/ Q)	November 2012 Running Record Level Passed (expected: (Q/R)	Interventions
Student A	L2	184	185	M	N	ELL/Small group
Student B	L1	176	188 (mpg)	N	N (1/2)	SPED/ELL
Student C	L2	192	191	P	P	
Student D	L3	212	215	S	S	
Student E	L3	211	220	R	R	
Student F	L4	221	211	V	V	
Student G	L1	179	185	M	M	Small group
Student H	L4	208	206	Q	Q	
Student I	L3	205	207	Q	Q	
Student J	L3	202	198	R	R	
Student K	L1	172 (mpg)	180 (mpg)	M	N	SPED/ELL
Student L	L3	212	219	T	T	
Student M	L3	221	214	V	V	
Student N	L2	179	175	I	I	Mimio
Student O	L3	198	204	P (inst)	Q	
Student P	L1	177 (mpg)	177	M	O	SPED
Student Q	L3	201	193	P	P	
Student R	L2	193	188	M	N	Small group
Student S	L2	200	193	N	P	
Student T	L2	186	180	X	N	Mimio
Student U	L3	214	215	T	T	
Student V	L3	203	205	Q	Q	
Student W	L3	196	184	P	Q	

Figure 3.6.1.2 5th Grade Reading Data Summary

Room 243 Students	2012 MSP (L3 or 4 is passing)	Spring 2012 MAP (Mean: 199.2)	Fall 2012 MAP (Mean: 199.8)	Fall 2012 Running Record Level Passed (Expected Entry: P/ Q)	November 2012 Running Record Level Passed (expected: Q/R)	Interventions
Student A	L3	201	203	R	R	
Student B	L3	203	210	P	Q	
Student C	L3	207	214	T	T	
Student D	L3	206	207	Q	Q	
Student E	L2	183	175	N	?	Small group
Student F	L2	186	169	O	O	** (see below)
Student G	L2	185	189	N	N	ELL
Student H	L3	201	204	P	Q	
Student I	No data	No data	187	N	V	
Student J	L3	202	199	M	N	ELL/Mimio
Student K	L2	180	187	I	M	ELL/Mimio
Student L	L3	213	211	T	T	
Student M	L3	202	207	Q	Q	
Student N	L4	223	230	W	W	
Student O	L4	220	226	U	U	
Student P	No data	187	193	Q	Q	
Student Q	L3	202	193	P	Q	
Student R	L4	220	213	S	S	
Student S	L2	205	186	O	P	Small group
Student T	L2	201	211	P	?	
Student U	L2	197	189	O	?	**see below
Student V	L3	203	209	Q	Q	
Student W	L2	210	205	R	R	
Student X	L2	173	176	M	O	SPED

Figure 3.6.1.3 5th Grade Reading Data Summary

Room 242 Students	2012 MSP (L3 or 4 is passing)	Spring 2012 MAP (Mean: 199.2)	Fall 2012 MAP (Mean: 199.8)	Fall 2012 Running Record Level Passed (Expected Entry: P/ Q)	November 2012 Running Record Level Passed (expected: Q/R)	Interventions
Student A	L3	220	219	Q	R	
Student B	L2	189	191	Q	R	
Student C	L4	209	217	P	Q	
Student D	L3	187	195	O	P	Mimio
Student E	L3	204	202	O	O	Small group
Student F	L2	178	184	N	O	
Student G	L3	188	192	N	N	Mimio
Student H	L3	218	200	T	T	
Student I	No data	212	220	P	Q	
Student J	L3	207	201	Q	R	
Student K	L3	197	195	M	M	Mimio
Student L	L4	216	213	R	S	
Student M	L3	213	208	R	S	
Student N	L2	180	189	I	M	Mimio
Student O	L3	189	191	N	N	Mimio
Student P	L2	183	185	M	O	Small group
Student Q	L3	209	214	M	P	
Student R	L2	176	191	P	Q	
Student S	L3	209	206	S	T	
Student T	No data	200	195	P	Q	
Student U	L4	221	214	P	Q	
Student V	L3	207	202	S	Y	
Student W	L4	219	223	X	Y	
Student X	No data	178	194	I	M	Mimio
Student Y	L1	182	162	M	O	Small group

Figure 3.7.1 Wellness Tracking at South Shore PK-8

Wellness Process—what happens with my child/my student

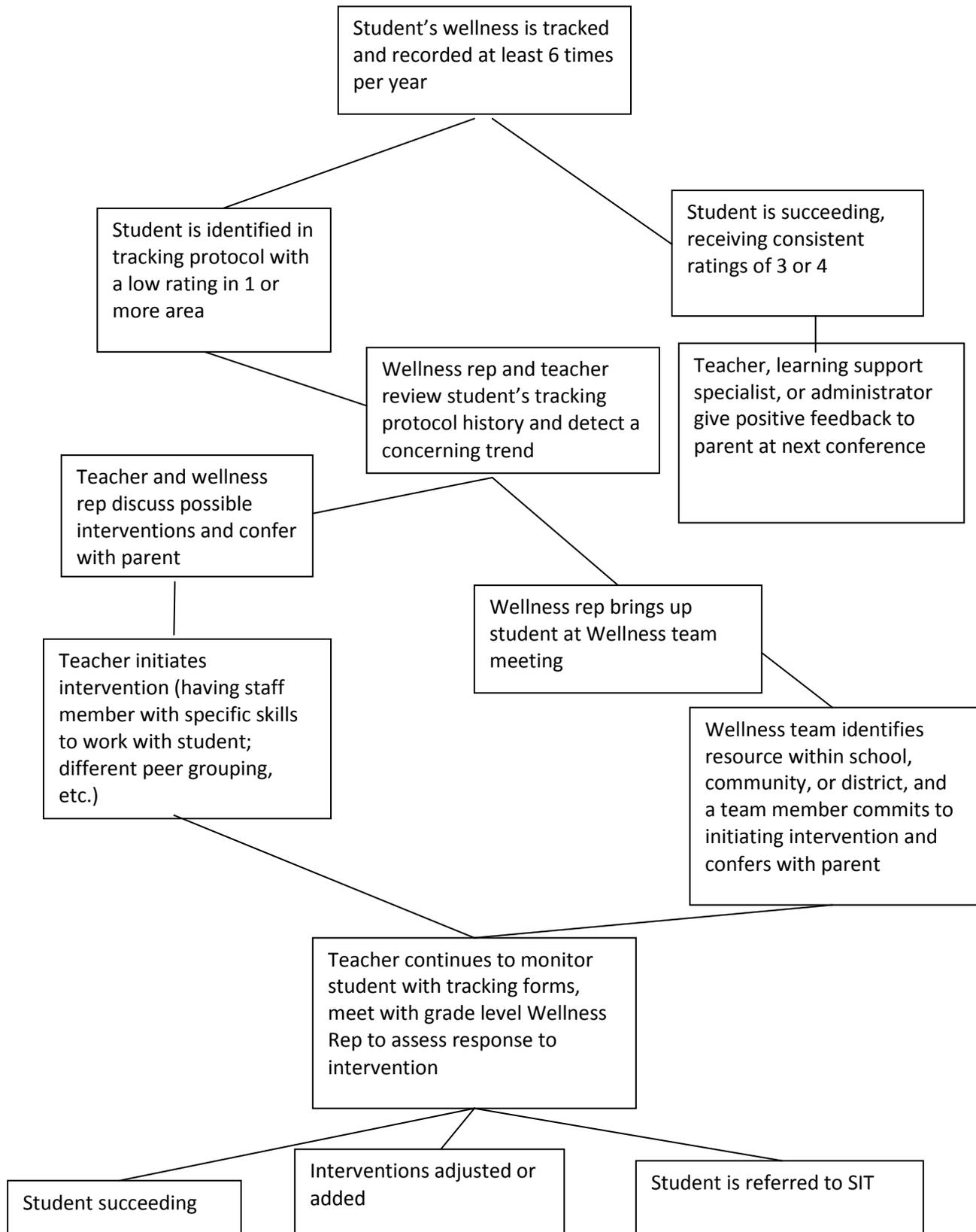


Figure 3.7.2 Wellness Tracking Protocol

South Shore Wellness-Tracking Protocol
Student Name: _____

Date	Area	Rating	Concerns	Actions to be taken	Person responsible/ date due
	Academic	1			
		2			
		3			
		4			
	Social	1			
		2			
		3			
		4			
	Emotional	1			
		2			
		3			
		4			
	Physical	1			
		2			
		3			
		4			
	Academic	1			
		2			
		3			
		4			
	Social	1			
		2			
		3			
		4			
	Emotional	1			
		2			
		3			
		4			
	Physical	1			
		2			
		3			
		4			

Figure 3.7.3 Fall 2012 Wellness Data Sample: Grade 1 and Grade 3

Grade 3

Social Wellness	1	2	3	4
October	2%	7%	87%	4%
November	0%	4%	92%	4%

Emotional Wellness	1	2	3	4
October	0%	17%	82%	2%
November	0%	12%	85%	2%

Grade 1

Social Wellness	1	2	3	4
October	14%	46%	34%	6%
November	7%	34%	51%	8%

Emotional Wellness	1	2	3	4
October	14%	41%	43%	2%
November	7%	31%	58%	4%

As evidenced in the above charts, students showed gains in their Wellness scores from October to November. During the months of November and December, 99 students in grades K-4 were served in small counseling groups and 89% of those students showed improvement in their Wellness scores in at least one of the 4 domains.

ATTACHMENT 5: PREK – 3 ALIGNMENT AND COLLABORATION EFFORTS

Step Ahead

South Shore PK-8 School offers a Step Ahead preschool experience for four-year-old children that reside in Southeast Seattle. We offer comprehensive services promoting the social-emotional, cognitive, physical, cultural, and linguistic growth of children. Our primary goal is to ensure high quality preschool teaching practices that align curriculum, assessment, and pedagogy across the preschool to third grade continuum.

As part of our family engagement, outreach, and support, South Shore provides multiple family engagement events during the year such as our August New Family Orientation/Tour; PK and K Open House in October and PK-1st grade Early Learning Night. During open house our parents meet PK and K staff along with spending time in classrooms where our preschool students model High Scope practices and engage their parents in a scavenger hunt game showing them where things are located around the room.

Kindergarten Transition

South Shore partners with the Seattle Early Education Collaborative hosting a Kindergarten transition and Early Enrollment night event that is open to the public community. Seattle Public Schools Enrollment specialists assist families in enrolling their child into Kindergarten for next school year. Information for families on “how to prepare a student for school in a positive, caring, and developmentally appropriate way” is presented by one of our Kindergarten teachers and the Family Support Worker/Early Learning Specialist in alignment with the whole child approach. Packets of material and information are provided to parents to assist them in preparing their child for kindergarten.

Aligned Curriculum and Assessment

To promote best practices that support early learning a referral process identifying at risk incoming preschool and kindergarten children was developed in collaboration with the Office of Education. Our Early Learning Primary Intervention Family Support Worker (FSW) works in partnership with Step Ahead, ECEAP, Head Start and early childcare provider programs. Preschool assessment data ranging from Early Screening Inventory, Peabody Picture Vocabulary test, High Scope Preschool Program Quality Assessment, Teaching Strategies Gold, and other teacher observational data are used to track and monitor student success. Prior learning assessment data and a description of the child's strengths and concerns is packaged in Child Portfolios and shared with teachers. This critical information is used as an approach to identify incoming children with one or more at risk factors. Early learning network providers refer children who exhibit social emotional concerns, low attendance, low parent involvement, students not proficient in English and students that have scored low on assessments. Potential characteristics of at risk kindergartners can be that they had no early learning experience, registered later in the school year, mobility moved more than three times in the first four years of their lives; refer from an early learning partner or provider, a prior sibling referral, kindergarten retention or other professional judgments. By working together collaboratively we are able to proactively prepare and provide services and resources to referred children, particularly students identified as needing additional academic and/or social emotional support. This process is a pathway to our Preschool to third grade case management alignment.

Building Relationships with Step Ahead Providers

In an effort to connect and build relationships with community partners and other early learning providers; a team that consists of South Shore, Neighborhood House, and Chinese Information Center Step Ahead Programs was developed. The program directors plan and implement symposiums with focused parent trainings. As planned, the training curriculum consists of PK to 3rd grade alignment

activities, school readiness workshops, home and safety training and a training/discussion on dealing with challenging behaviors and how those behaviors relate to child development. South Shore promotes PreK-3 alignment by engaging the community, family friends and neighbor (FFN) providers, and families in school readiness and curriculum alignment. South Shore teachers work with parents to be effective home teachers by using reading strategies and math activities. Families will take away a better understanding of the Readers Workshop and Math curriculum by engaging in reading strategies and math games to help their child be a successful student.

We partner with directors of community early learning partner programs to host incoming preschool children to experience a day in the life of a kindergartner at South Shore. Our Kindergarten students mentor preschool children from community partner agencies. The Kindergarten students buddy up with a preschooler during the Readers Workshop curriculum by reading books and modeling the lesson. Local preschool providers observe the learning groups. These opportunities create sustainable partnerships with surrounding providers.

Collaboration between PK and K Teachers

South Shore implements best practices in transitioning preschool students to Kindergarten by 'looping' teachers. 'Looping' involves the teachers following their preschool students into Kindergarten in order to sustain common instructional habits. Our Kindergarten teachers then move to preschool class as their new teacher. We implement High Scope with fidelity in PreK with strands threaded through kindergarten and first grade in strengthening the adult to child and child to child interactions so that learning is social, productive, purposeful, and self directed. There is a strong principal leadership (designated Assistant Principal for Early Learning) housed in the PK and K section of the building that provides support for staff and students as well as collaborates with the Assistant Director and consultants to create strongly aligned PreK-3 systems and provides high quality professional development opportunities for staff. Consistent quality High Scope coaching is provided to teachers and instructional assistants in streamlining the core elements of teaching and learning, and focusing on grade-level transitions to ensure that children get what they need to succeed at every step.

South Shore's strategic PK through 3rd grade alignment has been identified as a model site for cohorts of individuals to plan and implement effective and quality professional development, assessments, family engagement, transition, community based partnerships, and intentional social-emotional instruction for all children.

ATTACHMENT 6: ENGLISH LANGUAGE LEARNER OVERVIEW

Description of ELL Program

Instructional Model

South Shore PK-8 uses Aligned Sheltered Instruction (ASI) to serve ELL students. With 1.5 FTE cert teachers and several bilingual instructional assistants, the program can vary from pull-out small group instruction, push-in class support and small group intervention. These models improve student ELL outcomes by increasing academic vocabulary and providing opportunity to use oral language. ELL certificated teachers support the acquisition of academic content by aligning lessons and vocabulary to current classroom content, making it comprehensible by scaffolding according to proficiency levels, allowing small group intensive practice, and support.

Principal Training in ELL Best Practices

In the last three years our administrative team has participated in REACH Early Learning Professional Development focused: intentional instruction, data analysis, development of academic learning behaviors, language and thinking development, differentiation and student engagement. Our principal has received five years of ongoing training in Readers & Writers Workshop both at Columbia University (three visits) and local trainings. Our principal has experience as a formerly and middle school ELL mathematics and science teacher and Instructional Coach was trained in SIOP, GLAD and High Leverage Teaching Practices. Our principal uses her training in SIOP to provide oversight of ELL programs. The principal is also collaborating with Beacon Hill International School Staff to improve targeted in school extended learning opportunities by improving the interventions by creating a school-wide intervention team schedule.

School Staff ELL Best Practices Training/Integrated Instructional Strategies

The entire South Shore staff has been trained on the REACH Core Habits of Teaching and Learning as a part of the Seattle Early Learning Initiative and through contracted PD with REACH (Cathy Feldman) over the past three years. According to our survey respondents (n=10) responded to having the following ELL PD training:

GLAD, Readers and Writers Workshop, SIOP, English Language Development Standards, Differentiated Instruction for ELL Students (UW Training). From the survey, we noticed that we have capacity for developing an ELL Teacher Leader Team with six teachers endorsed in ELL (including our 2 ELL certificated teachers).

Our staff integrates ELL strategies into core curriculum content delivery through focus on the REACH strategies of Intentional Instruction, Language and Thinking Development and Differentiation. These strategies include:

- Clear teaching point, modeling robust vocabulary and complex language
- Use of explicit academic vocabulary
- Focus on discourse, recording and showing thinking – wait time
- Use open ended response formats; multiple modes of response
- Flexible grouping/Partner work
- Native language support from push-in bilingual staff (teachers and IAs)
- Use of manipulatives
- Use of formative assessments (exit tickets, etc.)

Staff uses a common lesson plan format (REACH) for planning standards-based balanced literacy instruction (word study, shared reading/guided reading, interactive read aloud and independent reading) and a common tool for planning mathematics instruction. We have prioritized our focus on the

Danielson Framework for Teaching, Domain 1 – Planning and Preparation. The implementation of data analysis across the content areas leads to the use of exit tickets being a common student learning monitoring and reteaching tool across all grade levels.

For the second year, we have delved into the Common Core State Standards for standards-based instruction in ELA and mathematics. All of our Readers and Writers Workshop lessons are aligned to the CCSS as well as our newly implemented K-5 Envision Mathematics Curriculum; which includes the analysis of standards-based math benchmark assessments every 6-8 weeks. As a part of our balanced literacy focus on vocabulary/word study we use Words Their Way in all K-5 classrooms.

Other Supports for ELLs

Beginning in January 2013, after school tutoring for Somali students on Mondays and Wednesdays from 3:45 – 5:15. This is part of our partnership with our bilingual instructional assistant, the bilingual instructional assistant from Rainier Beach High School and our language-based Somali Parent Support Group. The parents (mostly mothers) support the tutoring with snacks and supervision while student receive tutoring support from our instructional assistants. This will soon expand to include homework help from Somali high school students at Rainier Beach High School.

With the assistance of our School and Family Partnership Coordinator, we are developing language-based parent groups to support ELL students and families with the information that they need to be successful in school. In partnership with Rainier Beach High School, Graham Hill Elementary School on January 11, 2013; we hosted "Mother's Night Out" for the Somali mothers of the three schools to form mothers support groups at their individual schools and across the schools. This is the second annual event for South Shore and expanded to include other partner schools this year (Aki Kurose will join the group in February). The goal of the event to advance our efforts at building respectful communication, supporting family engagement, promoting literacy as well as increase high school graduation rates and access to college/post-secondary education.

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

Case Management Support

Case Management Support for South Shore is a whole staff endeavor. Through partnership with administration, teachers, school nurse, counselor, Family Support Workers, and community-based providers and the Wellness program we are able to successfully identify high needs students to receive intensive case management. All staff works together to ensure that the academic and non-academic interventions are collaboratively developed and implemented.

South Shore's Wellness Program is part of our multi-tiered systems of support (MTSS) that tracks students' academic, social, emotional, and physical wellbeing. We implement academic acceleration plans for students who arrive at the school behind or fall behind academically. The process also identifies, evaluate and reduce barriers that interfere with a child's learning <See Figure 3.7.1, 3.7.2 and 3.7.3>.

The Wellness team consists of two teams -- grade level teams and the larger Wellness Team, comprised of support staff members and administrators and uses a rubric system to rate each student in 4 domains: academic, social, emotional and physical. Every homeroom teacher monitors their students' academic, social, emotional, and physical health through wellness tracking protocols <Figure 9>. They create individual intervention plans for struggling students and monitor progress towards goals on a biweekly basis.

South Shore's Family Support Workers connect students and families to social and health resources in the community through a referral and intake process as well as maintain a caseload of 30 students each for case management (75 students currently served PK-8).

South Shore currently has 2.5 FTE Family Support Workers to provide intensive case management and Families and Education Levy Management Support for our PK-8 School. Each FSW work directly with a school administrator to ensure that both academic and non-academic interventions are coordinated within the school and integrated into the overall Levy work plan. We have successfully used this model this school year to assist with the management of both our Early Learning Grant and Middle School Linkage Grant.

South Shore's Family Support Worker (0.5 FTE) acts as the Assistant Director of our Early Learning Program. This 0.5 FTE position is funded through the Early Learning Grant to support PK to K transition. Additionally, our 0.5 FTE Family Support Worker provides case management for PK and K students at South Shore as well as works in partnership with our 1.0 FTE Elementary FSW for family and sibling supports.

South Shore has 1.0 FTE Middle School Family Support Specialist (Middle School Graduation Coach) who provides intensive case management for the FEL Middle School Linkage Grant 45 focus students. Our plan should we receive the Elementary Innovation grant will be to fund an Elementary Family Support Specialist to act as 'Elementary School Graduation Coach' and use the same model of case management with our elementary focus students.

School and Family Connection

South Shore hired a School and Family Partnership Coordinator to support school, family and community connection. This includes: coordination of volunteers, FEAT Plan, family engagement

events as well as cross-region collaboration for community engagement with Southeast Region Schools. South Shore staff conducts yearly home visits for PK/K and any students who are new to South Shore in grade 1-5.

We use the Elementary Progress Reports each trimester and Wellness Program to gather information to share with parents regarding student's academic and non-academic progress. Additionally we host Title I nights to inform parents about activities they can do to improve student academic achievement as well as understanding assessment data:

- Bilingual Curriculum Night for ELL Families
- Parent-Teacher Conferences (Review of Reading/Math Benchmark and MAP Data – November)
- Three Title I events each year to share student progress: Open House, Family Literacy Night, and Family Math Night/Pi Night

Transition Support

PK/K Transition & Collaboration with Early Learning Providers

One of our major strengths is that we provide a multitude of activities for family participation and engagement. We carry out transition plans such as family orientations, open house events, kindergarten transition early enrollment nights, kindergarten tours for preschool teachers, parents and students as well as parent trainings developed and facilitated in collaboration with our HUB team partnership. In addition, our Family Support Worker (FSW) collaborates with SEEC providers identifying incoming kindergartner's needs and concerns as a way of developing a successful learning plan. The FSW's outreach and recruitment strategies include networking among the neighborhood's early childhood Pre-K/K childcare providers informally and through monthly SEEC/SPS P-3 collaboration meetings. Due to this outreach work, South Shore PreK regularly has a waiting list of nearly 75 students per year.

At South Shore we recognize parents are a child's first teacher, we have forged strong partnerships with families over the past 11 years through our staff conducted home visits for PreK and K families which helps teachers learn about familial strengths, gain cultural competency around students home environment, and include the educational planning for their child.

Middle School Transition

Since South Shore is a PK-8 school our students and families have the benefit of seamlessly transitioning into our middle school program as a cohort joined by 10-12 new to South Shore students and families. Our college-bound culture begins in PK and continues through middle school until our 8th grade student transition on to high school.

We begin our transition from the Lower School (PK-4) to Upper School (5-8) at the 5th grade. The 4th and 5th grade is co-located in the same "pod" sharing a common space in the Renton Avenue House. The big transition comes in 5th grade where the departmentalization of our three 5th grade teacher as specialists of content areas of math, science and social studies/writing. The 5th grade students rotate between three 60 minutes periods each day for instruction in those content areas; while be assigned to a designated teacher for homeroom, Readers Workshop block and RULER/Second Step social-emotional literacy programming. This class rotation helps students to develop the skills to successfully transition into middle school by the management of multiple transitions throughout the day while being building organization and management skills.

We host a variety of events to support students and families transition into middle school. In August, returning and new 6th grade families schools are invited to 6th Grade Jumpstart Program for parents and students to tour the facilities, attend an orientation, sign-up for electives courses, meet the teaching team and give them early access to the space (i.e. lockers, etc.). The 5th grade and 6th grade team collaborates each spring to arrange a Middle School Class Visitation and a 5th/6th Grade Ice Cream Social.

Mental and Physical Health Referrals and Services

Due to our full-time School Nurse, South Shore PK-8 is a sought-after school site for families with medically fragile (diabetic, renal failure, cancer, etc.) students. The health and mental health needs of focus students mostly come from the trauma of caretaker instability (financial issues, poverty, homelessness, drug/alcohol issues, domestic violence issues). This is a tough time economically for families, which impacts all aspects of student wellness.

The largest health needs of our school are mental, emotional and behavioral. We use our MTSS (multi-tiered systems of support) to assess the needs of our school. Our Tier 1 Wellness process assess the four domains of wellness (social, behavior, academic and physical) of each child in our school <see Figures 3.7.1 – 3.7.4>. Tier 1 health screenings (e.g. vision and hearing screening; dental cleaning and sealants) help to quantify the level of need in our school. The RULER program (socioemotional literacy curriculum) and Steps to Respect/Second Step is taught daily as a Tier 1 social skills support. When students do not respond to these Tier 1 supports, we use our Wellness meetings to refer students to Tier 2 and Tier 3 case management services.

For socioemotional and behavioral support, our Tier 2 supports include counseling groups (social skills, friendship, etc.) which begin in Kindergarten are facilitated by our elementary counselor (grades PK-4), middle school counselor (grades 5) and FSWs. Our counselors, nurse and FSWs refer students to Tier 3 health and mental health services. Our Tier 3 supports include case management and onsite mental health support by Sound Mental Health. Community-based organizations such as Southeast Youth and Family Services, Creative Changes Counseling Services and Therapeutic Health Services have a caseload of students that they visit regularly.

Attachment 8: Work Plan Summary

Attachment 8A: Math

Area of Concentration A: Math

(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 (K-5)	(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
The % 3 rd Grade students meeting standard in Math MSP	Black Students	31	8%	14	45%	20	64%
1 st and 2 nd grade students meeting or exceeding typical spring to spring growth in math	2 nd Non-ELL Black Students	27	30%	14	52%	19	70%
3 rd – 5 th Grade Students Advancing from Level 1 to Level 2 or higher on math state test	4 th and 5 th Grade MSP Level 1 students	31	8%	17	55%	22	70%
1 st and 2 nd grade students meeting or exceeding typical spring to spring growth in math	1 st and 2 nd Grade ELL Students	31	8%	14	45%	20	64%
Kindergarten students meeting age-level expectation in each domain of WaKIDS (GOLD)	Kindergarten ELL Students	9	2%	Not Available	Not Available	7	78%

I. Focus Students

1st and 2nd Grade Non-ELL Black Students & ELL Students: We focused on our 1st and 2nd grade ELL and Non-ELL Black students since those sub-groups had the lowest growth and biggest MAP percentile gaps as compared to the overall MAP percentiles for grades 1 and 2.

3rd Grade Black Students (ELL and Non-ELL): As shown in Figure 2, 3rd grade Black students have the lowest achievement in mathematics amongst ethnic groups.

Additionally, we are working to ensure that by the end of 3rd grade our students are academically at grade level to increase our capacity for newly entering 4th grade students.

4th and 5th Grade MSP Level 1 Students: We enroll 12-15 new to South Shore students at 4th grade. Since these students mostly come in below standard and have not received our early interventions this group must have focused strategies.

Kindergarten ELL Students: Since we retain 90% of students from PK to K, we will be able to build upon PK supports and information from the Teaching Strategies (GOLD) administered in PK to ensure that our ELL Kindergarten students meet WaKIDS (GOLD) age-level expectations in each domain.

II. Strategies

Strategy: Dreambox – After School Intervention & PCP Intervention

Key Component: Extended In-School Learning Time/Expanded Learning Opportunities

Frequency/Duration: 3 Days/Week After School (Grade 3-5); 3 Days/Week During PCP (Grade 1-2)

Rationale: We have used Dreambox Learning for three years as a part of our elementary math intervention program and have noticed significant gains in student performance. We will use after school and PCP time to give students the additional intervention with our math intervention teacher.

Strategy: Geometry and Measurement Unit Expansion through the implementation of Zeno (Explorations in Math) unit kits at grades 3 – 5

Key Component: Extended In-School Learning Time

Frequency/Duration: One specific unit per year/per grade level

Rationale: We will implement the Geometry & Measurement math kits for after school program from Zeno as a unit of study in grades 3-5. Also, we will ensure that all student participate in the weekly Math Challenge Board. This will address the underachievement of our students in the strands of Problem Solving and Geometric & Measurement. These are weakness of the math curriculum (Everyday Math)

Strategy: Administer common core standards-based interim assessments that measure student progress toward mastery of all grade-level math standards.

Key Component: Extended In-School Learning Time/PK-3 Alignment and Collaboration

Frequency/Duration: Interim Assessments every 6-8 weeks (4-5 per year)

Rationale: The interim assessments will reassess previously taught standards to monitor student retention of standards, to identify areas for reteaching and to see if reteaching efforts were successful. The assessments are common to all grade level classes in each content area.

Strategy: Academic Language/Academic Learning Behaviors and High Engagement Instructional Practices (REACH and UW)

Key Component: Extended In-School Learning Time/PK-3 Alignment and Collaboration

Frequency/Duration: Bimonthly (1/2 to Full Day PD)

Rationale: Focus on Core Habits of Teaching and Learning
Develop Academic Learning Behaviors

This focus on academic language acquisition and academic learning behaviors will help us with the escalated behaviors that impact the learning of all students and hamper the grade level's overall success. Teachers leverage explicit opportunities across the curriculum to develop, practice, and self-monitor key academic learning behaviors (i.e. focus, task persistence, stamina). This focus on High Engagement Instructional Practices is support for teachers development of strategies to ensure that all students are engaged in cognitively challenging mathematics.

Strategy: University Tutors for Seattle Schools (UTSS)

Frequency/Duration: 2 days/week – all day, throughout the year

Rationale: Building upon our success middle school linkage levy support strategy we will provide push-in tutoring with six tutors in 3rd – 5th grade classrooms

Strategy: After school tutoring support for Somali students

Key Component: Expanded Learning Opportunities

Frequency/Duration: 2 days/week, throughout the year

Rationale: Focused language-based support of homework for Somali Students by Somali IAs (South Shore and Rainier Beach HS)

Strategy: Case management support by Family Support Specialist (Elementary School Graduation Coach)

Key Component: Social, Emotional, Behavioral and Family Support

Frequency/Duration: Daily, throughout the year

Rationale: 1.0 FSS will case manage K-2 ELL students who have not made annual typical growth in (math and reading) to monitor intervention supports, attendance and tutoring supports (UTSS). 1.0 FSS will case manage focus students and Level 1 students to monitor attendance and interventions supports (Dreambox progress, MAP typical growth and attendance).

III. Key People

South Shore Teachers (ELL, Special Education, General Education) – Experience in standards-based instruction and math intervention including three National Board Certified teachers and three Seattle Public Schools Career Ladder Teacher.

ELL Teachers and Instructional Assistants - Collaborate with classroom teachers; Review assessment data; Participate in Professional; Provide translated information for families around assessment and achievement; Attend family engagement events

James (Bryan) Street – Math Intervention Specialist/Math Coach – Will organize intervention programs rotations in computer lab (Dreambox, Successmaker). He will Progress Monitoring Data: interim Assessments, Yearly Progress Pro, MAP. Bryan will also lead data analysis meetings following interim assessments to align student intervention plan and re-teaching plans individual and small group instruction and re-teaching plan.

University Tutors for Seattle Schools (UTSS) – college student tutors will provide push-in tutoring to students as a Tier 2 support. We will build upon our existing partnership funded by our Middle School Linkage grant.

Acquinetta Williams - Family Support Specialist/Primary Interventions (see strategies section for Case Management)

Cedric Dennard – Family Support Specialist/African-American Males Project (see strategies section for Case Management)

I. Partnerships and Collaborative Efforts

Elham Kazemi – University of Washington – We will build upon partnership with Teacher Preparation Program (Math Methods Course @ South Shore PK-8) to focus on high engagement instructional practice professional development.

Cathy Feldman – REACH Associates – We will build upon 4 year partnership with REACH to focus on Core Habit of Teaching and Learning. This focus on Academic Learning Behaviors will provide explicit opportunities across the curriculum to develop, practice, and self-monitor key academic learning behaviors (i.e. focus, task persistence, stamina).

Powerful Schools – Sound Partners – We build upon multi-year existing partnership with Powerful Schools to provide one to one tutoring for K-1 students

Sound Mental Health – Case Management -Tier 3 intervention for mental health services. We will build upon existing relationship to provide support to students.

Kids Company – Before and After School Care/After School Clubs K-5 - Continue to build upon multi-year partnership in providing on-site, licensed care and organization of clubs.

II. Leveraged Funds

We are leveraging funds Title I, Baseline and League of Education Voters Foundation to support the Math Intervention/Math Coach position (Bryan Street) and fund professional development for K-5 teachers

These supplemental funds will be used to –

Fund 1.5 FTE Family Support Specialist (Elementary School Graduation Coach) to provide case management supports for levy focus students.

Fund professional development (release time) as well as before, after school and intersession intervention programs.

Fund Rosetta Stone Language Acquisition Programs

University Tutor for Seattle Schools

REACH & UW Professional Development (Math)

Attachment 8B: Reading

Area of Concentration B: Reading

(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 (K-5)	(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
The % 3 rd Grade students meeting standard in Reading MSP	Black Students	31	8%	15	48%	20	65%
1 st and 2 nd grade students making annual typical growth on Reading MAP	1 st and 2 nd Grade Non-ELL Black Students	27	30%	10	37%	19	70%
1 st and 2 nd grade students making annual typical growth on Reading MAP	1 st and 2 nd Grade ELL Students	32	9%	11	34%	21	67%
Kindergarten students meeting age-level expectation in each domain of WaKIDS (GOLD)	Kindergarten ELL Students	9	2%	Not Available	Not Available	7	78%

I. Focus Students

1st and 2nd Grade Non-ELL Black Students & ELL Students:

We focused on our 1st and 2nd grade ELL and Non-ELL Black students since those sub-groups had the lowest growth and biggest MAP percentile gaps as compared to the overall MAP percentiles for grades 1 and 2.

3rd Grade Black Students (ELL and Non-ELL):

As shown in Figure 2, 3rd grade Black students have the lowest achievement in reading amongst ethnic groups, yet comprise the second largest population.

Additionally, we are working to ensure that by the end of 3rd grade our students are academically at grade level to increase our capacity for newly entering 4th grade students.

4th and 5th Grade MSP Level 1 Students: We enroll 12-15 new to South Shore students at 4th grade. Since these students mostly come in below standard and have not received our early interventions this group must have focused strategies.

Kindergarten ELL Students: Since we retain 90% of students from PK to K, we will be able to build upon PK supports and information from the Teaching Strategies (GOLD) administered in PK to ensure that our ELL Kindergarten students meet WaKIDS (GOLD) age-level expectations in each domain.

II. Strategies

Strategy: **Sound Partners (K-1) Intervention**

Key Component: Extended In-School Learning Time

Frequency/Duration: 30 min/day, 4 days/week (until graduate)

Rationale: Sound Partners tutors will provide early literacy 1:1 tutoring for K-1 with phonemic awareness, phonics, decoding, fluency, vocabulary

Strategy: **Mimio Intervention Program – Grades 3-5**

Key Component: Extended In-School Learning Time/Expanded Learning Opportunities

Frequency/Duration: 3 Days/Week After School (Grade 3-5); 3 Days/Week During PCP (Grade 3-5)

Rationale: We have used Mimio as a part of our elementary 3-5 reading intervention program and have noticed significant gains in student performance. We will use after school and PCP time to give students the additional intervention with our reading intervention teacher.

Strategy: **Professional Development Foci: Academic Language/Academic Learning Behaviors and High Engagement Instructional Practices (REACH and UW)**

Key Component: Extended In-School Learning Time/PK-3 Alignment and Collaboration

Frequency/Duration: Bimonthly (1/2 to Full Day PD)

Rationale: Focus on Core Habits of Teaching and Learning/Develop Academic Learning Behaviors This focus on academic language acquisition and academic behaviors that impacts the learning of all students and hamper the grade level's overall success. Provide explicit opportunities across the curriculum to develop, practice, and self-monitor key academic learning behaviors (i.e. focus, task persistence, stamina). The High Engagement Instructional Practices will support teachers development of strategies to ensure that all students are engaged in cognitively challenging mathematics.

Strategy: **After school tutoring support for Somali students**

Key Component: Expanded Learning Opportunities

Frequency/Duration: 2 days/week, throughout the year

Rationale: Focused language-based support of homework for Somali Students by Somali IAs (South Shore and Rainier Beach HS)

Strategy: **Case management support by Family Support Specialist (Elementary School Graduation Coach)**

Key Component: Social, Emotional, Behavioral and Family Support

Frequency/Duration: Daily, throughout the year

Rationale: 1.0 FSS will case manage K-2 ELL students who have not made annual typical growth in (math and reading) to monitor intervention supports, attendance and tutoring supports (UTSS). 1.0 FSS

will case manage 3-5 Black and Level 1 students to monitor monitor attendance and interventions supports (Dreambox progress, MAP typical growth and attendance).

Strategy: Team Read

Key Component: Social, Emotional, Behavior and Family Support/Expanded Learning Opportunities

Frequency/Duration: 3 hours/week, throughout the year

Rationale: Team Read will use high school and middle school student to provide 2nd and 3rd graders in 3 hours a week of 1-on-1 reading tutoring and mentoring from mid-October to mid-May (approximately 60 tutoring hours per student per year).

III. Key People

South Shore Teachers (ELL, Special Education, General Education) – Experience in standards-based instruction and math intervention including three National Board Certified teachers and three Seattle Public Schools Career Ladder Teacher.

ELL Teachers and Instructional Assistants - Collaborate with classroom teachers; Review assessment data; Participate in Professional; Provide translated information for families around assessment and achievement; Attend family engagement events

Jennifer Haynes, Reading Intervention Specialist/Reading Coach will organize lab rotations for technology intervention programs (Mimio). Jenni will track progress Monitoring Data – TCRR Records, MAP, Yearly Progress Pro (Reading). She will also lead data analysis meetings following interim assessments and meet teachers to design student intervention plans. Ms. Haynes will lead individual and small group instruction, support Reader and Writers Workshop lesson planning and co-teaching in support of teachers.

Acquinetta Williams - Family Support Specialist/Primary Interventions (see strategies section for Case Management)

Cedric Dennard – Family Support Specialist/African-American Males Project (see strategies section for Case Management)

IV. Partnerships and Collaborative Efforts

Cathy Feldman – REACH Associates – We will build upon 4 year partnership with REACH to focus on Core Habit of Teaching and Learning. This focus on Academic Learning Behaviors will provide explicit opportunities across the curriculum to develop, practice, and self-monitor key academic learning behaviors (i.e. focus, task persistence, stamina).

Powerful Schools – Sound Partners – We build upon multi-year existing partnership with Powerful Schools to provide one to one tutoring for K-1 students

Sound Mental Health – Case Management -Tier 3 intervention for mental health services. We will build upon existing relationship to provide support to students.

Kids Company – Before and After School Care/After School Clubs K-5 - Continue to build upon multi-year partnership in providing on-site, licensed care and organization of clubs.

V. Leveraged Funds

We are leveraging funds Title I, Baseline and League of Education Voters Foundation to support the Reading Intervention/Math Coach position (Jennifer Haynes) and fund professional development for K-5 teachers. These supplemental funds will be used to –

Fund 1.5 FTE Family Support Specialist to provide case management supports for levy focus students.
0.5 FTE Reading Intervention Teacher for Grades 3-5

Fund professional development (release time) as well as before, after school and intersession intervention programs.

Expand partnership with Powerful Schools for K-1 reading tutoring

Fund Team Read – Reading Tutors for 2-3 grade focus students

Rosetta Stone – Language Acquisition Program

REACH & UW Professional Development (Math)

Attachment 8C: Attendance

Area of Concentration C: Attendance

(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 (K-5)	(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
Students absent fewer than 5 days per semester, excused and unexcused	Students with more than 5 absences	179	48%	197	52%	227	67%

I. Focus Students

South Shore has a school-wide attendance problem; all subgroups except Asian have more than 50% of students with more than 5 absences. South Shore identified students with more than 5 absences (n=179).

II. Strategies

Strategy: **Case management support by Family Support Specialist**

Key Component: Social, Emotional, Behavioral and Family Support

Frequency/Duration: Daily, throughout the year

Rationale: Levy grant focus students will have daily attendance checks by FSW caseload managers.

This includes pick-up for students who need a ride to school (missed bus, no parent transportations, etc.)

Strategy: **Attendance Call**

Key Component: Social, Emotional, Behavioral and Family Support

Frequency/Duration: Daily, throughout the year

Rationale: Instructional assistants, Family Support Workers and Administration will assist in calling students who are reported as absent at 9:40 am. This will build upon the successful Middle School Call Center model.

Strategy: **Home Visits for all new to South Shore Students PK-3, and all 4th and 5th grade students**

Key Component: Social, Emotional, Behavioral and Family Support/PK-3 Alignment and Collaboration

Frequency/Duration: Three weeks in the Summer

Rationale: Teachers, Administration, FSWs, and support staff will complete a home visit for every new to South Shore student PK- 3 and every 4th and 5th grade student in the summer before school starts to support home to school connection.

Strategy: Participate in Mayor's Attendance Campaign

Key Component: Social, Emotional, Behavioral and Family Supports

Frequency/Duration: Daily, throughout year

Rationale: Build upon successful gain of 11+ percentage points from the 2011-12 school year with focus on Be Here, Get There Campaign and monthly announcements and prizes during assembly.

III. Key People

Kids Company – Before and After School Care/After School Clubs K-5

Continue to build upon multi-year partnership in providing on-site, licensed care and organization of clubs. Assist families in access to low cost child care

Family Support Specialists – (see strategies section Case Management Support)

Attendance Specialist – Manage daily attendance and submit a report to administration and FSWs.

Ensure that daily attendance is completed by 9:40 am and absent student identified. Support administration and FSWs in identify students with repeat attendance/truancy issues; enforcing attendance/truancy policies.

Nurse – Will monitor student health issues with Attendance Specialist in order to ensure student have access/referral to health service.

IV. Partnerships and Collaborative Efforts

Mayor's Office – Will supply posters and monthly student incentives

Sound Mental Health – Case Management -Tier 3 intervention for mental health services. We will build upon existing relationships.

Kids Company – Before and After School Care/After School Clubs K-5 - Continue to build upon multi-year partnership in providing on-site, licensed care and organization of clubs.

V. Leveraged Funds

We will leverage WSS and League of Education Voters Foundation to support the 1.0 Nurse Position

Attachment 8D: English Language Acquisition

Area of Concentration D: English Language Acquisition

(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 (K-5)	(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
3 rd – 5 th Grade Students Advancing from Level 1 to Level 2 or higher on math state test	3 rd – 5 th Grade ELL Students Scoring L2 or L3 on WELPA	16	4%	8	50%	12	75%
3 rd – 5 th Grade Students Advancing from Level 1 to Level 2 or higher on math state test	3 rd – 5 th Grade ELL Students Made an L3 on WELPA	16	4%	10	63%	12	75%

I. Focus Students

We are noticing a gap between L3 proficiency on WELPA and proficiency on the MSP, most 3rd – 5th grade ELL student are scoring at L1. We need these student to grow from Level 1 to Level 2.

II. Strategies - Detailed description in Area of Concentration A

Strategy: **Dreambox – After School Intervention & PCP Intervention**

Strategy: **Geometry and Measurement Unit Expansion through the**

Strategy: **After school tutoring support for Somali students**

Strategy: **Case management support by Family Support Specialist**

III. Key People - Detailed description in Area of Concentration A & B

South Shore Teachers (ELL, Special Education, General Education, IAs)

James (Bryan) Street – Math Intervention Specialist/Math Coach

Jennifer Haynes – Reading Intervention Specialist/Reading Coach

Cedric Dennard – Family Support Specialist – Grade 3-5

II. Partnerships and Collaborative Efforts

University Tutors for Seattle Schools (UTSS) – college student tutors will provide push-in tutoring to students as a Tier 2 support. We will build upon our existing partnership funded by our Middle School Linkage grant.

III. Leveraged Funds

We are leveraging funds Title I, Baseline and League of Education Voters Foundation to support the Reading Intervention & Math Intervention Teacher. We will use Levy Funds to fund professional development (PD cost, sub costs) in ELL Best Practices (Scale 100- 300; REACH; UW).

ATTACHMENT 9: MANAGEMENT AND OVERSIGHT PLAN

A. Leadership, Planning, and Implementation

Decision-making Process

The administrative team (principal, principal on special assignment and early learning director/assistant principal) met with the counselor, intervention teachers, nurse, Family Support Workers (Early Learning, Elementary and Middle School) and a representative from YMCA to review school MSP, MAP and attendance data. The group discussed the grant application and the following: school resources, strengths, areas of improvement and possible focus areas. We brainstormed based upon the four areas and generated posters. The posters we posted in the main office hallway with question prompts and post-it notes to encourage staff feedback. During our December meeting the BLT leadership team did a gallery walk with post it notes to review the posters and identify the programmatic "holes." We condensed the programmatic "holes" into four areas: socioemotional/behavioral support; PK-5 Alignment and Collaboration, extended in school learning time, expanded learning opportunities and infrastructure. The BLT sent the information to staff to elicit feedback. Staff was given opportunities to email their ideas for strategies that need to be implemented to support students in the four focus areas.

The administrative team met with bilingual instructional assistants and certificated teacher to discuss student needs. A convening of Somali instructional assistants and parents met with the principal to share specific concerns and needs for their students. Additionally, mothers of Somali students representing a PK-12 continuum met with the principals of South Shore, Graham Hill and Rainier Beach High School to share more specifically the supports that they need to help their students be successful. The School Partnership Coordinator brought the grant application for review during the PTA board meeting to share the intent to apply and elicit feedback on area of focus.

Teachers were surveyed regarding their ELL training and willingness to serve in the extended day program. We have 100% buy-in support of our intent to apply for the RFI. The survey revealed that the majority of teaching staff are interested in participating in extended day program (at least one teacher from each grade level).

Community Partners

We met with several community partners during the planning process to get feedback and perspective of what students need. These partners are mostly organizations that we currently are contracting with and others that represent ELL populations. We met with Kids Company, Team Read, Powerful Schools, Sound Mental Health Tiny Tots and University Tutors for Seattle Schools (UTSS). After the assistant principal attended the community partners gathering sponsored by City of Seattle, we decided to deepen existing partnerships with Powerful Schools, Sound Mental Health and UTSS; while forming a new partnership with Team Read. The community partners will need to have mandatory attendance at one Elementary School Graduation Team meeting per quarter.

Key People Leading Levy-funded Strategies

As previously stated the key people within the school to lead these levy-funded strategies will be:

Name/Role: James (Bryan) Street, Math Intervention Teacher/Math Coach

Expertise: Expert in mathematics intervention and supporting teacher instructional practice. Bryan will organize intervention programs rotations in computer lab (Dreambox, Successmaker). He will progress monitor data: interim Assessments, Yearly Progress Pro, MAP. Bryan will lead data analysis meetings following interim assessments to align student intervention plan and re-teaching plans individual and small group instruction and re-teaching plan. He will be a member of the Elementary Graduation Team.

Name/Role: Jennifer Haynes, Reading Intervention Teacher/Reading Coach

Expertise: Expert in reading intervention and supporting teacher instructional practice. Jenni will organize lab rotations for technology intervention programs (Mimio). She will track progress Monitoring Data – TCRR Records, MAP, Yearly Progress Pro (Reading). She will also lead data analysis meetings following interim assessments and meet teachers to design student intervention plans. Ms. Haynes will lead individual and small group instruction, support Reader and Writers Workshop lesson planning and co-teaching in support of teachers. She will be a member of the Elementary School Graduation Team.

Name/Role: Cedric Dennard, FSW/Elementary Graduation Coach

Expertise: Expert in case management and African-American male engagement strategies. The Elementary Graduation Coach will work to ensure the smooth transition of elementary school students from elementary school to middle school. Elementary School Graduation Coaches will:
Identify at-risk students
Develop School-wide Support and Interventions
Generate School Support and Develop Graduation Team(s)
Provide Direct Service and Case Management
Develop Relationships with Parents/Guardians, Community Organizations, and Other Resources
Assessment and Reporting

Name/Role: Rachel Carrasco, Lower School Counselor (PK-4)

Expertise: MTSS/Wellness/Socioemotional Literacy Program (RULER)

Name/Role: Cliff Brown, Upper School Counselor (5-8)

Expertise: Middle School transition; Peer Mediation; Socioemotional Supports

Name/Role: Phyllis Holzworth, Nurse

Expertise: Aligning health supports and intervention for school. Monitoring student health.

Community/Partner Organizations

Name/Role: Greg Fritzberg, UTSS

Name/Role: Tre' Maxie, Powerful Schools

Name/Role: Maureen Massey, Team Read

Name/Role: Jean Miller-Akin, Rosetta Stone

Name/Role: Susie Winston

Evaluation System

We will replicate our successful middle process that we developed from the community partners that support our middle linkage levy focus students. Our Family Support Worker will be an Elementary School Graduation Coach (ESGC). The ESGC will facilitate Elementary Graduation Team meeting focused on attendance, behavior and progress monitoring data. The ESGC will work with community partners, administration, attendance specialist, counselor, and academic intervention teachers to monitor students' progress toward outcomes and indicators. Written into the partnership plan, partners

will need to have mandatory attendance at one meeting per quarter (via telephone conference if not local).

Anticipating Challenges

The biggest challenge that can be anticipated is parent communication so that we can ensure that students are in attendance at expanded learning opportunities. The communication with parents needs to happen before the school-year begins if possible during home visits. Because over one-third of our parent community speaks a home language other than English, this endeavor will stretch our already inadequate communication system with parents. We will need to build capacity in this area in order to get parent buy in and follow-through. The other challenge that is equally as important will be the data tracking process. We will be able to build upon our existing Wellness process and Elementary School Graduation Team meeting to ensure that data tracking is consistent and case management is effective. Therefore, we can ensure that interventions are successful and students are on track to meet the outcomes/indicators.

B. Tracking to Results

Specific Example Use of Data (fictional names)

Danielle is a 4th grade student who is new to South Shore this school year from a neighboring SE Elementary school. She is a MSP Level 4 Reader, but did not meet standard on MSP Math. Here is a data snap shot:

Spring 2011 Math MSP: 383 (L2)

Base (Spring 2011) Math MAP: 199 (38%-ile)

Wellness Score(s): 13

Social: 3

Behavioral: 3

Academic: 3

Physical: 4

Strategies:

- After school Dreambox – 4 Days/Per Week – 20 minutes during after school bus club
- Small group instruction with teacher – Math Workshop Rotation
- MAP Student Goal Setting Worksheet – Student Goal to make 10 points growth on MAP; 5 points at Winter 2011 and 5 points at Spring 2012
- Small group instruction with math intervention teacher - focus on Number Sense and Reteaching concepts missed on exit ticket
- Morning Math – Early Algebra Project (with Mr. Norman Alston) – Focus on Geometry/Measurement; Algebra

Progress Monitoring

- Unit Assessment – Item Analysis by Standard (Every 4-6 weeks)
- Daily Exit Ticket – Used for small group instruction and reteaching
- Dine Data and Dash – progress monitoring meeting with grade level team, administrator and facilitated by math intervention teacher

Results:

Winter 2011 MAP: 209 (55%-ile)

2012 Math MAP: 217 (63%-ile)
Spring 2012 MSP: 412 (L3)

Data Monitoring/Sharing Processes/Collaboration with Community Partners

We have a number effective models – Grade Level Weekly Team Meeting, Interim Assessment Meetings (based upon *Driven By Data*, Bambrick-Santoyo) and Middle School Graduation Team.

Weekly Grade Level Team Meetings: Each week South Shore elementary teachers meet with the Bryan Street (math intervention teacher) to review exit ticket results and do weekly planning after school.

Interim Assessment Grade Level Team Meetings: Every 6-8 weeks

Grade level teams meet to review Common Core Standards identified in interim assessments and make predication of how students will do on the upcoming assessments. Teachers administer the assessment and score it on an item analysis-tracking sheet. They review student answers and test items for trends of mastery or non-mastery and modify unit plans for re-teaching plans. Math Intervention teacher meets with principal to review the grade level data <see *Figure 3.6.1 5th Grade Math Data Summary*>.

Middle School Graduation Team Meeting: Every 2 weeks

Facilitated by the Middle School Graduation Coach, community partners, administration, attendance specialist, counselor, and academic intervention teachers meet to monitor students' progress toward outcomes and indicators. We review attendance data for student absence and have an update from the Attendance Specialist and Attendance Call Center Lead. We review behavioral data provided by House Administrator and Youth Service Assistant Administrator based upon infraction data – Lunch Detention, Big 4 Scores (PBIS Program – if applicable), and referral data/discipline data. We review course-passing rates for students on the D or E list. The mentors from Urban Impact, Boys and Girls Club and Visions of Excellence report on mentoring activities with caseload. The Boys and Girls Club program director reports on club attendance (part of Middle School Levy grant partnership). Lastly, we receive a report Middle School Graduation Coach regarding Sea Dragon Academy tutoring club attendance with UTSS tutors (every Tuesday and Thursday) as well as mandatory Thursday Sea Dragon Academy for students with Ds or Es in core classes. The attendance, behavior and coursework data is emailed to stakeholders/community partners each week for review and intervention supports. Communication plans for parents and students are also shared during these meetings.

Sound Partner tutors meet with our reading intervention to develop caseloads and share progress toward "graduation" from the program. Jenni Haynes, reading intervention teacher meets with teachers weekly to lesson plan and 4-5x/year to review running record reading level data, MAP data and Sound Partners data – number of lessons, MAP progress, attendance, etc.

We are grateful to have this opportunity to fulfill our vision of creating a loving community purposeful learning that honors the whole child: body, mind and spirit.

Best regards,
Keisha Scarlett, Principal