

ATTACHMENT 1: COVER SHEET

MIDDLE SCHOOL INNOVATION RFI

School Information:

School name: Whitman Middle School

School address: 9201 15th Avenue NW Seattle, Washington 98117

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 – Not Applicable
- Management and Oversight Plan
- Annotated Budget

Contact Information:

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Signature: _____ Date: _____

Name: Sue Kleitsch

(please print clearly)

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Attachment #8: Annotated Budget				Whitman Middle School	Middle 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							
Commitment Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes & Indicators
23201205	Academic Intervention Specialist		\$68,648	0.8 FTE Academic Intervention Specialist will ensure focus students are identified and connected to support structures by coordinating with Key Staff, and provide Professional Development for identifying focus students, differentiated instruction and intervention strategies, Navigation 101, data analysis, and developing common assessments. Will meet monthly with building principal and Student Support Team. This position will be 1.0 with use of 0.2 Self Help funds	All	Social, Academic, Behavioral	MAP Reading and Math - students meeting or exceeding typical growth, WELPA gains and MSP scores Attendance, Discipline and Referral Data, Implementation of Navigation 101, Use of common assessments, Instructional best practices, Teacher generated MAP and MSP data reports and use in goal setting

7120	<i>Contractual Services: University Tutors for Seattle Schools</i>	\$23,400	\$58,500	<i>Tutors circulate as assistants and small group or individual "push in" academic helpers in classrooms. Or as small group or individual "pull out" assistance in designated school spaces. Cost per tutor is \$3,900 for the school year at 10 hours, usually over 2 days per week. Program supervisor will meet monthly with building principal and Student Support Team.</i>	<i>Math</i>	<i>Academic</i>	<i>MAP and MSP Math; classroom based assessments</i>
7120	<i>Contractual Services: El Centro de la Raza</i>	\$27,208	\$27,208	<i>El Centro de la Raza will provide case management for 35 bilingual and focus Level 1, Level 2, and low Level 3 students to develop and implement individualized service learning plan. Conduct weekly meetings with students to ensure progress. Incorporate cultural identity and heritage in student success through parent and family engagement including workshops, special events, and home-visits. Provide skill building in self-awareness, self-esteem, responsibility and teamwork to students and families. Refer students and families to community resources and supports to empower them to eliminate barriers to success. Develop and implement attendance strategies. Supervisor of building-based staff will meet monthly with building principal and Student Support Team.</i>	<i>All</i>	<i>Social, Academic, Behavioral</i>	<i>MAP Reading and Math - number and percent of students meeting or exceeding typical growth, WELPA gains and MSP scores Attendance, Discipline and Referral Data</i>
7120	<i>Contractual Services: YMCA</i>	\$160,000	\$160,000	<i>2.0 YMCA staff members will manage development and implementation of OST programs by identifying programs and partners to meet student needs and ensure that 60 - 75% of focus students participate in OST program. YMCA staff will also manage registration , attendance records, and report participation in OST to Academic Intervention Specialist and Student Intervention Team and manage daily operations of OST program. Supervisor of building-based staff will meet monthly with building principal and Student Support Team.</i>	<i>All</i>	<i>Social, Academic, Behavioral</i>	

2062 3062	Extra Time for Key Staff	\$3,000	\$3,500	Identification of focus students, data analysis, translation services, Navigation 101 facilitation	All	Social, Academic, Behavioral	
5100 5930 5900	Family Engagement Events		\$3,000	College and Career Readiness Fair, Cultural Family Nights , Student Led Conferences, Community Resource Events	All	Social, Academic, Behavioral	Attendance, Discipline and Referral Data
5100 5930 5900 2062 3062	Mid-Year Indicator Performance Pay (7.5%) - Earned in March	\$22,500	\$33,750	If we earn mid -year indicator performance pay we will provide a Spring Break Session (3 days) staffed by YMCA and SPS teachers for focus students in math and reading. We will provide events and activities to support high school transition for 8th grade students and their families. In addition, we will compensate school staff for preparing the 2013/2014 RFI.	All	Social, Academic, Behavioral	MAP Reading and Math - number and percent of students meeting or exceeding typical growth, WELPA gains and MSP scores Attendance, Discipline and Referral Data
5100 5930 5900 2062 3062	End-of-Year Outcome Performance Pay (7.5%) Earned in June	\$22,500	\$33,750	If we earn end-of-year outcome performance pay, we will provide events, including a 5 day Summer Break Session, and other activities to support middle school transition for 5th grade students and their families. We intend to apply for the Summer Program RFI.	All	Social, Academic, Behavioral	
5100 5930 5900 2062 3062	End-of-Year Outcome Performance Pay (10%) Earned in September	\$30,000	\$45,000	If we earn end-of-year outcome performance pay, we will provide a Winter Break Session (4 days) with our community based organizations and SPS staff for focus students in math and reading. We will also provide events and activities to reach out to focus students and their families.	All	Social, Academic, Behavioral	
Total:	District Indirect	\$10,881	\$16,338				
	Whitman Middle School	\$299,489	\$449,694				

ATTACHMENT 2: DATA ANALYSIS SUMMARY

ELL Data

1. Students with the English proficiency of:
 - Level 1 – Beginning 3
 - Level 2 – Intermediate 10
 - Level 3 – Advanced 22
2. 9 spoken languages
3. 14 immigrants/ 2 refugees
4. 27 (77.1%) made gains in English language proficiency on the WLPT II.
5. 4.04 years is the average length of time students are in the ELL program.
6. 14 students have been in the program for four years or longer.
7. We have identified the needs of our ELL students to be reading and math skills and attendance.
 - The percent of ELL students meeting standard on the 2011 MSP:
 - Reading 23%
 - Math 23%
 - The percent of ELL students receiving an “E” (failing grade) in a core class during the last 2 semesters:
 - Math 14%
 - Language Arts 8.5%
 - Science 3%
 - Social Studies and Washington State History 5%
 - A larger percentage of ELL students are classified as at High or Medium risk for attendance by Secondary Schools Risk Assessment
 - High Risk 7%
 - Medium Risk 7%

Data Analysis

1. Outcomes and indicators most in need of improvement under each Area of Concentration
 - Improve Math/Science
 - We need to increase the percentage of all students meeting or exceeding standard on the Math MSP
 - We need to increase the percent of all students meeting or exceeding typical growth from Fall to Spring on the Math MAP
 - We need to increase the percentage of 8th grade students who are meeting or exceeding standard on the Science MSP
 - Improve Reading/Writing
 - We need to increase the percentage of all students meeting or exceeding standard on the Reading MSP
 - We need to increase the percent of all students meeting or exceeding typical growth from Fall to Spring on the Reading MAP
 - We need to increase the percentage of 7th grade students who are meeting or exceeding standard on the Writing MSP

- Increase Passage of Core Classes
 - We need to increase the percentage of our African American, Hispanic, ELL, and Free/Reduced Lunch students who are passing core classes
- Improve Attendance
 - We need to increase the attendance rates of our African American, Hispanic, ELL and Free/Reduced Lunch students
- Increase English Acquisition
 - We need to ensure gains on the WELPA for all of our ELL students and not have students who “stagnate” in Level 2

2. Outcomes and Indicators for Focus and Target Populations

- Improve Math/Science
 - For all students, we will increase the percent of 6th, 7th, and 8th graders proficient on the Math MSP from 69% to 75%.
 - For all students, we will increase the percent of 6th, 7th, and 8th graders meeting or exceeding typical growth Fall to Spring on the Math MAP from 63% to 75%.
 - For all 8th grade students, we will increase the percent proficient on the 2013 Science MSP from 74% to 80%.
 - For all Level 1 Hispanic students (29), 50% will move to Level 2 or higher on the 2013 Math MSP.
 - For all Level 2 Hispanic students (20), 50% will move to Level 3 or higher on the 2013 Math MSP.
 - For all Hispanic students (111), 60% will meet or exceed typical growth Fall to Spring Math MAP.
 - For all Level 1 African American students (31), 50% will move to Level 2 or higher on the 2013 Math MSP.
 - For all Level 2 African American students (29), 50% will move to Level 3 or higher on the 2013 Math MSP.
 - For all African American students (95), 60% will meet or exceed typical growth Fall to Spring Math MAP.
 - For all English Language Learners (36), we will increase the percent proficient on the Math MSP from 23% to 33%.
 - For Free/Reduced Lunch students (289), we will increase the percent proficient on the Math MSP from 40% to 50%.
- Improve Reading/Writing
 - For all students, we will increase the percent of 6th, 7th, and 8th graders proficient on the Reading MSP from 78% to 85%.
 - For all students, we will increase the percent of 6th, 7th, and 8th graders meeting or exceeding typical growth Fall to Spring on the Reading MAP from 58% to 70%.
 - For all 7th grade students, we will increase the percent proficient on the 2013 Writing MSP from 81% to 85%
 - For all Level 1 Hispanic students (13), 50% will move to Level 2 or higher on the 2013 Reading MSP.

- For all Level 2 Hispanic students (25), 50% will move to Level 3 or higher on the 2013 Reading MSP.
 - For all Hispanic students (111), 60% will meet or exceed typical growth Fall to Spring Reading MAP.
 - For all Level 1 African American students (17), 50% will move to Level 2 or higher on the 2013 Reading MSP.
 - For all Level 2 African American students (21), 50% will move to Level 3 or higher on the 2013 Reading MSP.
 - For all African American students (95), 60% will meet or exceed typical growth Fall to Spring Reading MAP.
 - For all English Language Learners (36), we will increase the percent proficient on the Reading MSP from 23% to 33%.
 - For Free/Reduced Lunch students (289), we will increase the percent proficient on the Reading MSP from 57% to 70%.
- Increase Passage of Core Courses
According to our Risk Assessment a higher percentage of our African American, Hispanic, and ELL students are at High (more than 20% of core classes with a grade of N or E) or Medium (10% to 20% of core classes with a grade of N or E) levels of Core Course Failure rate compared to our White students (6%) and our school as a whole (8%) for the last two semesters.
- 15% of African American students are at High (4) or Medium (9) risk
 - 18% of Hispanic students are at High (10) or Medium (10) risk
 - 16% of ELL students are at High (2) or Medium (5) risk
- Improve Attendance
According to our Risk Assessment a higher percentage of our African American, Hispanic, and ELL students are at High (less than 80% attendance) and Medium (80% to 90% attendance) levels of attendance rate as compared to our White students (10%) and our school as a whole (10%) for the last two semesters.
- 15% of African American students are at High (3) or Medium (10) risk
 - 17% of Hispanic students are at High (4) or Medium (15) risk
 - 14% of ELL students are at High (3) or Medium (3) risk
- Increase English Language Acquisition
- Focus will be on WELPA Level 2 students who have no gains

3. African American, Hispanic, ELL, and low income students score significantly lower than the majority of Whitman students on Math and Reading MSP and are less likely to meet or exceed typical growth on MAP. Our proposed interventions will assist our focus students to meet the intended outcomes and indicators.

ATTACHMENT 3: ENGLISH LANGUAGE LEARNER SELF-ASSESSMENT

Capacity of School ELL Program

1. The instructional model that Whitman uses to support ELL students is an Inclusion ELL with pull out language support class model; plus two co-teaching classrooms: 6th grade Language Arts and 8th grade Language Arts. ELL students receive support in Math and Science classes by the “push in” of the ELL Instructional Assistant. Inclusion and intentional clustering of ELL students in mainstream classes is possible and effective due to the small number of ELL students at our school. Student language instruction is differentiated in the co-teaching classrooms and in the ELL support classroom (utilizing Level B and Level C Inside curriculum).

This model has led to improved ELL student outcomes because it provides ELL students with access to the content expertise of endorsed classroom teachers with the language acquisition support of the ELL staff.

2. ELL students are able to remain in blocked mainstream Language Arts classes (two consecutive periods) with the general education teachers consulting with the bilingual teacher on accommodations for ELL language growth as well as content area concept and vocabulary growth. ELL students remain in Math and Science classes with the “push in” support of the ELL Instructional Assistant. ELL success as measured on the district language assessment (formerly the Washington Language Proficiency Assessment (WLPA), now the Washington English Language Proficiency Assessment (WELPA) has grown at Whitman with the transition to the inclusion model.
3. A new principal began in August 2011. She has knowledge of best instructional practices and intervention strategies for middle school students. She has not participated in Scale Up 100-300, Sheltered Instruction Observation Protocol, or English Language Development Standards. The principal is researching these and other professional development opportunities for herself and other school staff.
4. The school principal provides oversight of instruction for English Language Learners by working with ELL staff to set goals for increased student achievement, developing classroom instructional strategies as well as activities that incorporate GLAD strategies, regularly visiting classrooms and giving on-going feedback to the ELL and general education teachers, as well as direct supervision of staff. The principal works collaboratively with the ELL staff to manage and maintain the budget and to determine how to utilize other funding and community resources.
5. Whitman instructional staff members have received and participated in professional development to work with ELL students. Three general education teachers – 6th grade LA/S, 7th grade math, and 8th grade LS/S – attended the co-teaching training Collaborative Institute in 2010. One 6th grade math teacher attended Math Studio days for ELL Inclusion 2010. One bilingual teacher attended GLAD training, ELD Standards Proficiency, Scale UP 200, Scale Up 225, Math Studio days for ELL Inclusion, and

Inside/Edge curriculum trainings. 25% of our staff members have attended GLAD trainings.

6. In order to meet the needs of various levels of English skills among students in class, LA/SS and Science teachers of ELL students regularly collaborate with the bilingual teacher on selecting leveled texts for assignments and modifying rubrics or assessments in order to provide access to the main concepts in a lesson. The bilingual Instructional Assistant divides his time supporting ELL students in regular education classrooms to provide additional support and first language support for Spanish speakers. His time is concentrated in Math and Science classrooms. The bilingual teacher regularly consults with general education teachers to pre-teach and review the content area vocabulary and language structures (such as compare and contrast) that the ELL students will need to succeed in acquiring knowledge and demonstrating what they know in general education classrooms.
7. In addition to core curriculum materials, the additional supplemental materials used to support ELL students are leveled texts so ELL students can participate in genre-based book clubs, videos, and audio books that provide background information or extensions of classroom materials. The bilingual teacher and general education teachers meet yearly to review text needs for ELL students.

Other Supports for ELLs

1. Other interventions currently provided for ELL students not academically on track are:
 - 1:1 or small group tutoring
 - Second math or reading support classes
 - Summer academic programs
 - Referrals to community resources including tutoring and counseling
 - After-school academic and enrichment classes
 - Information provided in home languages
 - Home visits
 - Parent outreach including College Bound and high school transition events as well as math information and achievement nights
2. ELL parents are provided with the following home-based activities to help their students to achieve their academic learning goals:
 - High interest just right reading level books
 - School-year and summer reading list
 - List of resources and support websites for homework assistance, college and career readiness, and educational opportunities.
 - Flash drives and school supplies to assist with homework and project completion

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>Hispanic, African-American, ELL, and Free/Reduced Lunch students scoring Level 1 and Level 2 on the Math MSP.</p> <p>Hispanic, African-American, and ELL students who did not meet or exceed typical growth on the Math MAP.</p>	<p>Hispanic, African-American, ELL, and Free/Reduced Lunch students scoring Level 1 and Level 2 on the Reading MSP.</p> <p>Hispanic, African-American, and ELL students who did not meet or exceed typical growth on the Reading MAP.</p>	Hispanic and African American students with Final Mark of “N” or “E” in 10% or more in core classes for last two semesters.	Hispanic and African American students with less than 90% attendance.	All ELL students
	Why did you choose these focus students?	Filtering the data by race/ethnicity and special populations, Hispanic, African-American, ELL, and Free/Reduced students are the lowest performers on MSP and did not meet typical growth on MAP.	Filtering the data by race/ethnicity and special populations, Hispanic, African-American, ELL, and Free/Reduced students are the lowest performers on MSP and did not meet typical growth on MAP.	Filtering the Secondary School Risk Report by race/ethnicity, Hispanic and African American students have the highest percentage of students with Final Mark of “N” or “E” in 10% or more in core classes for last two semesters.	After looking at the Secondary School Risk Report by race/ethnicity, Hispanic and African American students have the highest number of students with less than 90% attendance.	ELL students are among lowest performers on MSP and many did not meet typical growth on MAP. These students often lack stable home environment
	How many will you serve?	Hispanic 111 African American 95 ELL 35 F/R Lunch 289	Hispanic 111 African American 95 ELL 35 F/R Lunch 289	Hispanic 111 African American 95 ELL 35	Hispanic 111 African American 95 ELL 35	ELL 35

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
Outcomes & Indicators*	Baseline	<p>Hispanic students at Level 1 (29) and Level 2 (20) in Math MSP</p> <p>African American students at Level 1 (31) and Level 2 (29) in the Math MSP</p> <p>23% of ELL students (35) proficient on the Math MSP</p> <p>40% of F/R Lunch students (289) proficient on the Math MSP</p> <p>49% of Hispanic students (111) and 49% of African American students (95) met or exceeded typical growth for Fall to Spring Math MAP</p>	<p>Hispanic students at Level 1 (13) and Level 2 (25) in Reading MSP</p> <p>African American students at Level 1 (17) and Level 2 (21) in Reading MSP</p> <p>23% of ELL students (35) proficient on the Reading MSP</p> <p>57% of F/R Lunch students (289) proficient on the Reading MSP</p> <p>48% of Hispanic students (111) and 38% of African American students (95) met or exceeded typical growth for Fall to Spring Reading MAP</p>	<p>18% of Hispanic students with Final Mark of "N" or "E" in 10% or more in core classes for last two semesters</p> <p>15% of African American students with Final Mark of "N" or "E" in 10% or more in core classes for last two semesters</p>	<p>18% of Hispanic students with less than 90% attendance</p> <p>15% of African American students with less than 90% attendance</p> <p>Level 1 and 2 MSP students have higher rates of absenteeism than level 3 and 4 students</p>	<p>13% of ELL students did not make 'typical' gains (or made no gain) on WLPT II (now WELPA) and those students have begun to "stagnate" at their current levels.</p>

	Proposed Target	<p>50% of Level 1 Hispanic and African American students will move to Level 2 or higher on the Math MSP</p> <p>50% of Level 2 Hispanic and African American students will move to Level 3 or higher on the Math MSP</p> <p>ELL students proficient on the Math MSP will increase to 33%</p> <p>F/R Lunch students proficient on the Math MSP will increase to 50%</p> <p>60% of Hispanic and 60% of African American students will meet or exceed typical growth for Fall to Spring Math MAP</p>	<p>50% of Level 1 Hispanic and African American students will move to Level 2 or higher on the Reading MSP</p> <p>50% of Level 2 Hispanic and African American students will move to Level 3 or higher on the Reading MSP</p> <p>ELL students proficient on the Reading MSP will increase to 33%</p> <p>F/R Lunch students proficient on the Reading MSP will increase to 70%</p> <p>60% of Hispanic and 60% of African American students will meet or exceed typical growth for Fall to Spring Reading MAP</p>	10% or less of Hispanic and African American students will have a Final Mark of "N" or "E" in 10% or more of core classes for last two semesters	10% or less of Hispanic and African American students with less than 90% attendance	All ELL students will make 'typical' gains on WELPA
Strategies	What services will be provided?	<p>1. Daily second math period with ~15 students per class . Two sections at every grade level. Content based on student MAP scores.</p>	<p>1. Daily second reading period with ~15 students per class at every grade level. Content based on students MAP scores.</p> <p>2. Co-teaching support</p>	1. Daily second reading or math period with ~15 students per class at every grade level. Content based on students MAP scores.	<p>1. Home to School Liaison to increase focus student attendance and family involvement in school activities</p> <p>2. Case Manager meetings with focus</p>	<p>1. Daily ELL students support class.</p> <p>At each grade level ELL students are teamed with specific teachers so support can be provided/ relationships developed.</p>

		<p>2. “Push in” support from certificated teachers and/or ELL IA or University Tutors.</p> <p>3. After-school academic support</p> <p>4. Computer based instructional programs for students to use in support class</p> <p>5. Math Nights for 6th graders to award students for progress and achievement.</p>	<p>from ELL teacher and “push in” support from certificated teacher and/or University Tutors.</p> <p>3. After-school academic support</p>	<p>2. “Push in” support from certificated teachers and/or ELL IA or ELL teacher or University Tutors.</p> <p>3. After-school academic support and enrichment activities</p> <p>4. Using Standards Based Grading approach to classroom grading in all core classes</p>	<p>students to eliminate attendance barriers</p> <p>3. YMCA staff provides student and family resources to eliminate attendance barriers.</p> <p>4. After-school academic support and enrichment activities</p> <p>5. Tracking of student attendance and notification of absences to Home to School Liaison, AIS, Case Manager and YMCA staff by Attendance Secretary</p>	<p>2. Co-Teaching support in 6th and 8th grade Language Arts classes by ELL teacher</p> <p>3. “Push in” support in 6th, 7th, and 8th grade Math by ELL IA</p> <p>4.. “Push in” support in 6th, 7th, and 8th grade Science by ELL IA</p> <p>5. After-school academic support and enrichment activities</p> <p>6. Case management provided by El Centro de la Raza</p>
	<p>Briefly summarize the frequency and duration of the support.</p>	<p>1. Second math class (55 minutes daily) for one semester at grades 6-8 for total of ~60 students per grade</p> <p>2. Each tutor available 10 to 15 hours per week, certificated teacher available daily</p> <p>2 “Push in” by ELL IA in Science 2 days per week, for one class each grade</p> <p>3. 1 hour of academic</p>	<p>1. Second reading class (55 minutes daily) for one semester at grades 6-8 for total of ~30 students per grade</p> <p>2. Co-teaching by ELL teacher and teacher in 6th and 8th grade Language Arts inclusion classrooms 2.5 days per week each grade.</p> <p>2. Each tutor available 10 to 15 hours per week, certificated teacher available daily</p>	<p>1. Second reading or math class (55 minutes daily) for one semester at grades 6-8</p> <p>2. Co-teaching by ELL teacher and teacher in 6th and 8th grade LA classroom 2.5 days per week each grade.</p> <p>2. “Push in” by ELL IA in Math 3 days per week, for one class each grade.</p> <p>2. “Push-in” by ELL IA</p>	<p>1. Full-time Home to School Liaison available 5 days a week with flexible schedule</p> <p>2. Case Manager holds individual weekly meetings with focus students</p> <p>3. As needed, two full-time YMCA staff available 5 days a week for students to make up missed class time after-school or on Saturdays</p> <p>4. Daily notification of</p>	<p>1. Daily ELL student support class (55 minutes)</p> <p>2. Co-Teacher in 6th and 8th grade classroom 2.5 days per week each grade.</p> <p>3. “Push in” by ELL IA in Math 3 days per week, for one class each grade.</p> <p>4. “Push in” by ELL IA in Science 2 days per week, for one class each grade</p> <p>5. 2 hours of academic support/enrichment activities, 4 times per</p>

	<p>support, 4 times per week</p> <p>4. 15 minute computer based instruction 5 times per week</p> <p>5. Fall, Winter, Spring Math Nights to provide progress and achievement awards to all 6th grade students during family oriented evening event</p> <p>6. Student led conferences for focus students in November and April and for all students in April beginning with 6th grade in 2012/13 school year and adding a grade level each subsequent year.</p>	<p>3. 1 hour of academic support, 4 times per week</p> <p>4. Student led conferences for focus students in November and April and for all students in April beginning with 6th grade in 2012/13 school year and adding a grade level each subsequent year.</p>	<p>in Science 2 days per week, for one class each grade</p> <p>3. 1 hour of academic support, 4 times per week</p> <p>4. All core classes will use Standards Based Grading with multiple opportunities for teachers to re-teach and students to re-assess to demonstrate mastery of grade-level standards</p> <p>5. Student led conferences for focus students in November and April and for all students in April beginning with 6th grade in 2012/13 school year and adding a grade level each subsequent year.</p>	<p>focus student absences and weekly tracking of attendance by Attendance Secretary</p> <p>5. Student led conferences for focus students in November and April and for all students in April beginning with 6th grade in 2012/13 school year and adding a grade level each subsequent year.</p>	<p>week</p> <p>6. Case Manager holds individual weekly meetings with focus students</p> <p>7. Student led conferences for focus students in November and April and for all students in April beginning with 6th grade in 2012/13 school year and adding a grade level each subsequent year.</p>
Which Key Component does this strategy fit under?	<p>1, 2, 4. Extended in-school learning time with small group instruction, standards based instruction that provides additional opportunities aligned to specific academic needs</p> <p>3. Out-of-School</p>	<p>1, 2. Extended in-school learning time with small group instruction, standards based instruction that provides additional opportunities aligned to specific academic needs</p> <p>3. Out-of-School Time/</p>	<p>1, 2, 4. Extended In-School Learning Time (multiple opportunities to re-teach and reassess for mastery, small group instruction)</p> <p>3. Out-of-School Time/ Expanded Learning</p>	<p>1, 2, 3, 4. Addressing non-academic barriers to learning and school success</p> <p>1, 6. Family Involvement</p>	<p>1, 2, 3, 4, 5. Extended in-school learning time, including small group learning.</p> <p>6. Addressing non-academic barriers.</p> <p>7. Family Involvement</p>

		Time/ Expanded Learning Opportunities 5, 6. Family Involvement	Expanded Learning Opportunities 4. Family Involvement	Opportunities 5. Family Involvement		
	Explain your rationale for selecting this strategy.	<p>1. Students need differentiated “just right” curriculum, instruction, and materials in a more personalized environment.</p> <p>2. Students benefit from individual attention, relationships and connections built with tutors who provide “push in” support.</p> <p>3. Small group support for completing homework and re-teaching students who lack home support in those areas</p> <p>4. Individualized adaptive, and/or student directed computer programs engage students at their level and allows teacher to work with other students in small groups</p>	<p>1. Students need differentiated “just right” curriculum, instruction, and materials in a more personalized environment.</p> <p>2. Co-teacher facilitates accommodations, provides resources and leads small group instruction.</p> <p>2. Students benefit from individual attention, relationships and connections built with tutors who provide “push in” support.</p> <p>3. Small group support for completing homework and re-teaching students who lack home support in those areas</p> <p>4. Provides opportunity for all students to share goals and progress with</p>	<p>1. Students need differentiated “just right” curriculum, instruction, and materials in a more personalized environment.</p> <p>2. Students benefit from individual attention, relationships and connections built with tutors who provide “push in” support.</p> <p>3. Small group support for completing homework and re-teaching students who lack home support in those areas</p> <p>4. Standards based grading focuses both teachers and students on mastery of skills and concepts, rather than accumulation of points. Standards based grading separates being a “good student” from</p>	<p>1. Focus students need targeted interventions for improved attendance that the Home to School Liaison will provide</p> <p>2. Case Manager provides bilingual support services to focus students and families</p> <p>3. YMCA enrichment activities both during and after school encourage increased attendance</p> <p>4. Monitoring and providing interventions to student absences</p> <p>5. Provides opportunity for all students to share goals and progress with families and enhances family engagement in student learning</p>	<p>1. In addition to learning English, ELL students often need to learn how to “do school”, learn organizational skills, and have specialized language support for inclusion class assignments</p> <p>2. 6th grade students are targeted to ease transition and to form bond with ELL staff</p> <p>2. 8th grade students are targeted to ease transition and because Washington State History (part of 8th grade LA classes) is a high school graduation requirement</p> <p>3. IA assists students in language barriers and provides continuity between math class and ELL support class</p> <p>4. IA assists students in language barriers and provides continuity between the science class and ELL support class</p>

		<p>5. “If we don’t show that learning math is important by celebrating our achievement and progress publicly, then no-one will believe it is important; no matter how often we say it is.”</p> <p>6. Provides opportunity for all students to share goals and progress with families and enhances family engagement in student learning</p>	<p>families and enhances family engagement in student learning</p>	<p>academic grade.</p> <p>5. Provides opportunity for all students to share goals and progress with families and enhances family engagement in student learning</p>		<p>5. Case Manager provides additional school connection for student and families as well as advisory and community services support</p> <p>6. Provides opportunity for all students to share goals and progress with families and enhances family engagement in student learning</p>
Key People	Who are the key people who will deliver the proposed strategies and what related experience do they have?	<p>1. Second math class taught by student’s grade level math teacher</p> <p>2. University Tutors Director, AIS, and math teachers to provide training to tutors so tutors have questioning strategies and understand lesson objectives</p> <p>3. YMCA staff have experience coordinating after-school programs providing academic support and</p>	<p>1. Second reading class taught by student’s grade level LA teacher</p> <p>2. University Tutors Director, AIS, ELL Department Head, and reading teachers to provide training to tutors so tutors have questioning strategies and understand lesson objectives</p> <p>3. YMCA staff have experience coordinating after-school programs providing academic support and</p>	<p>1. Classroom teachers (while not Key Staff for leading Levy funded strategies) are trained to create and deliver engaging and effective intervention lessons to accelerate student learning and frequently monitor progress of focus students</p> <p>2. ELL staff are trained in language acquisition and co-teaching strategies and have resources to support ELL students in core classes</p>	<p>1. Home to School Liaison tracks attendance, intervenes as needed, provides incentives and meets with students and families to implement Student Attendance Agreements</p> <p>2. El Centro de la Raza organization and Case Manager have access to community based supports as well as counseling services to students and families through network of providers</p>	<p>1, 2, 3, 4. ELL staff have training in both ELL instruction and class curriculum to provide in-class support and specially designed instruction in core classes as well as ELL support class</p> <p>5. El Centro de la Raza organization and Case Manager have access to community based supports as well as counseling services to students and families through network of providers</p> <p>7. Administrators, AIS</p>

		<p>enrichment with a network of resources including college and career readiness</p> <p>4. AIS and second math class teachers to ensure effective and appropriate use of computer based learning programs</p> <p>4. Administrators and Northwest Region Director to support acquisition of programs.</p> <p>5. AIS, 6th grade math teachers, Case Manager, YMCA staff, Administrators.</p> <p>6. Administrators, AIS Head Counselor and Case Manager (if assigned) have experience conducting student led conferences and will provide support and training for classroom teachers and will also participate in conferences for focus students</p>	<p>enrichment with a network of resources</p> <p>4. Administrators, AIS Head Counselor and Case Manager (if assigned) have experience conducting student led conferences and will provide support and training for classroom teachers and will also participate in conferences for focus students</p>	<p>2. University Tutors Director, AIS, ELL Department Head, and reading teachers to provide training to tutors so tutors have questioning strategies and understand lesson objectives</p> <p>3. YMCA staff have experience coordinating after-school programs providing academic support and enrichment with a network of resources</p> <p>4. Administrators, AIS and Whitman’s Standards Based Grading Committee will continue to facilitate implementation by providing Professional Development using research based strategies and techniques learned at national conferences and collaborative work with other Seattle schools</p> <p>5. Administrators, AIS Head Counselor and Case Manager (if</p>	<p>3 YMCA staff have experience coordinating after-school programs providing academic support and enrichment with a network of resources</p> <p>4. Attendance Secretary records daily attendance, produces reports on weekly and daily basis and generates attendance letters as well as Student Attendance Agreements</p> <p>5. Administrators, AIS Head Counselor and Case Manager (if assigned) have experience conducting student led conferences and will provide support and training for classroom teachers and will also participate in conferences for focus students</p>	<p>Head Counselor and Case Manager (if assigned) have experience conducting student led conferences and will provide support and training for classroom teachers and will also participate in conferences for focus students</p>
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				<p>assigned) have experience conducting student led conferences and will provide support and training for classroom teachers and will also participate in conferences for focus students</p>		
<p>Partnerships and Collaborative Efforts</p>	<p>If a community partner is providing services, identify the organization and their role.</p>	<p><u>YMCA</u></p> <ul style="list-style-type: none"> -Level 1, Level 2 and low Level 3 MSP student academic monitoring -Receive release of information form from families to view specific focus student information and records -Provide high quality academic and enrichment programs after-school -Coordinate academic Break Sessions and Saturday school for making up absences or in lieu of suspensions -Coordinate family engagement events -Coordinate 6th grade and 8th grade transition activities -Support academic classes through incentives, goal setting, daily and weekly progress monitoring, and aspiration building sessions including college and career exploration activities -Develop and implement attendance strategies -Coordinate community and YMCA resources, including internet access for students and families beyond school based programs <p><u>El Centro de la Raza</u></p> <ul style="list-style-type: none"> -Case management for bilingual and focus Level 1, Level 2, and low Level 3 students -Receive release of information form from families to view specific focus student information and records -Develop and implement individualized service learning plan -Conduct weekly meetings with students to ensure progress -Incorporate cultural identity and heritage in student success -Parent and family engagement including workshops, special events, and home-visits -Provide skill building in self-awareness, self-esteem, responsibility and teamwork to students and families -Refer students and families to community resources and supports to empower them to eliminate barriers to success, including lack of internet access -Develop and implement attendance strategies <p><u>University Tutors</u></p> <p>Provide paid undergraduate and graduate tutors as circulating assistants and small group or individual “push in” academic helpers in classrooms or as small group or individual “pull out” assistance in other designated school spaces. UTSS tutors may serve before, during, and after school as well as on Saturdays and Break Sessions.</p>				

	<p>What is their specific expertise in helping you achieve your results?</p>	<p><u>YMCA</u> The YMCA has developed a middle school after-school cohort model program focused on college and career preparation. The program includes topics such as: academic skill building, homework completion support, organizational skills, aspiration building and goal setting as well as enrichment activities. The YMCA can support an advisory program such as Navigation 101, and college information sessions and “Real Life Fair” experiential learning opportunities. The YMCA promotes positive youth development principles and offers significant leadership opportunities to youth to help build problem solving skills. The YMCA emphasizes not only graduating from high school but also the importance of higher education to achieving living wage careers. Experience with organizing and running Break Sessions.</p> <p><u>El Centro de la Raza</u> Organization has over 17 years experience serving students of color. Case Management program has 15 years experience working with at-risk youth. In the past two years the program has meet 100% of its outcomes. They have the flexibility and resources to create and implement non-traditional learning environments and supports for students of color.</p> <p><u>University Tutors</u> Tutors are trained to work with teachers to assist struggling students and make connections with students.</p>
	<p>Why did you select this partner and what is your history with them?</p>	<p><u>YMCA</u> History of success -RFQ Proposal of services will meet our students’ needs -Licensed child care providers to support family engagement activities -Knowledge of and connections to community resources -We have no history with the YMCA</p> <p><u>El Centro de la Raza</u> -Case Management services for ELL students and families -Knowledge of and connections to community resources -We have no history with El Centro de la Raza</p> <p><u>University Tutors</u> -Organization has resounding endorsements from Hamilton and McClure Middle Schools and West Seattle High School. The UTSS program has been in existence since 2005. -We have no history with UTSS.</p>

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
Leveraged Funds	If you are leveraging other funds to support these strategies, please identify them here.	<p><u>LAP</u> 0.2 FTE Math Support Classes</p> <p><u>Baseline</u> 0.8 FTE Math Support Classes and Supplemental Materials</p> <p><u>PTSA</u> Supplemental materials (math manipulatives, science lab equipment)</p> <p><u>Self Help</u> 0.2 FTE for Academic Intervention Specialist to conduct intervention activities, ensure focus students are connected to support structures, and provide Professional Development for identifying focus students, differentiated instruction, Navigation 101, data analysis, and developing common assessments.</p>	<p><u>LAP</u> 0.2 FTE Mentoring 0.3 FTE Reading Support Classes</p> <p><u>Baseline</u> 0.4 FTE Reading Support Classes supplemental materials</p> <p><u>PTSA</u> High-interest, low-skill reading materials</p> <p><u>Self Help</u> 0.2 FTE for Academic Intervention Specialist to conduct intervention activities, ensure focus students are connected to support structures, and provide Professional Development for identifying focus students, differentiated instruction, Navigation 101, data analysis, and developing common assessments.</p>	<p><u>LAP</u> 0.2 FTE Mentoring 0.5 FTE Support Classes</p> <p><u>Baseline</u> 1.2 FTE Support Classes and Supplemental Materials</p> <p><u>PTSA</u> Math, reading, science materials</p> <p><u>Self Help</u> 0.2 FTE for Academic Intervention Specialist to conduct intervention activities, ensure focus students are connected to support structures, and provide Professional Development for identifying focus students, differentiated instruction, Navigation 101, data analysis, and developing common assessments.</p>	<p><u>Baseline</u> 1.0 Home to School Coordinator tracking attendance</p> <p><u>Self Help</u> 0.2 FTE for Academic Intervention Specialist to conduct intervention activities, ensure focus students are connected to support structures, and provide Professional Development for identifying focus students, differentiated instruction, Navigation 101, data analysis, and developing common assessments.</p>	<p><u>LAP</u> 0.2 FTE Mentoring 0.5 FTE Support Classes</p> <p><u>Baseline</u> 1.2 FTE Support Classes and Supplemental Materials</p> <p><u>PTSA</u> Math, reading, science materials</p> <p><u>Self Help</u> 0.2 FTE for Academic Intervention Specialist to conduct intervention activities, ensure focus students are connected to support structures, and provide Professional Development for identifying focus students, differentiated instruction, Navigation 101, data analysis, and developing common assessments.</p>

	How will this supplemental funding be used to support your strategy?	Funding will be used for Support Classes and supplemental materials	Funding will be used for Support classes, supplemental materials, and high-interest, low-skill reading materials.	Funding will be used for Support classes, supplemental materials, and high-interest, low-skill reading materials.	Funding will be used for providing interventions to attendance barriers	Funding will be used for Support classes, supplemental materials, and high interest, low skill reading materials.
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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

Strategy #1

Navigation 101 assists students in making choices for college and career readiness in the areas of course selections, goal setting, career planning, interpretation of career and interest inventories, and post-secondary options, including financial literacy skills. The lessons are designed to help students with the development of their High School and Beyond Plan. The lessons are relevant to the real world of work, emphasizing the knowledge and skills that all students need for success beyond high school. The curriculum is researched based and meets Washington EALRS, GLE and National Standards. Navigation 101 seeks to: equalize opportunities so that all students have choices in regards to life after high school; encourage student engagement by ensuring that every student has at least one supportive adult at school; enhance student achievement by assisting students in evaluating and reflecting on their own interests, skills, challenges and accomplishments (student led conferences); involve and encourage families in their students decisions and plans; and strengthens community relationships by offering students outside opportunities for volunteering and leadership positions. Curriculum is provided by Washington State OSPI.

Beginning in 6th grade in 2012-13 and adding a grade level each subsequent year, LA/SS teachers will lead grade level curriculum-based activities. For the 2012/13 year, students will be linked to their Language Arts teacher as an adult advocate, unless they are a focus student linked to their Case Manager.

6th grade classroom lessons for the Navigation 101 curriculum: September “*What is Navigation 101/Welcome to Middle School/Succeeding in Middle School/Note Taking from Assigned Readings*”; October “*Sharpening My Skill*”; November “*Student Led Conferences Preparation I*”; December “*Bucket List of Interest/The Wide World of Careers*”; January “*Effective Test Preparation*”; February “*Mid-Year Check Up*”; March “*Student Led Conferences Preparation II*”; April “*Student Led Conferences How Did I Do? /Summer Goals*”; May “*Learning About High School*”; June “*Who Will I Be in the Future?*”

Students who are eligible for the College Bound Scholarships will be identified, encouraged and supported in completing and submitting applications. In 2010-11, Whitman had 100% of eligible F/R seventh and eighth grade students enroll in the program. Currently, 51% of eligible students have enrolled. In order to increase the number of enrolled students, we will continue to mail district-initiated letters to all families of free/reduced lunch students, have 1:1 conferences with counselors, provide incentives, set up informational booths at parent events, and present at meetings of target student families. In addition, we will place College Bound applications in “Back to School” packets, provide language translated applications, place information in parent newsletters, and have information available at Student Led Conferences as well as College and Career Resource Fair organized by YMCA staff.

Strategy #2

Beginning in 6th grade in 2012-13 and adding a grade level each subsequent year, we will schedule Student Led Conferences in November and April. In August, 6th grade teachers will receive training in Navigation 101 as well as developing a classroom culture and expectation for Student Led Conferences. In November, 6th grade LA/SS teachers will teach the Navigation 101

lesson on Student Led Conferences. Conferences for **focus students** will be scheduled to discuss MSP and MAP data, standards based and classroom based assessments, Reader and Writers notebooks, math and science comp books and aspirations as well as individual goals for academic progress. In February, there will be a mid-year check on goal progress and in April, **all students** will lead conferences with their families and school staff to share their academic progress, interest and skill inventory, goals and aspirations, and challenges.

Strategy #3

El Centro de la Raza will deliver services at school for 35 students. At the beginning of service, an El Centro de la Raza staff member will meet with a student to provide a comprehensive three hour one-on-one personal history assessment in which staff determine the needs of the student and identify barriers that may inhibit successful academic achievement. Students acknowledge their responsibilities and identify educational goals they hope to achieve in a 12-18 month period as staff members help students create an Individualized Service Plan (ISP) and develop a High School and Beyond Plan. Throughout the year, staff members will spend between one to two hours per week with each student through a combination of phone calls, case management, and weekly check-ins. A case manager will provide academic support and advocacy, extracurricular activity enrollment, translation home visits, connections for students and their families to resources (college and career readiness) and supports in the community as well as drug and alcohol treatment and counseling programs when needed. The case manager will maintain a flexible schedule and will adjust the amount of time spent to meet each student's specific needs, and provide attendance, behavior and discipline support when necessary. This school-based program will be on-going and provide services year round – directly supporting students to graduate on time, supporting students in passing all courses, and students in all grades having fewer than five absences per semester.

Community Partnerships

Students identified as needing additional, intensive support will be selected using MAP and MSP scores as well as demographic information and staff referrals. Services will be provided by El Centro de la Raza, YMCA staff members, and University Tutors.

The YMCA has developed a middle school after-school cohort model program focused on college and career preparation. The program includes topics such as: academic skill building, homework completion support, organizational skills, aspiration building and goal setting as well as enrichment activities. The YMCA can support an advisory program such as Navigation 101, and college information sessions and “Real Life Fair” experiential learning opportunities. The YMCA promotes positive youth development principles and offers significant leadership opportunities to youth to help build problem solving skills. The YMCA emphasizes not only graduating from high school but also the importance of higher education to achieving living wage careers.

El Centro de la Raza has over 17 years experience serving students of color. Case Management program has 15 years experience working with at-risk youth. In the past two years the program has met 100% of its outcomes. They have the flexibility and resources to create and implement non-traditional learning environments and supports for students of color.

University Tutors are trained to work with teachers to assist struggling students and make connections with students.

We have no prior history with any of these community partners.

ATTACHMENT 7: MANAGEMENT AND OVERSIGHT PLAN

Tracking to Results

1. At Whitman, staff members receive training on how to read data and how to chart student progress. Time is provided for staff members to review Measurement of Academic Progress (MAP) and MSP results individually as well as with staff members that teach the same discipline and with staff members teaching the same students to discuss students' strengths and challenges in specific areas. Math and Reading (Language Arts) teachers use MAP data as an indicator in their Professional Evaluation and Mid-Year Reflection. At monthly grade level meetings, teaching teams discuss students of concern, refer students to the Student Intervention Team, and develop intervention strategies. Student Learning Plans are developed for LAP students and parent conferences are held as requested by teachers, administrators, parents or students. Classroom teachers work with students to develop goals and monitor progress. All teachers participate in professional learning communities focusing on student learning for all students – we ask ourselves “What do we want students to learn? How will we know if they learned? What will we do with students who didn't learn? What will we do if students already know?” We use this information to differentiate our support for student learning. In addition, Whitman is implementing Standards Based Grading in all core classes so student grades reflect their academic abilities with an emphasis on mastery of skills and concepts, rather than completion of assignments and an accumulation of points.
2. Data from MAP, MSP, attendance, classroom based assessment and grades as well as discipline data will be monitored and analyzed by the Academic Intervention Specialist, community providers, classroom teachers, attendance secretary, home to school liaison, and school administrators.
3. We will use data to track and monitor our proposed results and will adjust strategies as needed by requiring all teachers to have academic goals for specific focus students in LAP plans and professional evaluations. Grade level subject teams will have common preps for the purpose of discussing student growth and academic achievement with grade level administrators. Teachers will be responsible for providing MAP and MSP data as part of Student Intervention Team referrals. “Data Walls” identifying levels of students will be used to motivate teachers as well as to track and monitor our progress and to adjust strategies. By having more teachers and key staff examine data we believe more patterns and trends will be uncovered so strategies can be adjusted.

Leadership, Planning, and Implementation

1. Our decision-making process:
 - Opened participation on the RFI ad hoc committee to all school staff through announcements at staff meeting and written communications as well as to parent Building Leadership Team representatives. Identified target population by analyzing data.
 - Completed needs assessment.
 - Identified successful best practices and strategies.
 - Identified community partners that have a proven record of success for target population.
 - Interviewed RFQ-approved providers to discuss what they can offer to support success for our target population.

- Reviewed proposed strategies/interventions with key staff members.
- Reviewed grant process with Building Leadership Team and PTSA Board.
- Presented final RFI grant submission to all staff members and PTSA Board.

2. Whitman does not have a school-based health center.

3. We included community partners in the RFI planning process by interviewing providers that will meet the needs of our target population. We reviewed their proposals and asked questions to determine if the interventions and strategies they identified will work in our school setting, if they can provide a network of support for students and their families, and if the program supervisor is available to meet with our designated staff members on a regular basis. We will identify a school staff member to meet weekly with the community partner building-based staff and monthly with community partner supervisors of building-based staff. Continual data review will be used to make informed decisions regarding program implementation.

4. The key people (Key Staff) within our school who will lead our Levy-funded strategies and their specific roles:

- Academic Intervention Specialist (AIS) – TBD

The Academic Intervention Specialist is primarily responsible for providing training and support so that all teachers and administrators are capable of the AIS roles.

- Collect data and monitor progress of all Whitman students
 - Provide data reports to teachers and administrators and maintain records of focus students
 - Lead Professional Development for teachers to learn how to create own data reports and track student progress
 - Coordinate intervention activities with Student Intervention Team and Key Staff to identify low, medium, and high risk factors of students in the areas of academic and social/behavioral domains.
 - Research, recommend, coordinate and provide Professional Development to Administrators and Teachers that targets needs of focus students
 - Implement and maintain “Data Wall” to track focus student progress
 - Assist teachers in planning and implementing effective learning strategies and activities
 - Act as liaison between teachers, program specialists and instructional coaches
 - Mentor new or struggling teachers
 - Assist in developing and tracking progress on common assessments
 - Plan and participate in before and after-school activities, weekend programs, Family Nights and Break Sessions in collaboration with YMCA staff
 - Collaborate with Administrators, El Centro de la Raza Case Manager, Head Counselor, YMCA Senior Leader, and University Tutors Director to ensure comprehensive services and supports for focus students
- El Centro de la Raza Case Manager – TBD
- Provide intensive case management support for focus students
- Academic support and advocacy
 - Extracurricular activity enrollment facilitation
 - Translation and home visits
 - Connect students and families to supports in the community including employment referral, post-secondary education referral, and parenting programs

- Assist parents in accessing school resources and how to ‘do school’ in Seattle
 - Maintain flexible schedule and adjusts the amount of time spent on each focus student to meet student’s specific needs
 - Provide attendance, behavior, and discipline support as necessary
 - Collaborate with AIS, Administrators, Head Counselor, YMCA Senior Leader, and University Tutors Director to ensure comprehensive services and supports for focus students
- University Tutors for Seattle Schools Director - Greg Fritzberg
 - Provide trained, paid tutors working supervised by AIS and classroom teachers
 - Collaborate with AIS, Administrators, El Centro de la Raza Case Manager, Head Counselor, and YMCA Senior Leader to ensure comprehensive services and supports for focus students
- YMCA Senior Leader – TBD
 - Identify and provide additional academic support programs and enrichment activities that will be offered after-school and manage daily operations
 - Ensure that 60 – 75% of focus students participate in after-school program, manage registration, attendance records, and report participation to AIS and Case Manager
 - Support academic classes through incentives, goal setting and aspiration building sessions including college and career exploration activities
 - Work closely with school staff to develop consistent Break Session programs
 - Plan and implement family engagement events with school staff
 - Develop and implement parent/family classes based on identified needs (technology classes, parenting skills, adult literacy, etc)
 - Develop 6th and 8th grade transition programs for incoming and outgoing students
 - Collaborate with Administrators, El Centro de la Raza Case Manager, AIS, Head Counselor, and University Tutors Director to ensure comprehensive services and supports for focus students
- Administrators - Sue Kleitsch (Principal), Dorian Manza (Assistant Principal), Melissa Schweitzer (Assistant Principal), Sally Jo Gilbert de Vargas (House Administrator)
 - Lead teachers in analysis of MAP and MSP data in conjunction with AIS
 - Monitor progress for students in assigned grade level with AIS
 - Follow through on teacher or AIS initiated referrals of focus students
 - Provide professional growth support to grade level teachers
 - Collaborate with AIS, Head Counselor, El Centro de la Raza Case Manager, YMCA Senior Leader, and University Tutors Director to ensure comprehensive services and supports for focus students
- Head Counselor - Cheryl Fraley
 - Provide training to Language Arts teachers to implement Navigation 101 career and college readiness curriculum
 - Assist AIS, Case Manager, and YMCA Lead in monitoring focus student progress in academic and social emotional domains
 - Collaborate with Administrators, AIS, El Centro de la Raza Case Manager, YMCA Senior Leader, and University Tutors Director to ensure comprehensive services and supports for focus students
- ELL Department staff - Pam Hartman and Cesar Diaz

- Co-teach with 6th and 8th grade Language Arts teachers in ELL inclusion classes
- Support ELL students in Math and Science classes and provide resources to teachers
- Supervise and monitor effectiveness of ELL Instructional Assistant
- Maintain records of ELL students and monitor progress
- Administrative Secretary - Mistie Chandler
 - Master scheduling
 - Track income and expenses
- Home to School Liaison - Michelle Plants
 - Collaborate with AIS, Head Counselor, Case Manager, and YMCA Staff to increase focus student attendance and family participation in school events.
- Attendance Secretary - JoAnn Nakamoto
 - Provide weekly attendance reports of focus students to key staff
 - Provide daily absence notification of focus students to key staff

5. The systems currently in place to identify the components of strategies that are or are not working:

- Classroom based assessments, academic and effort grades, MAP scores, MSP scores, and WLPT II are used to measure the effectiveness of after-school academic support, tutoring, study skills and support classes.
- MAP scores and classroom based assessments are used to adjust curriculum and instructional practices in support classes from semester to semester.

6. Challenges and steps to increase our chances of achieving results:

- Parents do not always consent to inclusion of student in Support class.
 - Administrators, Head Counselor, Academic Intervention Specialist, El Centro de la Raza Case Manager and YMCA staff will counsel such parents to consent.
 - Refer student to after-school reading and/or math support class.
- Focus students unable to attend after-school reading or math sessions.
 - Students will be assigned a tutor during the school day.
 - Transportation provided for students for after-school sessions.
- Families of focus students are unaware of, or unable to access services and information.
 - AIS, Case Manager, and YMCA staff will provide after-school parent sessions to educate families about the SOURCE, classroom FUSION PAGES and other district resources and information.
 - Case managers work with families to eliminate barriers to services and information.
- Teachers unfamiliar with using MAP and MSP data to inform instructional practices.
 - Academic Intervention Specialist and Principal will provide instruction during dedicated professional development times.
 - Grade level subject teams will have common preps with an expectation to examine student growth and academic achievement with grade level administrators.
 - Teachers will be responsible for providing MAP and MSP data as part of Student Intervention Team referrals.
- Cohesive and collaborative use of community providers and school staff working with focus students.
 - Weekly meetings with Academic Intervention Specialist to review data, student progress, and program needs.

- Student Support Team monthly meetings that include provider supervisors.
 - El Centro de la Raza Case Manager will meet with Head Counselor on a regular basis to discuss interventions.
 - Community provider staff will participate in school activities and with school staff in professional development opportunities.
- Structured opportunities for students to share academic progress, aspirations, and challenges with families and school staff as well as monthly, curriculum-based meetings between students and consistent staff members.
- Student led conferences
 - Navigation 101
7. School district staff who will be supporting our school in achieving our results and their roles:
- Director of Research, Evaluation, and Assessment - Mark Teoh
 - Provide data reports and professional development in analyzing data
 - Northwest Region Director - Marni Campbell
 - Identify and provide district supports as requested by Administrators and AIS
 - Human Resources Department Recruiter - Nathan Fitzpatrick
 - Assist in hiring qualified, effective staff
8. Other funds to be leveraged to support this work are Baseline, LAP, PTSA, InvestEd, WEA Children's Charity Fund, Assistance League, and Self Help.

Previous Success

1. Work we have done in the past that has resulted in achieving results with our proposed outcomes and indicators.
- Targeted support for Level 1 and Level 2 students.
 - Support classes in reading or math or both. Placement is based on student scores on MSP, MAP, and lack of student progress as observed by teachers. Semester long support classes focus on pre-teaching, re-teaching, and skill building. Percentage of current students making at least 50% of typical growth from Fall to Spring on Math MAP who were enrolled in Math Support class for first semester is 67%, compared to 54% for the students overall and those who were enrolled in Reading support class for first semester is 75% compared to 56% for the students overall.
 - "Push in" individual or/and small group instruction.
 - After-school support sessions in reading or math taught by Whitman teachers.
 - Learning Assistance Plans with specific goals and identified strategies/interventions.
 - Study Skills classes for struggling students or students with IEPs or ELL students to develop organization, increase homework completion, and to prepare for tests.
 - Percentage of current students making at least 50% of typical growth from Fall to Spring on Math MAP who were enrolled in Study Skills classes for first semester is 56%, compared to 54% for the students overall and those who were enrolled in Study Skills classes for first semester is 64% compared to 56% for the students overall.
 - Percentage of current students making at least 50% of typical growth from Fall to Spring on Math MAP who were enrolled in ELL Support classes for first semester is 67%, compared to 54% for the students overall and those who were

enrolled in ELL Support class for first semester is 50%, compared to 54% for the students overall.

- Five week summer school focusing on reading and math.
 - Percentage of students remaining at Spring level or making gains on the Spring to Fall Reading MAP is 58% of 44 students.
 - Percentage of students remaining at Spring level or making gains on the Spring to Fall Math MAP is 60% of 45 students.
- Additional high interest, low reading skill materials for class and school libraries
- Tutoring and mentoring provided by parent and community volunteers
- Counseling Team
 - Social skills groups and referrals for mental health counseling and crisis intervention
 - Basic needs (food, shelter, transportation) support for families
 - Agency coordination and College Bound Scholarship registration
 - Transition activities for incoming students “Whitman Welcome” and for 8th grade students moving on to high school.
 - Funding for student participation in summer learning opportunities through grant writing and Assistance League scholarships.

2. We have leveraged the following resources to achieve results:

- Baseline and LAP funded certificated staff to teach a second period of reading and math to Level 1 and Level 2 students as well as support classes for ELL and IEP students.
- Partnerships with community based organizations to offer after-school academic and enrichment classes and summer sessions.
- Parent volunteers to tutor, chaperone field trips, and/or supervise hallways during our three lunches.
- PTSA funds to purchase social skill curriculum (Second Step) as well as high interest, low reading skill texts and technology for students without access to technology at home.
- Certificated staff teaching social skills curriculum (Second Step) monthly.
- Certificated staff available during lunch and/or after-school to work with students on assignments and preparing for assessments.
- Counseling staff outreach to community agencies and families.
- Home to School Liaison monitoring daily attendance and truancy compliance.
- Certificated staff teaching Study Skills classes daily.

Attachment #8: Annotated Budget				Whitman Middle School	Middle 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							
Commitment Item	Description	Low Range Budget	High Range Budget	Annotation	Area of Concentration	Key Component	Outcomes & Indicators
23201205	Academic Intervention Specialist		\$68,648	0.8 FTE Academic Intervention Specialist will ensure focus students are identified and connected to support structures by coordinating with Key Staff, and provide Professional Development for identifying focus students, differentiated instruction and intervention strategies, Navigation 101, data analysis, and developing common assessments. Will meet monthly with building principal and Student Support Team. This position will be 1.0 with use of 0.2 Self Help funds	All	Social, Academic, Behavioral	MAP Reading and Math - students meeting or exceeding typical growth, WELPA gains and MSP scores Attendance, Discipline and Referral Data, Implementation of Navigation 101, Use of common assessments, Instructional best practices, Teacher generated MAP and MSP data reports and use in goal setting

7120	<i>Contractual Services: University Tutors for Seattle Schools</i>	\$23,400	\$58,500	<i>Tutors circulate as assistants and small group or individual "push in" academic helpers in classrooms. Or as small group or individual "pull out" assistance in designated school spaces. Cost per tutor is \$3,900 for the school year at 10 hours, usually over 2 days per week. Program supervisor will meet monthly with building principal and Student Support Team.</i>	<i>Math</i>	<i>Academic</i>	<i>MAP and MSP Math; classroom based assessments</i>
7120	<i>Contractual Services: El Centro de la Raza</i>	\$27,208	\$27,208	<i>El Centro de la Raza will provide case management for 35 bilingual and focus Level 1, Level 2, and low Level 3 students to develop and implement individualized service learning plan. Conduct weekly meetings with students to ensure progress. Incorporate cultural identity and heritage in student success through parent and family engagement including workshops, special events, and home-visits. Provide skill building in self-awareness, self-esteem, responsibility and teamwork to students and families. Refer students and families to community resources and supports to empower them to eliminate barriers to success. Develop and implement attendance strategies. Supervisor of building-based staff will meet monthly with building principal and Student Support Team.</i>	<i>All</i>	<i>Social, Academic, Behavioral</i>	<i>MAP Reading and Math - number and percent of students meeting or exceeding typical growth, WELPA gains and MSP scores Attendance, Discipline and Referral Data</i>
7120	<i>Contractual Services: YMCA</i>	\$160,000	\$160,000	<i>2.0 YMCA staff members will manage development and implementation of OST programs by identifying programs and partners to meet student needs and ensure that 60 - 75% of focus students participate in OST program. YMCA staff will also manage registration, attendance records, and report participation in OST to Academic Intervention Specialist and Student Intervention Team and manage daily operations of OST program. Supervisor of building-based staff will meet monthly with building principal and Student Support Team.</i>	<i>All</i>	<i>Social, Academic, Behavioral</i>	

2062 3062	Extra Time for Key Staff	\$3,000	\$3,500	Identification of focus students, data analysis, translation services, Navigation 101 facilitation	All	Social, Academic, Behavioral	
5100 5930 5900	Family Engagement Events		\$3,000	College and Career Readiness Fair, Cultural Family Nights , Student Led Conferences, Community Resource Events	All	Social, Academic, Behavioral	Attendance, Discipline and Referral Data
5100 5930 5900 2062 3062	Mid-Year Indicator Performance Pay (7.5%) - Earned in March	\$22,500	\$33,750	If we earn mid -year indicator performance pay we will provide a Spring Break Session (3 days) staffed by YMCA and SPS teachers for focus students in math and reading. We will provide events and activities to support high school transition for 8th grade students and their families. In addition, we will compensate school staff for preparing the 2013/2014 RFI.	All	Social, Academic, Behavioral	MAP Reading and Math - number and percent of students meeting or exceeding typical growth, WELPA gains and MSP scores Attendance, Discipline and Referral Data
5100 5930 5900 2062 3062	End-of-Year Outcome Performance Pay (7.5%) Earned in June	\$22,500	\$33,750	If we earn end-of-year outcome performance pay, we will provide events, including a 5 day Summer Break Session, and other activities to support middle school transition for 5th grade students and their families. We intend to apply for the Summer Program RFI.	All	Social, Academic, Behavioral	
5100 5930 5900 2062 3062	End-of-Year Outcome Performance Pay (10%) Earned in September	\$30,000	\$45,000	If we earn end-of-year outcome performance pay, we will provide a Winter Break Session (4 days) with our community based organizations and SPS staff for focus students in math and reading. We will also provide events and activities to reach out to focus students and their families.	All	Social, Academic, Behavioral	
Total:	District Indirect	\$10,881	\$16,338				
	Whitman Middle School	\$299,489	\$449,694				