

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

**School Information:**

School name: West Seattle High School

School address: 3000 California Ave. Seattle, WA 98116

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

- Cover Sheet
- Data Analysis Summary
- English Language Learner Self-Assessment
- Work Plan Summary
- College and Career Readiness Plan
- School-Based Health Center Plan
- Management and Oversight Plan
- Annotated Budget

**Contact Information:**

Contact person: Ruth Medsker

Title: Principal

Mailing address: 3000 California Ave. Seattle, WA 98116

Day/Work phone: (206)252-8805

Email address: rmedsker@seattleschools.org

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: Ruth Medsker  
(please print clearly)

Address: 3000 California Ave. Seattle, WA 98116

Day Phone: : (206)252-8805

## ATTACHMENT 2: DATA ANALYSIS SUMMARY

### ELL DATA

KEY INDICATORS	KEY INDICATORS
How many students have English proficiency of : <ul style="list-style-type: none"> <li>• Level 1 – Beginning</li> <li>• Level 1 – Intermediate</li> <li>• Level 1 - Advanced</li> </ul>	4 13 40
How many languages are spoken in your school?	15
How many of your ELL students are immigrants or refugees?	3 Immigrants, 5 Refugees
How many ELLs from 16-21 do you have?	54
How many of these students are on track to graduate?	42
What number and percent of your students made gains in English language proficiency on the WLPT II?	63 = 90%
On average, how long are your students in the ELL program?	4.5 years
How many of your ELL students have been in the program four years or longer?	34
Using the data in the school data report, the information in this section, and any other performance information you collect, please identify the highest need for your ELL students.	See below

At West Seattle High School our English Language Learners (ELL) historically show growth in English language proficiency on the WLPT II as evidenced by 90% of the sub population making gains. A significant data point is that out of the 66 students receiving ELL support at West Seattle, 29 of these students also have an Individual Education Plan (IEP). This means that 44% of the students qualify for Special Education services. Students need access to strategies in general education classes that support content reading and writing, therefore, the highest need for our ELL students is for all teachers and instructional assistants to receive ongoing professional development and training to strengthen their understanding and use of best teaching practices and differentiation for students who receive both ELL and SPED services. Please see Attachment 3 for the demonstration of best practice ELL instructional models.

We will use the same 9<sup>th</sup> grade outcomes and indicators for this population of students as we use for the entire 9<sup>th</sup> grade class; however, each student will be case-managed by our ELL and SPED departments. Additionally, each student will be eligible to receive support from the community organizations who will be working with WSHS next year.

## DATA ANALYSIS

### 8<sup>th</sup> to 9<sup>th</sup> Grade Transition at West Seattle High School:

KEY INDICATORS	2008-09	2009-10	2010-11	20011-12	2012-13 Outcome
9 <sup>th</sup> graders promoting on time to 10 <sup>th</sup> grade	82%	80%	88%		<b>92%</b>
Percent of 9 <sup>th</sup> graders who passed all core courses 1 <sup>st</sup> semester		70%	80%	90%	<b>92%</b>
Percent of 9 <sup>th</sup> graders with 5 or fewer absences 1 <sup>st</sup> semester		65%	53%	61%	<b>66%</b>
Percent of 9 <sup>th</sup> graders with 5 or fewer absences 2nd semester		58%	48%		<b>51%</b>
2012 LINK survey question result: 89% of freshmen agreed with "I feel like I belong at my school."				89%	
Percent of 9 <sup>th</sup> grade students meeting fall to spring typical growth targets on math MAP				59%	<b>65%</b>
Percent of 9 <sup>th</sup> grade students meeting fall to spring typical growth targets on reading MAP				40%	<b>65%</b>

### Extended In-School Learning Time at West Seattle High School:

KEY INDICATORS	2007-08	2008-09	2009-10	2010-11
HSPE 10 <sup>th</sup> grade reading (ALL)	81%	84%	80%	76%
• English Language Learners	57%	63%	10%	22%
• Free and Reduced Lunch	80%	78%	68%	69%
HSPE 10 <sup>th</sup> grade writing (ALL)	87%	88%	83%	80%
• English Language Learners	66%	53%	45%	42%
• Free and Reduced Lunch	84%	80%	78%	71%
HSPE 10 <sup>th</sup> grade math (ALL)	49%	44%	34%	
• English Language Learners	19%	13%	7%	
• Free and Reduced Lunch	30%	35%	24%	
E.O.C. Algebra (ALL)				35%
• English Language Learners				13%
• Free and Reduced Lunch				28%
E.O.C. Geometry (ALL)				53%
• English Language Learners				40%
• Free and Reduced Lunch				52%
HSPE 10 <sup>th</sup> grade science (ALL)	31%	30%	36%	42%
• English Language Learners	5%	6%	7%	6%
• Free and Reduced Lunch	18%	23%	26%	28%

**Social/Emotional/Behavioral and Health Support at West Seattle High School:**

<b>KEY INDICATORS</b>	2007-08	2008-09	2009-10	2010-11
Total number of students suspended either long term or short term for drug or alcohol related incident	34	22	28	49
Total number of 9 <sup>th</sup> graders suspended during 9 <sup>th</sup> grade year.	48	34	52	50
Total number of students seen at the Teen Health Center for social emotional assessment	84	145	76	131
Number of 9 <sup>th</sup> graders referred for further follow up for social/emotional support from 2011-12 SDQ survey.				44
2012 LINK survey question result: 50% of freshmen agreed with "I want to feel more connected to school, but I'm not sure how."				50%

**Family Involvement at West Seattle High School:**

<b>KEY INDICATORS</b>	2007-08	2008-09	2009-10	2010-11
2010 Healthy Youth Survey (10 <sup>th</sup> grade) student question: If you skipped school, would you be caught by your parents?				21% no
2010 Healthy Youth Survey (10 <sup>th</sup> grade) student question: How wrong do your parents feel it would be for you to smoke marijuana?				7.1% Not Wrong at All – State % = 4.3%
Family Climate Survey: "Quality of School" category (average)			71%	64%
Family Climate Survey: "Family Engagement" category (average)			72%	71%

**College and Career Readiness at West Seattle High School:**

<b>KEY INDICATORS</b>	2007-08	2008-09	2009-10	2010-11
Percent of students graduating on time		78%	80%	83%
Percent of graduates prepared for a 4 year college		62%	67%	60%
Percent of graduates enrolling in higher education within 1 year		64%	74%	61%
Percent of total students with fewer than 10 absences per year		48%	46%	49%

District rate for percent of students that transfer before graduation.				18.18% 2 <sup>nd</sup> Highest Rate
2012 LINK survey question result: 84% of freshmen feel that the academic follow-ups (classes taught by LINK leaders) have been helpful this year.				84%

**Proposed outcomes and indicators for the 2012-13 School Year:**

<b>AREAS OF CONCENTRATION</b>	<b>KEY INDICATORS</b>	<b>2012-13 Outcome</b>
Passing Classes/ ELA	9 <sup>th</sup> graders promoting on time to 10 <sup>th</sup> grade	<b>92%</b>
Passing Classes/ ELA	Percent of 9 <sup>th</sup> graders who passed all core courses 1 <sup>st</sup> semester	<b>92%</b>
Attendance	Percent of 9 <sup>th</sup> graders with 5 or fewer absences 1 <sup>st</sup> semester	<b>66%</b>
Attendance	Percent of 9 <sup>th</sup> graders with 5 or fewer absences 2nd semester	<b>51%</b>
Math/Science	Percent of 9 <sup>th</sup> grade students meeting fall to spring typical growth targets on math MAP	<b>65%</b>
Reading/Writing	Percent of 9 <sup>th</sup> grade students meeting fall to spring typical growth targets on reading MAP	<b>65%</b>

**Rationale**

West Seattle High School has received Levy funds since 2007-2008. Outlined in the above tables are the proposed indicators and outcomes for the 2012-2013 school year; these are reflective of the goals and performance of our previous Levy work. Based both on student need and the more intentional focus of the City Levy Grant on English language acquisition more of our strategies will be targeted toward our students being served through English Language Learner and Special Education services.

Our 2011-12 target outcomes for on-time promotion of 9th graders to 10<sup>th</sup> grade is 92%, which shows both a continuing upward trend for WSHS and success beyond the 90% goal for SPS in 2012-2013. Disaggregating our 2011-12 1<sup>st</sup> semester data for 9<sup>th</sup> grade core course failure, 2/3 of our students not passing a core class, such as science, were either served in both ELL and SPED or receive SPED only services. The data from our latest Risk Report shows that 41% of our 9<sup>th</sup> grade ELL-only students and 33.3% of our 9<sup>th</sup> grade ELL/SPED students are at “High” or “Medium” risk for failing. Therefore, the addition of professional development to help our teachers improve their instructional practices and increase their knowledge of differentiated instruction is critical.

## ATTACHMENT 3: ENGLISH LANGUAGE LEARNER SELF-ASSESSMENT

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

West Seattle High School currently uses a Proficiency Model to serve our English Language learners. Students are mainstreamed (with Instructional Assistant support) as their language proficiency builds. Students are motivated to be in mainstream classes, so they work hard to improve their language proficiency.

Students with lower-level language proficiency receive explicit instruction in English grammar, reading, and writing in a sheltered ELL classroom. Bilingual Instructional Assistants as well as “Adjunct” math classes support students as their language improves. ELL instructors and the Bilingual IAs also work with mainstream teachers to provide scaffolding and modified curriculum materials.

In 2009-2010, ELL teachers and instructional assistants participated in the Scale Up 100 training. In December 2011, our principal, Ruth Medsker, and two ELL instructors had a retreat with our school district ELL coach (Beth Roodhouse) to discuss ELL needs and future PD opportunities. Five of six of the general education Language Arts instructors at West Seattle received Reading Apprenticeship professional development from 2007-2010 to help students improve literacy skills across all subject areas. The scaffolding and explicit reading instruction are helpful for all struggling students (including ELL and SPED.) Our school principal provides oversight by meeting regularly with the ELL instructors and the ELL district coach and by providing substitute time for the ELL instructors to analyze student data and receive district professional development. The administrative team asks teachers to articulate how they will scaffold lessons to support ELL learners in their classrooms as part of the observation process for their evaluation.

We currently use 3 levels of EDGE curriculum for our Language Arts curriculum and History classes; a variety of materials are used: mainstream texts, films, simulations, and activities and abridged Globe Fearon PaceMaker texts at the appropriate Lexile levels. We also have the abridged Globe Fearon PaceMaker curriculum to supplement the mainstream Biology curriculum. We have dictionaries and thesauri available for check-out by every ELL student.

### **Other Supports for ELLs:**

In addition to the supports provided under our Proficiency Model, our struggling ELL students are provided several different interventions: 1) Math Adjunct classes (Algebra and Geometry) for an additional period of math support by an ELL instructor; 2) Mandatory After-School Homework time for students with low performance or missing work where they receive additional support from a Bilingual IA, General Ed math teacher, or City Year volunteer; 3) “Saturday School” (one weekend each month) for students in danger of failing a course.

Our Bilingual IAs spend significant time communicating with parents about their child’s progress in school. We also host a Bilingual Coffee Hour prior to the school’s Open House so our bilingual families can establish a relationship with the ELL instructors and IAs. Our Academic Intervention Specialist, Sandi Whiton, is also working with Bernardo Ruiz, Manager of School Family Partnerships, to consider a Somali parent group in our school.

All staff at WSHS will receive a minimum of 4 hours of professional development on “Best Teaching Practices for Students Who Qualify for ELL and SPED services in General Education Classes.” An additional 12 hours paid professional development will be offered throughout the school year. See below:

- August All Staff (4 hours)
- October 12<sup>th</sup> (6 hours)
- February 6<sup>th</sup> (2 hours)
- March 6<sup>th</sup> (2 hours)
- May 15<sup>th</sup> (2 hours)

## ATTACHMENT 4: WORK PLAN SUMMARY

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

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

Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
Focus Students	Who are your focus students?	<p>All incoming 9<sup>th</sup> graders who scored Level 1 and Level 2 on 8<sup>th</sup> grade MSP in math</p> <p>All incoming 9<sup>th</sup> graders who scored level 1 or 2 on the 8<sup>th</sup> science MSP and scored below 216 on the spring MAP reading.</p> <p>Incoming 9<sup>th</sup> graders with MAP math scores between 210-224</p> <p>Incoming 9<sup>th</sup> graders math MAP score below 210.</p>	<p>Incoming 9<sup>th</sup> grade students who scored Level 1 and Level 2 on the 8<sup>th</sup> grade reading and writing MSP</p>	<p>9<sup>th</sup> grade students with a D or E at any time during the school year.</p>	<p>9<sup>th</sup> grade students with 2 or more unexcused absences any time during the school year.</p>	<p>All English Language Learners at WSHS</p>

<p>Why did you choose these focus students?</p>	<p>The state standard for incoming 9<sup>th</sup> graders in math is to pass the end of course exam in both Algebra and Geometry to receive their high school diploma.</p> <p>Incoming 9<sup>th</sup> graders are now required to pass the Biology EOC exam to receive their high school diploma.</p>	<p>Identifying students in the 9<sup>th</sup> grade and developing specific intervention strategies will increase student passage rate of the 10<sup>th</sup> grade reading and writing HSPE. This is a requirement for their high school diploma.</p>	<p>Fewer than 90% of 9<sup>th</sup> graders currently pass enough classes to move to 10<sup>th</sup> grade status. This is an early indicator for potential high school dropout. Our high school graduation rate for on time graduation was 83% in 2010-11.</p>	<p>On average about 40% of the 9<sup>th</sup> graders have 5 or more absences before the end of the first semester. It increases to over 50% by the end of second semester. Truancy is an early indicator of potential academic failure.</p>	<p>The number of incoming students next year is small. The professional development plan is for all teachers at WSHS to increase best practice when delivering instruction to ELL students.</p>
<p>How many will you serve?</p>	<p>44 Madison 8<sup>th</sup> graders with a winter MAP range of 210-224  32 Madison 8<sup>th</sup> graders with a winter MAP score below 210 (21 have IEP's)  74 current Madison students have not met standard on the MSP.  Won't know final data until students</p>	<p>72 Madison 8<sup>th</sup> graders who have not met standard on the 7<sup>th</sup> grade MSP and 56 Madison students have not met standard on the 7<sup>th</sup> grade writing MSP</p>	<p>The incoming 9<sup>th</sup> grade class projected to be 279 students.</p>	<p>The incoming 9<sup>th</sup> grade class projected to be 279 students.</p>	

		are all assigned to WSHS				
Outcomes & Indicators*	Baseline	This will be adjusted once we receive new assessment data in August 2012. Current baseline math is: L1-32 L2-32 This is based on 7 <sup>th</sup> grade MSP scores. Current baseline science is: (unknown until August) 8 <sup>th</sup> graders have not taken 8 <sup>th</sup> grade science MSP	This will be adjusted once we receive new assessment data in August 2012.  Current baseline reading is: L1-21 L2-51 Writing is: L1-18 L2-38 This is based on 7 <sup>th</sup> grade MSP scores.	2008-09 82% 2009-10 80% 2010-11 88%	Percent of 9 <sup>th</sup> graders with 5 or fewer absences 1 <sup>st</sup> semester 2009-10 65% 2010-11 53% 2011-12 61%  Percent of 9 <sup>th</sup> graders with 5 or fewer absences 2 <sup>nd</sup> semester 2009-10 58% 2010-11 48%	
	Proposed Target	Percent of 9 <sup>th</sup> grade students meeting fall to spring typical growth targets on math MAP and reading MAP	Percent of 9 <sup>th</sup> grade students meeting fall to spring typical growth targets on reading MAP	9 <sup>th</sup> graders promoting on time to 10 <sup>th</sup> grade	Percent of 9 <sup>th</sup> graders with 5 or fewer absences 1 <sup>st</sup> semester	
				Percent of 9 <sup>th</sup> graders who passed all core courses 1 <sup>st</sup>	Percent of 9 <sup>th</sup> graders with 5 or fewer absences 2 <sup>nd</sup>	

				semester	semester	
				Percent of 9 <sup>th</sup> graders who passed all core courses 2nd semester		

Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
Strategies	What services will be provided?	<p><b>15 University Tutors</b> assigned to math and science classes.</p> <p><b>Hand schedule students</b> in math classes based on MAP and MSP data.</p> <p><b>“Double Dose” Math class</b> (Intensified Algebra) MAP range 210-224 Below 210 typically receive IEP support and Modified class or grading or ELL support.</p>	<p><b>After school study hall- M.A.S.H.</b></p> <p><b>Saturday School</b> Students form study circles based on subject area or individual tutoring based on subject. Teachers and University <b>Tutors</b> work with the students in M.A.S.H.</p> <p><b>Professional Development</b> on “Best Practice working</p>	<p><b>Focus class</b> where students will receive extra academic and social emotional support.</p> <p><b>After school study hall- M.A.S.H.</b></p> <p><b>Saturday School</b> Students form study circles based on subject area or individual tutoring based on subject. Teachers and University <b>Tutors</b> work with the students in M.A.S.H.</p>	<p>Academic Interventionist who will <b>track truancy and case manage</b> identified sub group</p> <p>One LINK Leader (<b>upper classman</b>) <b>assigned to ten 9<sup>th</sup> graders</b> to help students feel connected and for mentoring.</p> <p>Half time <b>social worker assigned to 10-15 students</b> and their families. The strategy is</p>	<p><b>Professional Development</b> on “Best Practice working with Students with IEP or ELL support in general education classes” 16 hours PD available This strategy will help serve students in our ELL program by having teachers that have <b>current and relevant professional development.</b></p> <p><b>15 University Tutors</b> assigned to math and science classes.</p>

		<p><b>Moving Biology</b> to be taught in 9<sup>th</sup> grade instead of 10<sup>th</sup> grade.</p> <p><b>Hand schedule students</b> in 9<sup>th</sup> grade Biology based on IEP, 8<sup>th</sup> grade science MSP, 8<sup>th</sup> grade reading MSP and 8<sup>th</sup> grade spring MAP reading Scores that are below 216. <b>Align tutors</b> to classes with high concentration of lower performing students.</p> <p><b>Professional Development</b> on “Best Practice working with Students with IEP or ELL support in general education classes” 16 hours PD available</p> <p><b>After school study hall-</b></p>	<p>with Students with IEP or ELL support in general education classes” 16 hours PD available</p>	<p><b>Professional Development</b> on “Best Practice working with Students with IEP or ELL support in general education classes” 16 hours PD available</p>	<p>for the social worker to help the student with social emotional concerns that manifests in truancy issues.</p> <p><b>YMCA tracking and supporting students</b> participating in extracurricular activities to <b>increase student’s connection to school.</b></p> <p>Care Coordinator <b>progress monitoring</b> follow through of outside agency support of identified students</p> <p>Through our Student Intervention Team (S.I.T.) <b>focus groups</b></p>	<p><b>Access to services</b> provided by our community partnerships: YMCA Social Worker YMCA Senior Director of Education ACRS Care Coordinator University Tutors The strategy is to <b>remove any additional barrier to language acquisition</b> with the support of our community partners.</p>
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		<p><b>M.A.S.H.</b></p> <p><b>Saturday School</b> Students form study circles based on subject area or individual tutoring based on subject. Teachers and University <b>Tutors</b> work with the students in M.A.S.H.</p>			<p><b>identified and assigned</b> to community partners or the Teen Health Center.</p>	
Briefly summarize the frequency and duration of the support.	<p>Daily extra math class (55 minutes) for two semesters</p> <p>Tutors in class 2-3 times per week in math and science</p> <p>M.A.S.H. T/TH 2:45-4:00 Saturday School-Monthly (increase as needed as we get closer to the end of each quarter)</p>	<p>M.A.S.H. T/TH 2:45-4:00 Saturday School-Monthly (increase as needed as we get closer to the end of each quarter)</p>	<p>Daily focus class (55 minutes) for two semesters. M.A.S.H. T/TH 2:45-4:00 Saturday School-Monthly (increase as needed as we get closer to the end of each quarter)</p>	<p>LINK events with student leaders monthly</p> <p>Weekly review of 9<sup>th</sup> grade attendance</p> <p>Monthly review of student engagement in activities</p> <p>Weekly review of social worker caseload</p>	<p>SPED/ELL Teacher Professional Development: August All Staff (4hours) Oct. 12<sup>th</sup> (6hours) Feb. 6<sup>th</sup> (2hours) March 6<sup>th</sup> (2hours) May 15 (2hours)</p>	

					Weekly review from Care Coordinator	
Which Key Component does this strategy fit under?	Extended in-school learning time	Extended in-school learning time	Extended in-school learning time	Extended in-school learning time Social/Emotional/Behavioral support	Social/Emotional/Behavioral support Attendance	
Explain your rationale for selecting this strategy.	<p>Some students need more targeted curriculum and instruction in a more personalized environment in specific areas of deficiency.</p> <p>Increasing the amount of adults in a room with content expertise allows for more student contact time during a lesson.</p> <p>Moving Biology to 9<sup>th</sup> grade allows for students to</p>	Some students need more time and focused tutoring to improve academic achievement	Some students need more time and focused tutoring to improve academic achievement	Some students need more time and focused tutoring to improve academic achievement Some students need more time to complete assignments and work on study skills.	<p>Students who have positive peer relationships with older students increase their attendance rate.</p> <p>Some students need advocates to help remove barriers to participating in activities that increase student engagement at school.</p> <p>Social Worker can help select families get the</p>	

		take a second lab science in 10th grade if they do not pass the EOC in 9 <sup>th</sup> grade. Instruction can be more targeted with known deficits from EOC data.			social emotional support needed in order to increase student attendance.  Coordination of care benefits and removes barriers for students and families.	
Key People	Who are the key people who will deliver the proposed strategies and what related experience do they have?	Math teacher will teach the 2-3 intervention classes.  University Tutors supervised by 9 <sup>th</sup> grade Academic Specialist  SPED/Science Certified Teacher teaching 2 Biology Classes	9 <sup>th</sup> grade Language Arts, ELL and SPED teachers Academic Intervention Specialist	Academic Intervention Specialist University Tutors	LINK Coordinator YMCA Director YMCA Social Worker 9 <sup>th</sup> grade counselor/academic intervention specialist ACRS Care Coordinator	ELL Department Head Academic Intervention Specialist

Work Plan Summary		Area of Concentration #1 Math/Science	Area of Concentration #2 Reading/Writing	Area of Concentration #3 Passing Classes	Area of Concentration #4 Attendance	Area of Concentration #5 English Language Acquisition
Partnerships and Collaborative Efforts	If a community partner is providing services, identify the organization and their role.	University Tutors providing in class and after school tutoring in math and science.	University Tutors providing after school tutoring in reading and	University Tutors providing in class and after school tutoring individualized to	YMCA after school activities and support to ensure all 9 <sup>th</sup> graders are	University Tutors providing in class and after school tutoring in math and science that are able

			writing.	meet student needs.	connected by removing barriers to participating in extracurricular activities YMCA social worker for family case management and Care Coordinator for the Youth Behavioral Health Care Coordination Pilot	to help students with reading strategies to better understand content.  YMCA after school activities and support to ensure all 9 <sup>th</sup> graders are connected by removing barriers to participating in extracurricular activities YMCA social worker for family case management and Care Coordinator for the Youth Behavioral Health Care Coordination Pilot
	What is their specific expertise in helping you achieve your results?	Content experts in math and/or science	Content experts in reading and writing	Content experts		Content experts in math and/or science
	Why did you select this partner and what is your history with them?	Prior relationship at another SPS which resulted in academic gains.	Prior relationship at another SPS which resulted in academic gains.	Prior relationship at another SPS which resulted in academic gains.	Prior relationships with the YMCA and academic and attendance rate increase overtime during our partnership	Prior relationship at another SPS which resulted in academic gains.

					YMCA Social Worker will be a new partnership and is needed as a result of the high number of students who have social emotional issues which can't be addressed with limited staff. Coordination of care is critical.	
Leveraged Funds	If you are leveraging other funds to support these strategies, please identify them here.	LAP funds Baseline	Baseline	LAP	Baseline LEVY "carry forward" money from 2011-12	LEVY "carry forward" money from 20011-12
	How will other funds be used to support your strategy?	Funding will be used to purchase additional tutors and curriculum.  .4FTE Intensified Algebra Teacher  .4FTE SPED/Biology Cert Teacher	Pays for content teachers and specialist	Additional University Tutors	Increase school nurse FTE from .8 to 1.0. Funding for supplies and extra time for registration event for incoming 9 <sup>th</sup> graders in the spring and training of LINK	Extra time for staff and resources for professional development and curriculum

					leaders in the summer. Funding for 9 <sup>th</sup> grade orientation.	
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**\* These must be aligned with those in the Outcomes and Indicators section of the RFI. You will be held accountable for the proposed targets in your contract with the City's Office for Education.**

## **ATTACHMENT 5: COLLEGE AND CAREER READINESS PLAN**

The plan for college and career readiness at West Seattle High School is structured in a series of mini lessons and longer workshops for students. College readiness begins in 9<sup>th</sup> grade and culminates with graduation and transition to college and careers. We will continue using our extended daily homeroom for disseminating information and developing a relationship with a homeroom teacher. Throughout the year, homerooms will be lengthened for additional time to implement and deliver curriculum (Navigation 101, Connect EDU, and counselor-created activities).

Extended 9<sup>th</sup> grade homeroom lessons focus on Navigation 101 topics such as success in high school, self awareness, financial awareness, 4 year planning, researching careers, and planning for 10<sup>th</sup> grade classes. Similarly, 10<sup>th</sup>- 12<sup>th</sup> grade extended homerooms provide relevant Navigation 101 lessons.

9<sup>th</sup> graders begin the school year with a full day orientation led by LINK Crew, a nationally recognized high school transition program that welcomes and teaches students about high school. LINK Crew activities are led by LINK leaders, juniors and seniors who are trained as positive role models and guides for freshmen in navigating and learning about high school. LINK Leaders are assigned 8-10 freshmen to mentor throughout the year and meet periodically for activities that connect students to school. LINK Leaders also teach 4 lessons in 9<sup>th</sup> grade classes on topics such as shaping and managing time, working together, using available resources, building strong relationships, understanding perception paradigms, and making choices.

All students participate in grade level assemblies 4 times a year to create and deepen a culture of learning. Students learn specific grade level information, celebrate academic achievement and attendance, and earn recognition for success in the academic and school environment.

Counselors will teach lessons in Language Arts and Social Studies classes as outlined on page 2. Counselors will also facilitate a series of evening meetings to support families in navigating the high school experience and planning for post secondary experiences.

New students who arrive at West Seattle after the start of the year have an entry conference with their new counselor and are brought on a tour led by a student. New 9<sup>th</sup> graders go through an additional orientation with their LINK leader. Academic Interventionist and YMCA site director mish follow up with the new student after a few weeks.

The following page outlines our sequence of information when counselors help students with college and career preparation:

<p><b>9<sup>th</sup> GRADE</b></p> <p>Individual Student Planning:</p> <ul style="list-style-type: none"> <li>• Introduction of 4 year plan</li> <li>• ConnectEdu/Navigation 101 <ul style="list-style-type: none"> <li>○ Creation of profile</li> <li>○ Interest/career inventories</li> <li>○ Financial awareness</li> </ul> </li> <li>• Community Service/Enrichment activities <ul style="list-style-type: none"> <li>○ Connections to possible career path</li> </ul> </li> </ul> <p>Family Outreach:</p> <ul style="list-style-type: none"> <li>• Fall Parent Orientation</li> <li>• Family Nights</li> <li>• ConnectEdu Parent Training</li> <li>• Westside Weekly Newsletter</li> </ul> <p>Community Partnerships:</p> <ul style="list-style-type: none"> <li>• YMCA and NELA</li> <li>• CAN</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• ConnectEdu and Nav 101 Surveys</li> <li>• MAP testing, EOC exams</li> </ul>	<p><b>10<sup>th</sup> GRADE</b></p> <p>Individual Student Planning:</p> <ul style="list-style-type: none"> <li>• Continuation of 4 year plan development <ul style="list-style-type: none"> <li>○ Academic progress monitoring</li> <li>○ Transcript review</li> <li>○ Course selection</li> </ul> </li> <li>• ConnectEDU <ul style="list-style-type: none"> <li>○ Exploration of careers</li> <li>○ Development of career plan</li> <li>○ Continuation of self interest exploration</li> </ul> </li> <li>• Test Prep SAT/ACT</li> <li>• PSAT interpretation</li> <li>• College Advisement opportunities <ul style="list-style-type: none"> <li>○ NELA</li> <li>○ SYEP</li> <li>○ Internships</li> <li>○ Summer Enrichment</li> </ul> </li> </ul> <p>Family Outreach:</p> <ul style="list-style-type: none"> <li>• Parent Info Night</li> <li>• Pre-college Planning</li> <li>• Graduation requirements</li> <li>• PSAT/ACT/SAT</li> <li>• PSAT interpretation</li> <li>• Westside Weekly Newsletter</li> </ul>
<p><b>11<sup>th</sup> GRADE</b></p> <p>Individual Student Planning:</p> <ul style="list-style-type: none"> <li>• Continuation of 4 year plan development</li> <li>• ConnectEDU <ul style="list-style-type: none"> <li>○ Test Prep SAT/ACT</li> <li>○ College Exploration</li> <li>○ Resume Development</li> <li>○ Financial Aid information</li> </ul> </li> <li>• PSAT Interpretation</li> <li>• College Career Calendar</li> <li>• College visitations</li> <li>• College representatives</li> </ul> <p>Family Outreach:</p> <ul style="list-style-type: none"> <li>• FAFSA Information Night</li> <li>• Hybrid Test (ACT/SAT)</li> <li>• Choosing the Right College</li> <li>• Pre-college planning</li> <li>• Career Awareness</li> </ul>	<p><b>12<sup>th</sup> GRADE</b></p> <p>Individual Student Planning:</p> <ul style="list-style-type: none"> <li>• Continuation of 4 year plan development <ul style="list-style-type: none"> <li>○ Senior Conference</li> <li>○ At-risk student focus</li> </ul> </li> <li>• ConnectEDU <ul style="list-style-type: none"> <li>○ Application completion</li> <li>○ Financial aid/FAFSA</li> <li>○ College match/college comparison</li> </ul> </li> </ul> <p>Family Outreach:</p> <ul style="list-style-type: none"> <li>• Parent Info Night</li> <li>• Financial Aid Night</li> <li>• FAFSA information night/FAFSA completion</li> <li>• Graduation requirements</li> </ul>

## ATTACHMENT 6: SCHOOL-BASED HEALTH CENTER (SBHC) PLAN

### **Collaborative Planning**

SBHC services complement the work of our school nurse, whose broad responsibility is to facilitate, intervene, and promote a healthy life for the entire school population. Our school nurse is an integral link among the school staff, students, families, community, and on-site medical and behavioral health care, including chemical dependency and mental health services.

The successful action-oriented care coordination team in the School-Based Health Center consists of the school nurse, NeighborCare Health staff, Asian Counseling and Referral Service (ACRS) and Bastyr Naturopaths. Regularly scheduled meetings use a shared case management model to track students, coordinate care, and record follow-up. Two notable projects where SBHC plays a critical role include **Youth Engagement Project (YEP)** where students receive Chemical Dependency treatment services and **Care Coordinated Pilot Project (CCP)**, an integrated care model that addresses primary and behavioral health care. Both projects enhance collaborative planning with SBHC to address the levy's indicators and achieve its outcomes.

The SBHC staff, school counselors, academic intervention specialists and school nurse work together to create a holistic health partnership. We have clear emergency response protocols, daily triage systems, weekly case management of at risk students via our school S.I.T (Student Intervention Team), classroom presentations, celebration of student milestones, and parent outreach with school staff and administration to achieve the ultimate goal of academic success.

### **Targeted Referral and Follow-up Process**

School staff refers students to SBHC through our Student Intervention Team (S.I.T.). This process helps to decrease the potential for duplication of services. Students are able to self enroll and self refer to SBHC or ACRS staff onsite. The school nurse is the liaison with SBHC and follows up to make sure the appropriate contact is made and services are initiated. If referred to ACRS, students and their families have seamless access to ACRS programs to address employment; job training; English classes; legal, naturalization and immigration issues; nutrition and emergency food; problem gambling; domestic violence; adult mental health and substance abuse; and care for aging families. ACRS provides an array of social services through 13 programs by a largely bilingual, bicultural staff of over 200 that collectively speak nearly 40 languages and dialects and are supported by over 800 volunteers.

SBHC and community partners- ACRS, Southwest Youth and Family Services (SWYFS) and NeighborCare Counselors -collaborate via the **Care Coordinated Pilot Project (CCP)**. Through CCP, the intent is to have a centralized hub for school staff with an efficient referral process.

The S.I.T. chairperson is responsible for tracking follow-up. Counselors, administrators, school nurses, and other support staff coordinates with the SBHC to monitor students' academic challenges via case management, classroom support, and family meetings.

The expansion of behavioral health services in SBHC under the ***Affordable Care Act*** presents the opportunity to improve identification and access to substance use and behavioral health treatment for students, thereby increasing early intervention and the availability of effective treatment for these health problems that impede academic success. In addition to making and receiving referrals, the SBHC works closely with ACRS' **Youth Engagement Project (YEP) and CCP** to track these indicators: 1) improved attendance, 2) fewer short and long term suspensions, and 3) completion of mental health and substance abuse/chemical dependency treatment.

### **Data Sharing**

Administration, school nurse, school counselors, staff, and SBHC respect the sensitivity and confidentiality of student health information. Taking HIPPA and FERFA into consideration, the SBHC is able to team with health care providers on school performance, attendance, and academic progress. Using the Mental Health Integrated Tracking system (MHITS) interagency computerized data through the **CCP** ( implemented in September, 2012) will expand our capacity to improve outcomes, reduce barriers to services, facilitate faster identification of at-risk students, integrate behavioral health resources, and coordinate the referral of students to services not provided in the SBHC.

The SBHC, as part of the **CCP**, will enhance our levy targets through ACRS and SWYFS by providing school-based services to monitor daily/weekly academic and attendance data. At present, ACRS also has the capacity to generate reports to analyze indicators like school enrollment status (part-time, full-time, suspension) and students' academic goals as part of an individualized service plan. All students receiving counseling and case management services have an academic/school-related goal on their individual treatment plan; these clients are monitored to ensure that they are on track to advance to the next grade or graduation.

### **Logistics**

Mr. Colin Walker is the contact for the SBHC; he currently serves as School-Based Program Manager at NeighborCare Health, a community based health center. Colin has a Masters in Health Administration from the School of Public Health at the University of Washington.

Ms. Sandy Polzin is the contact for the SBHC. She holds a Bachelor of Science in Nursing, is a Registered Nurse, has completed graduate courses in child development, is experienced in public health issues, and holds an Educational Staff Associate Certification. She has been the nurse at West Seattle High School for 19 years.

## ATTACHMENT 7: MANAGEMENT AND OVERSIGHT PLAN

### Tracking to Results

West Seattle High School is a data-driven school. The current process to help staff understand their baseline data and track their results is called Cycle of Inquiring. This process requires the staff to look at school wide data around multiple data points at the beginning of the school year. Teachers set goals with an administrator and define student academic goals that are related to identified achievement gaps in school wide data or teacher designed formative assessments. Included in the teacher's goal setting plan are strategies to accomplish the goals. At mid-year, the teacher and administrator meet for a mid-year conference. The teacher shares data that indicates progress toward the year-end student achievement goal. Teachers adjust their strategies based on mid-year progress or have already made a change based on their daily assessment of progress. The process is again reviewed at the end of the year in the teacher's final evaluation meeting with a summary of student progress toward academic achievement goals.

We will know which students are on course to achieve Levy results by following a progress monitoring system we strengthened during the 2010-11 school year which has resulted in over 90% of our 9<sup>th</sup> grade students passing their core classes first semester and 61% of our current 9<sup>th</sup> graders with fewer than 5 absences. This year we made adjustments to our progress monitoring of Levy funds to make sure we knew how each 9<sup>th</sup> grade student was progressing on academic and attendance goals and how our community-based partnerships were meeting their target goals. At the beginning of the school year we held weekly Intervention Team meetings; community partners and school based interventionists are required to attend these meetings facilitated by administration. We start the year making sure everyone is clear about their roles, definition of goals, and responsibility for tracking results. Once these areas are clearly defined, we move to monthly meetings. At mid-year, each community partner and interventionist prepares a mid-year report. They are asked to state their goals, share mid-year progress toward their goals, and identify changes that are needed from the data. Time is given to share the report at the Intervention Team meeting, and team members may give feedback. Another report is generated at the end of the year. The key people responsible for the many areas of the Levy grant have a method for tracking student progress at a weekly minimum. Our two academic interventionist specialists are responsible for 9<sup>th</sup> grade attendance and academic achievement; they run a daily report and follow up immediately with students and families.

As a participant in the Care Coordinated Pilot Project (CCP) we will be able to strengthen our communication and progress monitoring of students who have significant social/emotional or drug related issues. The goal of the Pilot is to develop a documented care coordination plan that utilizes a web-based behavioral health monitoring and feedback system, called the Mental Health Integration Tracking System (MHITS). We plan to hire a Care Coordinator to strengthen our monitoring of students. The Care Coordinator will be required to update staff on student progress at our weekly Student Intervention Team (S.I.T.) meeting and monthly Intervention Specialist meetings.

## **Leadership, Planning and Implementation**

The West Seattle High School Building Leadership Team (B.L.T.) led the efforts to get support from our staff on how to best use Levy funding. Administration shared the goals of the Levy with the BLT at one of their meetings. They, in turn, created questions to help generate input from the staff. Communication cycles were created at a staff meeting led by BLT members to ask the questions and record feedback. A Fusion Page (Web-Based BLOG) was also created for staff members comfortable with this format or needing more time for a thoughtful response. The BLT compiled the responses and created areas of need based on staff input. The focus areas included math, attendance, family engagement, drug and alcohol counseling, tutoring, continuation of Mandatory After School Study Hall, and social/emotional support. During the budget proposal process for the 2012-13 school year the staff had to vote on a budget that does not include our prior funding from the Levy. This reduction of \$350,000 from the annual budget resulted in the loss of community partners and staff displacement. As a result of “carry forward” from performance pay for prior success with the Levy investment, the staff agreed to use the \$127,000 toward keeping the 1.4 FTE Academic Intervention Specialists. The budget was approved with 92% of the staff giving a yes vote. This shows our staff’s commitment to the success of our 9<sup>th</sup> graders and the work of the Academic Interventionists. In addition, updates to the proposed Levy proposal have been given at staff meetings and the allocated budget has been public on white boards in the assistant principal and principal’s office.

To coordinate with our School Based Health Center (S.B.H.C.) the School-Based Program Manager, Colin Walker, (Neighbor Care Health) met with Ruth Medsker, School Principal; Sandy Polzin, School Nurse; and Jennifer Kniseley, Assistant Principal during the RFI planning process. In addition we are all members of the **Care Coordinated Pilot Project (CCP)**. We share a similar vision in ensuring that all students come to school prepared and ready to learn. SBHC helps to remove barriers to learning in order to meet our academic and attendance goals. Using the Mental Health Integrated Tracking system (MHITS) interagency computerized data through the **CCP** (that will be implemented in September, 2012) will expand our capacity to improve outcomes, reduce barriers to services, facilitate faster identification of at-risk students, integrate behavioral health resources, and coordinate the referral of students to services not provided in the SBHC.

Included in the RFI planning process are many potential community partners. On March 22<sup>nd</sup>, administration attended the Middle School and High School RFI’s-Networking with RFQ Approved Providers Fair held at the John Stanford Center. This allowed us to learn more about potential providers. Subsequent meetings were held with current community partners and potential future partners. West Seattle had a formal meeting with the following CBO’s:

- YMCA of West Seattle and Fauntleroy Senior Director and Program Manager
- YMCA Downtown Seattle Family Services and Mental Health Coordinator
- Southwest Youth and Family Services Director
- Asian Counseling and Referral Service Directors
- University Tutors Director
- School Based Health Center Program Manager

- City Year Senior Director and School Based Program Manager

The following are the key people, selected community based partners, and their specific roles in the implementation of our Levy-funded plan:

### **West Seattle High School Staff**

Ruth Medsker, Principal: BA Elementary Education/Special Education, BS Psychology, MA School Administration. Ms. Medsker has been the principal of West Seattle High School since July, 2010. Prior to this position she was the Education Director overseeing K-8s and middle schools and the principal of Mercer Middle School. She has experience at the school and district level of implementing school change. She was directly responsible for the implementation of Writers/Readers workshop and the studio math collaboration with the University of Washington at middle schools. Ms. Medsker has been directly involved with the Levy at the school and district level.

Jennifer Kniseley, Assistant Principal: MA Technology Education, Principal Certification 2007 University of Washington, Danforth Educational Leadership. Ms. Kniseley has been at West Seattle High for the past two years in the role of Assistant Principal. Prior to this role, Ms. Kniseley was the assistant principal at West Seattle High School's feeder middle school, Madison Middle School. During her three years at Madison and her current two years at West Seattle she has been responsible for overseeing the City funded Levy Grant. She has over 17 years experience as a teacher and school administrator. She will be responsible for the ongoing progress monitoring of City Levy Targets and Outcomes and reporting back to the City.

Sandy Polzin, School Nurse: Bachelor of Science in Nursing, RN, Educational Staff Associate Certification. Ms. Polzin is our school nurse and the contact for the SBHC. She has completed graduate courses in child development, is experienced in public health issues, and is trained in advanced first aid. She has been the nurse at West Seattle High School for 19 years. Her role is to be the liaison for SBHC and to help strengthen communication among West Seattle Staff and outside providers.

Sandi Whiton, Academic Intervention Specialist: MA Liberal Arts, Teacher Certification in Secondary English 1992 Baylor University. Ms. Whiton has been at West Seattle High for the past year in the role of 9<sup>th</sup> Grade Academic Intervention Specialist. Prior to this, Ms. Whiton served in the same role at Chief Sealth High School. At both schools, she has been responsible for managing and facilitating many of the programs and services that are offered by the City funded Levy Grant. She has over 20 years experience as an educator and almost 4 years working specifically with the City Levy Grant.

Susan Nyman, 9<sup>th</sup> Grade Counselor and Academic Intervention Specialist: MEd School Counseling, MEd Secondary English, Boston University. Ms. Nyman has been at West Seattle High School for the past 4.5 years as the 9th grade counselor. Prior to that, she was a middle school counselor for 15 years on Vashon Island and in Medford, MA. She has classroom teaching experience as well as administrative and research experience in private industry. Her

role is to track student attendance and to provide social/emotional support to students. She is a member of the Student Intervention Team and will make referrals for students in need of more intensive social/emotional support.

Laura McCarthy, LINK Crew Coordinator: BA Vassar College, Master in Teaching Seattle University. Ms. McCarthy began teaching social studies and Spanish in Seattle Public Schools in 2001 after working in youth leadership development with the YMCA and as a Peace Corps Volunteer. In addition to teaching, McCarthy coordinates the Link Crew program at WSHS, which trains 11<sup>th</sup> and 12<sup>th</sup> graders (Link Leaders) to act as peer mentors for the 9<sup>th</sup> grade class. Link Leaders run freshman orientation, invite 9<sup>th</sup> graders to monthly Link Crew social events, and deliver lessons on college readiness skills in 9th grade core classes.

Katie Testin, ELL Department Head, Professional Development: Master in Teaching Secondary French and English Language Learning University of Washington. Ms. Testin has been an ELL instructor and Bilingual Department Head at West Seattle High School for the current year and taught for the previous two school years at Rainier Beach High School providing both French and ELL curriculum. Ms. Testin served on the Seattle Public Schools World Language Curriculum Alignment team during the 2010-2011 school year and as the Vice President on the Board of Trustees for the Foundation for International Understanding through Students, a non-profit that works with University of Washington international students. Her role will be working with a team of teachers to provide ongoing professional development to the West Seattle Staff on “Best Practices for Teaching Students Who Qualify for ELL and SPED Services.”

Katherine Meyer, SPED Department Head, Professional Development: BA in Accounting and Business Administration Western Washington University, Teaching Certification Central Washington University. Ms. Meyer has been teaching Special Education at WSHS for two years. She has also served as the Special Education Department Chair for that time. Previously she taught a year of Special Education at South Lake High School and four years at Spanaway Lake High School in the Bethel School District. Ms. Meyer has also been a Work-based Learning Instructor in Seattle Public Schools, supervising students in community-based internships at WSHS (for over three years) and The Center School. Before teaching, Ms. Meyer was an accountant in Bellingham. Her role will be working with a team of teachers to provide ongoing professional development to the West Seattle Staff on “Best Practices for Teaching Students Who Qualify for ELL and SPED Services.”

Cheryl Sylanski, English Teacher, Professional Development: MA American Studies, BA in English (minor in history) California State University, Los Angeles. Ms. Sylanski has taught Language Arts at WSHS for eight years. Previously she taught in Tri-Cities, Washington and Alhambra, California. She has worked with students on state assessments, Advanced Placement, and the International Baccalaureate. She served as a literacy coach for eight years at Kennewick High School and has been an educator for 35 years. Her role is to work with a team of teachers to provide ongoing professional development to the West Seattle Staff on “Best Practices for Teaching Students Who Qualify for ELL and SPED Services.”

### **Community Based Partners**

Anne Powell, YMCA Senior Director of Education and Leadership: BA Philosophy Occidental College, Los Angeles, CA. Ms. Powell has served as the Senior Director of Education and Leadership for the YMCA at WSHS since the partnership between the Y and the school began in August, 2008. She has been an active participant of the 9th grade staff team in its work with the Levy and also co-directs Level 9, a five-week academic enrichment summer program for incoming 9th graders. Prior to joining the Y, Ms. Powell developed and supervised an after-school program in the North Bronx as a Program Director for Good Shepherd Services, served as Program Coordinator for the New York City Department of Education's city-wide high school mentoring program, and completed the Coro Fellowship in Public Affairs in New York City. Ms. Powell has 14 years of experience in the field of youth development and school-based enrichment programming.

Rose Quinby, MSW, Director of Family Services and Mental Health at YMCA: Rose Quinby, MSW is the Director of the Family Services and Mental Health Department for the YMCA of Greater Seattle's Downtown branch and part time faculty at Seattle Central Community College. She started her professional work as a school counselor and adolescent and family therapist. Her 34-year career has been devoted to helping schools and communities achieve healthy youth and family development. She has worked as a leader, manager, and researcher at Public Health of Seattle-King County, the University of Washington, Puget Sound Educational Service District, and Children's Hospital. A half-time counselor from the YMCA of Greater Seattle's Family Services and Mental Health Department will provide school and home based counseling services targeted to strengthen youth and family social/emotional development, in order to help 9th grade students meet attendance and academic requirements, with the support of their families and WSHS staff.

Victor Loo, MA, CDP, NCAC Director Recovery Services at ACRS: Mr. Victor Loo, MA Counseling, is a state-certified Chemical Dependency Professional and a National Certified Addiction Counselor. Mr. Loo has over 10 years of experience in the provision, supervision, and management of chemical dependency treatment services for special populations, with expertise in serving Asian Pacific Americans, and LGBT. Born in Singapore, Mr. Loo is fluent in Cantonese, Hokkien, Mandarin, and Teochew dialects/languages. He will provide oversight of the Care Coordinated Pilot (CCP) project, coordinating services between SBHC and Southwest Youth and Family services and data monitoring, compliance, project implementation, evaluation and future development. Through CCP, he will assist to develop an integrated care model for students to address their primary and behavioral health needs. Mr. Loo will help in the selection and supervision of the .5FTE Care Coordinator.

Greg Fritzberg, PhD, Director of University Tutors: Greg Fritzberg, Ph.D., a full-time Education Professor at Seattle Pacific University and Director of University Tutors for Seattle Schools (UTSS), has partnered with southwest Seattle schools since 2005, focusing on school-based tutoring partnerships since 2008. Dr. Fritzberg has published widely on equal educational opportunity and supports our strategy to make tangible academic impact with low-income students, as measured by outcomes and indicators in direct alignment with the FEL's

identified goals. UTSS will help WSHS individualize instruction and academic interventions by providing academically capable undergraduate and graduate tutors to work in classrooms, small-group, and one-on-one settings with freshmen and sophomores identified by WSHS leadership as requiring additional assistance.

Colin Walker, MA, Program Manager at NeighborCare Health: Masters in Health Administration School of Public Health, University of Washington. Mr. Walker is the contact for SBHC. He has served as Board Member and Vice President for a non-profit organization operating health centers in rural areas of Kenya. He has also volunteered or worked at a variety of different health care organizations including Harborview Medical Center, Seattle Children's Hospital and Berkeley (California) youth science education program. Mr. Walker will be expected to attend monthly Intervention meetings and provide data that shows progress toward their goal.

### **Previous Success**

West Seattle High School is modeling our plan on our current model using Levy funds during the 2011-12 school year. West Seattle has been a recipient of Levy funding since 2008. In 2010 a new administrative team arrived at West Seattle High School. They reviewed the previous model and were instrumental in rolling out a new implementation plan for the 2011-12 school year. This included hiring new staff members, establishing new community partnerships, and monitoring progress. Our data from first semester of this year shows 90% of our students have passed their core classes and 93% are on track to move to the 10<sup>th</sup> grade. In addition we have improved attendance with 61% of the 9<sup>th</sup> grade students having fewer than five absences.

In order to meet our goals, funding had to be leveraged from other resources. LAP funds are currently being used to pay for tutors and some resources; baseline was used to fund City Year this year.

**Attachment #8: Annotated Budget**

**West Seattle High School**

**High School  
Innovation**

**Instructions**

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

Commitment Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes & Indicators
23200528	1.0 Academic Interventionist	\$100,000	\$100,000	Funds full time Academic Intervention Specialist to case manage the academic success of all 9th graders: teach 1 Focus class, coordinates University Tutors, manages Mandatory After School Study Hall and Saturday School, monitors daily individual student academic progress, collaborates with teachers, participates in AIS and 9th grade team meetings, tracks progress toward meeting Levy Target goals, attends Levy meetings, calls 9th grade families, refers identified students to SIT, collaborates with feeder middle schools for early intervention, coordinates 9th grade MAP testing.	Math/Science Read/Writing Passing Classes Attendance	ALL	MAP Reading & Math - number and percent of students meeting or exceeding typical growth , attendance, promotion to 10th grade and passing core classes
23200528	.4 Academic Interventionist	\$50,000	\$50,000	Funds our 9th grade counselor to increase her time to .8 FTE: schedules all 9th graders in appropriate classes, hand schedules Focus students, plans 9th grade Parent Night, tracks 9th grade attendance, and creates attendance agreements for identified students, participates as a member of the SIT team, submits referrals to SIT for identified students, organizes parent/teacher conferences, implements the roll out of ConnectEdu to 9th graders and supplemental curriculum to support College and Career Readiness.	Math/Science Read/Writing Passing Classes Attendance	ALL	MAP Reading & Math - number and percent of students meeting or exceeding typical growth , attendance, promotion to 10th grade and passing core classes
39106380	Social Worker	\$0	\$27,500	Funds a .5 Social Worker provided by community partner YMCA. The other .5 will be shared with our feeder Madison Middle School. He/she supports a caseload of 10-15 students; provides home visits, coordinates care and direct counseling, family parenting classes, screening to support academic success and improved attendance.	All - Focus students needs fall in each of the areas.	Social, Emotional, Behavioral, and Health Support	MAP Reading & Math - number and percent of students meeting or exceeding typical growth , attendance, promotion to 10th grade and passing core classes

7120	YMCA	\$25,000	\$40,000	Pay for community partner YMCA to have a full time Senior Director of Education and Development on-site and integrated into the WSHS community. \$26,000 program budget to provide 2-4 in-school and 8-12 after school enrichment and/or service based activities. Responsible for tracking all 9th graders to ensure they are involved in a minimum of 1 extra curricular activity during the school year and removing barriers for participation that arise for some students. Priority enrollment for identified 9th graders in Y activities will be given.	Attendance	Extended Learning Time	Attendance and passing all core classes
7120	University Tutors	\$0	\$39,000	Pay for community partner University Tutors to place 10 content specific tutors at WSHS in math and science classes and to support Mandatory After School Study Hall and Saturday School.	Math/Science	career and college readiness extended learning time	Passing Core Courses
20210600	LINK Coordinator	\$1,500	\$1,500	Stipend for the LINK Coordinator to train 50 LINK Leaders, organize the 9th grade orientation, train leaders to teach career and college readiness lessons, link events and follow up, collect data and plan.	Math/Science Read/Writing Passing Classes Attendance	career and college readiness	Attendance and passing all core classes
5100	LINK Budget	\$1,000	\$1,000	Cost for curriculum materials, LINK t-shirts, and supplies for 9th grade orientation.			
2062	Extra Time Staff	\$10,000	\$3,500	Fund professional development for entire staff 4 hour professional development focused on "Best Practice and Instructional Strategies for ELL and SPED students in August. Staff will be able to attend 14 hours of additional training October 12, Feb 6th, March 6th and May 15th. \$3,500 covers training costs and pay for 10 teachers who want the follow up sessions after August.	Math/Science Read/Writing Passing Classes Attendance	career and college readiness	MAP Reading & Math - number and percent of students meeting or exceeding typical growth , attendance, promotion to 10th grade and passing core classes
?	Mid-Year Indicator Performance Pay (7.5%) - Earned in March	\$18,750	\$26,250	\$30,000 of our performance pay from the 2011-2012 school year will be used to fund an on site .5 Care Coordinator through our community based partner ACRS. This is a vital role in Behavioral Health Care Coordination Pilot at WSHS. Responsibilities will include screening all 9th graders for risk factors that may interfere with learning, case manage students, update MHITS data base, attend SIT and Neighborcare meetings. 2012-13 performance pay will be carried forward for the following year.	Math/Science Read/Writing Passing Classes Attendance	Social, Emotional, Behavioral, and Health Support	Attendance and passing all core classes

23200528	End-of-Year Indicator Performance Pay (7.5%) - Earned in June	\$18,750	\$26,250	This money will be used to pay for a .2 FTE academic interventionist to teach a focus class for re-classified 9th graders. We will use carry forward performance pay from 20011-12 to pay the \$20,000 cost.	Math/Science Read/Writing Passing Classes Attendance	Extended Learning Time	Passing Core Courses
2062 & 7120	End-of-Year Outcome Performance Pay (10%) Earned in September	\$25,000	\$35,000	If we earn end-of-year outcome performance pay, we will create credit retrieval options and support for repeat 9th graders. This will also pay for collaborative planning time for staff who are working on best practice strategies or working on curriculum to support 9th grade academic gains. \$20,000 of the money will also be used to pay for 5 additional University Tutors.	Math/Science Read/Writing Passing Classes Attendance	Extended Learning Time	Passing Core Courses
	<b>Total:</b>	<b>\$250,000</b>	<b>\$350,000</b>				