ATTACHMENT 1: COVER SHEET

ELEMENTARY SCHOOL INNOVATION RFI

School Information:

School name:	Wing Luke Elementary
School address:	**3701 S. Kenyon St., Seattle, WA 98118**

Principal's Contact Information:

Name:	Davy Muth		
Day/Work phone:	206-252-7630 office; 206-407-7047 cell		
Email address:	dmuth@seattleschools.org		
Signature:		Date:	1-14-13

Additional Staff Member's Contact Information:

Name:	Monica Sylver		
Title:	Teacher		
Day/Work phone:	206-252-7630 office; 206-465-7140		
Email address:	mssylver@seattleschools.org		
Signature:		Date:	1-14-13

ATTACHMENT 2: SCHOOL NARRATIVE –*OPTIONAL*

Thank you for considering Wing Luke Elementary School (WLES)'s application to the Families and Education Levy Elementary School Innovation grant. Wing Luke strives every day to create an environment where all students feel safe and valued; to set high expectations using rigorous curriculum; to model and teach social skills, collaboration, and leadership; to cultivate healthy and engaged participation; to empower students to solve independently. All so that every student in our building can succeed in their school and create a strong foundation to graduate from high school, college and career ready.

Demographics: In the last year, WLES had 356 students. 98% of our students are of color. 84% are low-income, as indicated by their lunch status, almost double the district average. Among our students of color, 47% are Asian/Pacific Islander, 36% are Black/African, 9% Hispanic, 6% multi-racial, and 2% White. 31% are ELL. 12% of the students are Special Ed. 15% are in the Advanced Learning (Spectrum) program.

Current goals and Outcomes: For the 2012-2013 school year, our goals are

1. For intermediate students we will increase the percent of students proficient on the state math test from 74% to 84%and reading from 70% to 85%.
2. For 5th grade students we will increase the percent of students making gains on state math test from 69% to 79% and reading from 67% to 77%.
3. For limited English students we will increase the percent of students proficient on the state test: 3rd grade in math from 82% to 92% and reading from 73% to 83%. 4th grade in math from 64% to 74% and reading from 55% to 65%.

Unique Qualities: WLES has made tremendous gains in the past six years, as we can discuss in the data assessment. We attribute this to a hardworking, skilled, and committed staff and a strong leader.

We also attribute the gains to Wing Luke's fierce commitment to using data to hone in on students who need the most support and providing targeted instruction and interventions. We have made significant investments into building a standards-based, data-driven instructional system.

This year, we instituted a new interim assessment system, administering interim assessments five times a year. Teachers have collaboratively created the interim assessments, which are aligned to Common Core and WA state standards. Teachers are given release time to analyze data and make adjustments to instruction after each interim assessment. ALL staff members are expected to use data to track students' growth and measure their effectiveness. For example, Instructional Assistants (IAs) are assigned targeted students, keep logs of the support provided to them, and check in weekly with the principal on their work. Staff also use interim assessment data to identify students for interventions and measure progress of students receiving interventions. In this way, teachers are able to continually track the progress of our students and improve on our instruction and supports throughout the year.

Wing Luke was also one of the first schools in the district to align with Common Core. Staff PD has focused on 'unpacking' the Common Core and WA state standards and identifying areas to supplement curriculum to fill gaps.

Accomplishments: The focus on data and targeted intervention has led to great results. For example, in 2011/12, 74% of our 3rd, 4th, 5th graders were proficient on the math compared to the district average of 69%, a huge accomplishment for us, as this number was only 59% in 09/10. In 09/10, only 60% of our 3rd graders were proficient on the state reading test. In 2011/12, this number shot up to 76%, on par with the district's 74%.

Challenges: Despite the successes as a school overall, we still face considerable challenges. Our ELL students continue to fall behind. In the last year, only 50% of our 4th and 5th grade ELL students passed the math standards, and only 35.7% passed the reading standards. Only 25% of 4th grade ELL students passed the writing standards. Kindergarteners, meanwhile, face numerous challenges being prepared for school, with only about 40% meeting standards in math and literacy. Due to the various factors such as language challenges and parents who may not know how to support students at home, many of our students are falling behind.

Current Partnerships: WLES has been working with key partners, including Tiny Tots CLC, to provide strong extended-learning opportunities for our students, including tutoring, homework help, and enrichment activities. Tiny Tots also provide early learning programs, working closely with the WLES team to support students to become ready for Kindergarten.

How Levy dollars could further this work: Despite the successes we have made in the past six years, our ELL students are still behind. In order for us to close the achievement gap, we are applying to the Levy for several new programs 1. A Reading and Writing Specialist will work with our teams to support ELL students, especially 4th and 5th grade ELL students in reading, and 4th grade ELL students in writing. 2. Funding to expand our extended learning program with Tiny Tots CLC by having a program located on-site (currently our students walk to Van Asselt Elementary for Tiny Tot's after-school program) 3. A Cultural Navigator, in partnership with the Vietnamese Friendship Association, who will work with our ELL families to develop skills to support students at home, and 4. To expand the number of Kindergarten students served through Tiny Tots' early learning program by providing scholarships to underserved families.

We believe that with these new strategies, Wing Luke will not only make great progress in closing the achievement gap with our ELL students, but also become a model for other schools that also have high populations of low-income students and students of color. Thank you for your consideration.

ATTACHMENT 3: DATA ANALYSIS SUMMARY

Part I: Kindergarten Readiness Assessment

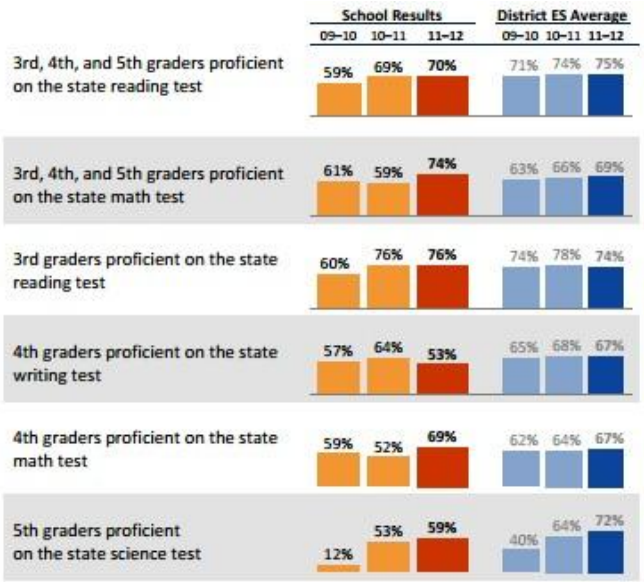
1. Number of students meeting grade level expectations, based on WaKIDS data. Total of 53 students. Social-Emotional, 33 (62%); Physical-Gross Motor, 34 (64%); Physical-Fine Motor, 33 (63%); Language, 21 (40%); Mathematics, 23 (43%); Literacy, 23 (43%). Cognitive, 19 (36%)
2. From the data above, we recognize that students in the area are having challenges becoming prepared for Kindergarten. About 2/3 are meeting expectations in social-emotional and physical skills. More alarming is that only 40% of the students and only 43% are meeting expectations in language and math respectively, which will put them further behind as they enter kindergarten. We attribute these low scores to the fact that many of our students are low-income students of color whose parents may not have the skills, knowledge, or time to assist students to be more prepared for school by reading to them or engaging in other cognitively beneficial activities, or even understanding why attendance is important. More resources will need to be put into preparing students for school and into working with parents to support their children at home.

Part II. English Language Acquisition Data

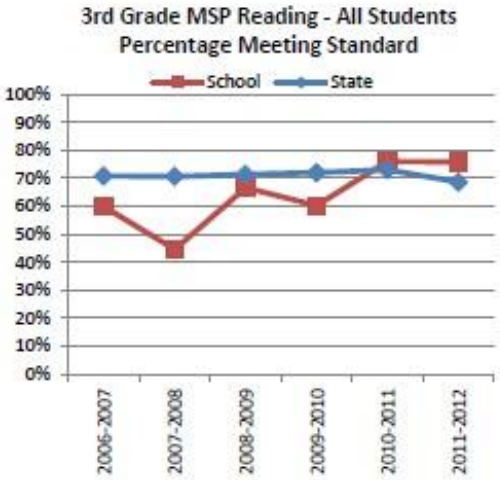
1. Among our 113 ELL students tested, 47(42%) made progress or met AMAO 1.
2. On average, ELL students at WLES remain in the program for 2.6 years. We strive to exit students out as quickly as possible, believing that being immersed in the regular program helps students develop language acquisition skills.
3. We have 25 students who have been in the ELL program for 4 or more years. Research shows that it takes 5-7 years to acquire a language. Although many children, especially if they come to us in kindergarten, can acquire enough academic language to be able to pass the WELPA and cope fairly well in class, there are some children who need more time to do this. Many of the 5th graders who are ELL are also special ed, facin considerable challenges in acquiring the language proficiency required to exit the program.

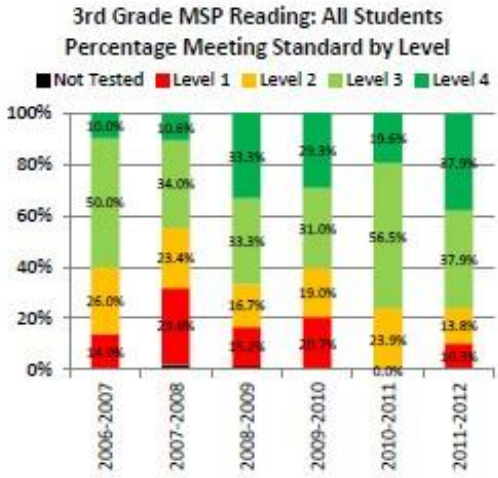
Part III: Data Analysis

High-Level Trends: As demonstrated in the chart to the right, we have made steady progress in 3rd, 4th, and 5th grade reading and math, coming close to or exceeding the district average in 2011/2012. We are still struggling in writing and science, areas that are challenging for our high population of ELL students. A thorough analysis of each area follows:

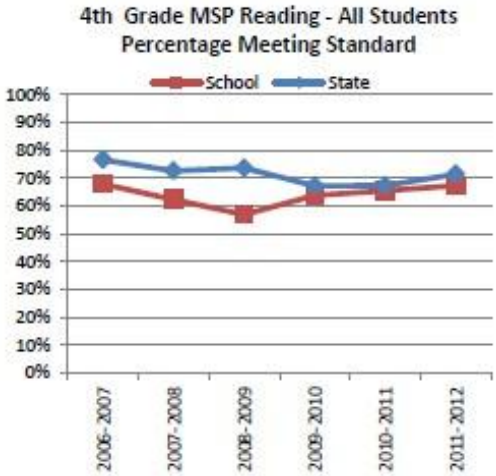


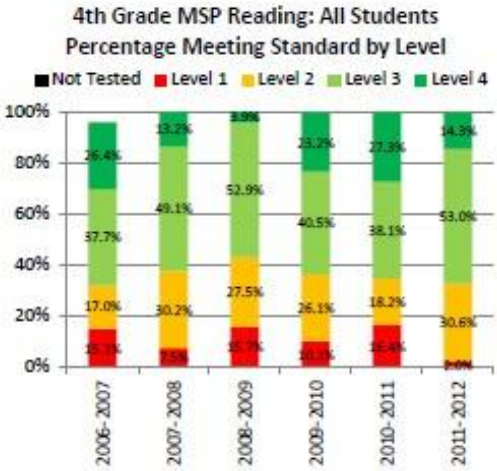
Reading:





As seen from the above graph, WLES has been making steady progress over the past six years, in 2012 exceeding state average. The 3rd grade MSP reading scores show a steady increase in the number of students achieving level 3 or 4. We attribute this to implementing the Reader's and Writer's Workshops, ongoing professional development, and using data to target struggling students.





4th graders have also been making some progress, but not as much as the 3rd graders. The MSP shows increase in the number of students moving from Level 1 to Levels 2 and 3 over six years. However, the number of students reaching Level 5 decreased from 26.4% to 14.3%. We believe this may be due to staff transition, with one staff going on long-term leave and we had to have a substitute 4th grade teacher this last year.

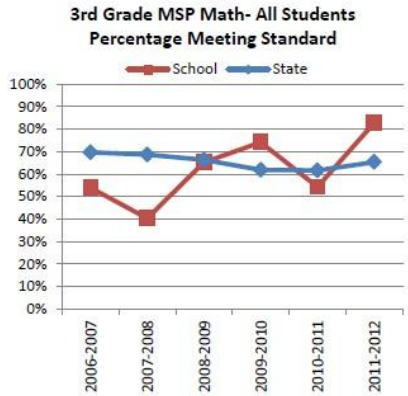
Looking at our latest MAP scores, 52.3% of our kids made typical growth in reading, on par with the district average of 51.8%. Among our non-ELL students, 49.3% made typical growth in reading. Among ELL students, 60% are making typical growth, which is higher than both the school average and the district average. We attribute this high growth to daily instructions in skills and strategies that support growth in reading, targeting comprehensive, accuracy, fluency, and vocabulary.

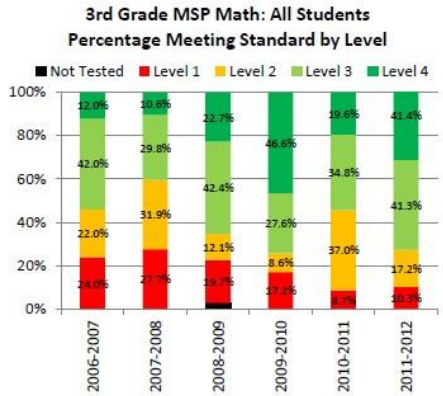
On the MSP, 34.6% of non-ELL 3rd to 5th graders achieved Level 4; 38.5% Level 3; 20.5% Level 2; and 6.4% Level 1. In comparison, ELL students are not doing as well, with only 12.0% achieving Level 4. Fortunately 48% achieved Level 3, 36% Level 2, and only 4% Level 1.

Math

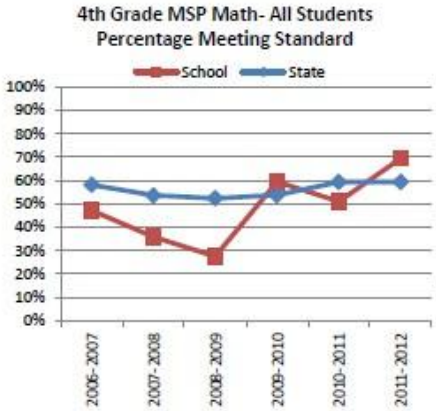
From 2010/2011 to 2011/2012, we jumped from 59% of 3rd, 4th, and 5th graders being proficient on state math test to 74%, exceeding the district average of 69%. We attribute this to several factors. One of our CSIP goals is math. Each staff member, including IA's (and even the custodian!) has to indicate a math goal for the year, engaging students in math games and other activities. We also have a math specialist who teaches in small-groups, and teachers provide workshops for parents to learn how to help their kids with math. In addition, WLES was one of the first schools to connect with Common Core.

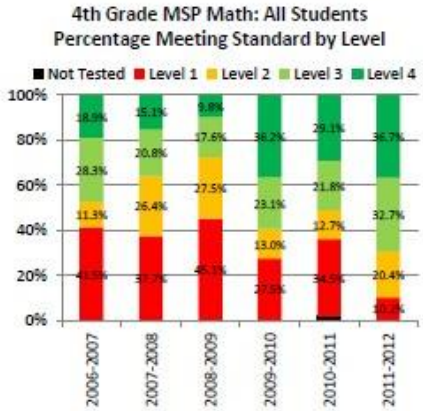
Broken down by grade, in the chart below, we see that WLES has been making gains on 3rd grade Math, now exceeding the state average. 3rd grade students have also been making gains by level. In 2006/2007, 14% were Level 1, while only 12% were level 4. In 2011/2012, 10% were Level 1, and 41.4% were Level 4, a four-fold increase in students achieving level 4. That, combined with 41.3% in Level 3, means 83% of our students are meeting standards in math.





4th graders have shown similar gains, now exceeding the state average. On the 4th grade MSP, students have also made significant gains. From 2006/2007 to 211/2012, the number of students who are Level 1 decreased from 41.5% to 10.2%, while the number who made Level 4 doubled from 18.9% to 36.7%.





Wing Luke's school average on the MAP is on par with the District average, with 55.1% of Wing Luke students making typical growth, compared to 53.5% District average. 53.6% of our non-ELL students are making typical growth. MSP scores for 3rd to 5th graders show that 54.4% are Level 4, 26.6% are Level 3, 8.9% Level 2; and 10.1% are Level 1.

Among ELL students, 58.9% are making typical growth on math, on par with their non-ELL peers in both the school and the District. However, when we look at the latest MSP

scores, only 7.7% of the ELL students reached Level 4, a number significantly lower than the school's 42.9% and the district's 38.4%. 53.8% are Level 3. However 26.9% are Level 2 and 11.5% are Level 1. That means 38.4% are still failing to meet standards.

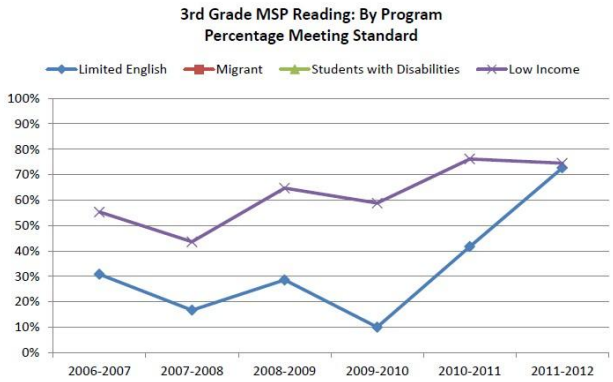
Writing: In writing, our students are not doing as well. On the state test, 63.8% of all WLES students met writing standard. Overall, the students at WLES are doing slightly worse than the district average. When data is broken down, however, we see that the non-ELL students are doing much better than the ELL students. On the MSP 12.5% of our non-ELL students tested into Level 1, which is slightly higher than the district average of 10.9%. 22.5% are Level 2, compared to 20.2% for the district.

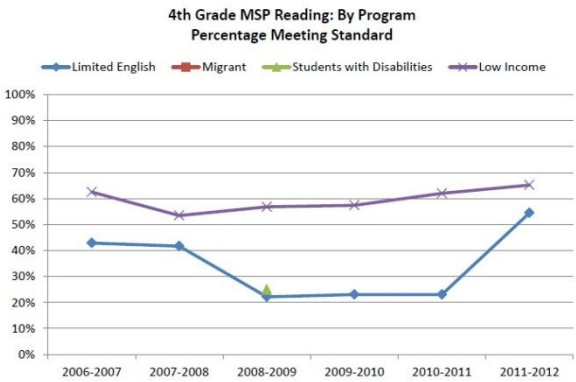
Our ELL students, meanwhile, struggle greatly with writing, with 18.1% testing into Level 1 and 54.5% testing into Level 2. None of the ELL students achieved level 4, while 20% of the non-ELL students did, still behind the district average of 28.8%.

Attendance: Wing Luke's attendance is similar to the district average. 31.9% of our students had 2 or fewer unexcused or excused absences, compared to the 26.4% district average. 50.2% had 5 or more total absences, which, while lower than the district average of 54.6%, is still alarming. ELL students have slightly lower attendance, with 57% having 5 or more total absences, compared to 47.2% of the non-ELL students.

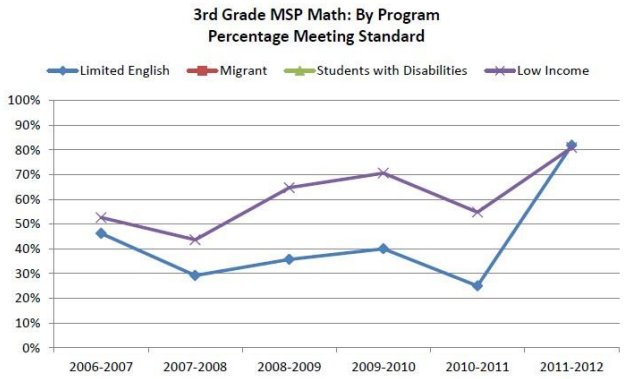
English Language Acquisition: On the WELPA, 10.8% of our ELL students tested into Level 0, a number much higher than the district average of 2.3%. None of them reached Level 4, opposed to 9.6% district average. Among the school's two largest populations of ELL students, Asian and African/African American, Asians perform slightly worse. 0% among both of the groups reached Level 4, and 57.8% of Asian ELL students reached level 3, compared to 62.1% reaching Level 3.

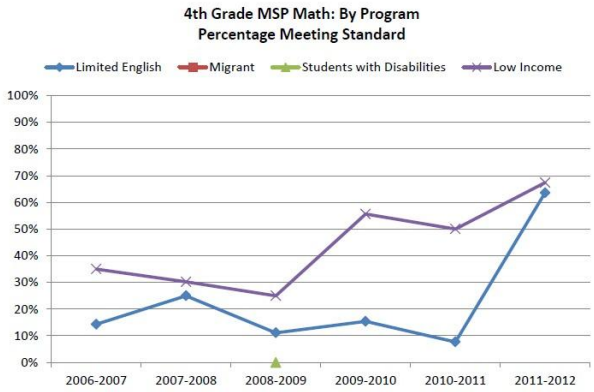
Fortunately, we have seen a positive trend of ELL students progressing in language acquisition. As seen in the charts below, in 2006/2007, about 30% of ELL students met 3rd grade reading standards. In 2011/2012, this number shot up to nearly 75%. In 4th grade reading, we have seen some progress among ELL students, but not nearly as much as 3rd grade ELL students.



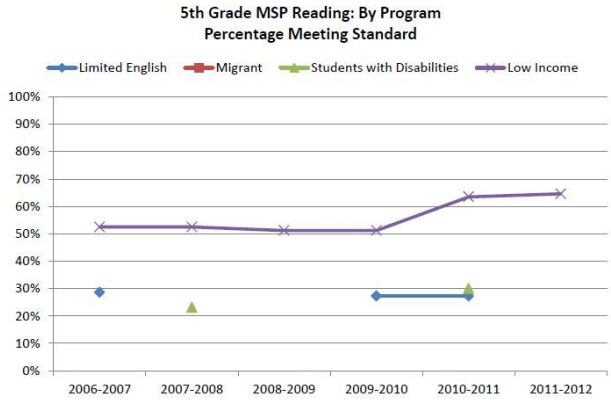


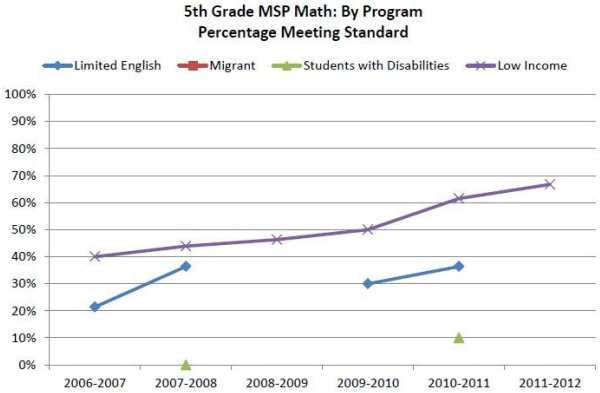
ELL students have also been progressing in math, as seen in the charts below, a clear indication that they are making progress in English acquisition, as so much of math requires strong skills in language.





Among 5th graders ELL students, however, performance has remained low.





Subpopulations that are struggling:

While WLES has been making gains as a school over the past six years, when broken down into subgroups, we see there are differences in performance. ELL students are not doing as well as non-ELL students. While they have been making typical growth, as measured by the MAP, they still fall behind on the MSP in all subjects. When disaggregated into race and ethnicity, we see some stark patterns emerging.

Among all Wing Luke students, 47.2% are Asians, 25.5% are Black, 9.1% are Hispanic, and 2.3% are White. Since they make up the majority of the student population, we will focus on Asian and African American/African students.

Looking at the chart below, created by the BERC group, Asian students are performing best in both math and reading. Over 3 years, 68.5% of Asian students are proficient in reading, and 73.2% are proficient in math, higher than the school average of 60.4% and 56.6% respectively. Among Black/African American students, 52% are proficient in reading and 40.7% are proficient in math.

In comparison, over 3 years, only 18.2% of ELL students become proficient in reading, and only 24.8% are proficient in math.

Reading and Math Three Year Proficiency and Improvement Rate

Wing Luke Elementary School				
	Reading		Math	
	3-Year Proficiency	3-Year Improvement Rate	3-Year Proficiency	3-Year Improvement Rate
All Students	60.4%	4.2%	56.6%	5.5%
Asian/Pacific Islander	68.5%	1.4%	73.2%	9.6%
Black/African American	52.0%	3.9%	40.7%	0.3%
Limited English	18.2%	4.3%	24.8%	1.6%
Low Income	57.0%	4.7%	53.6%	5.6%

Among the 56 ELL students, Asians make up 48.2% of the total ELL population, and African American/African make up 42% (7% are Latino, and 3% are multicultural). From the charts below, we see that African American/African students are significantly underperforming, followed by their Asian peers.

As seen in the chart to the right, in math, while 54.4% of non-ELL students are Level 4, only 11.1% of Asian ELL students and 0% African American/Black students are at Level 4.

	MSP Math, grades 3-5			
	Level 1	Level 2	Level 3	Level 4
Asian	5.6%	27.8%	55.6%	11.1%
African American/ African	28.6%	14.3%	57.1%	0%
Non-ELL	10.1%	8.9%	26.6%	54.4%
District	11.5%	14.2%	32%	38.4%

In reading and writing, we see a similar pattern emerging. Overall, African/African American ELL students are performing at the lowest level, followed by Asian ELL students. We must focus more services on these students.

	MSP Reading, grades 3-5			
	Level 1	Level 2	Level 3	Level 4
Asian	0%	23.5%	58.8%	17.6%
African American/ African	14.3%	57.1%	28.6%	0%
Non-ELL	6.4%	20.5%	38.5%	34.6%
District	6.5%	17.1%	37.5%	39%

	MSP Writing, grade 4			
	Level 1	Level 2	Level 3	Level 4
Asian	14.3%	42.9%	42.9%	0%
African American/ African	0%	100%	0%	0%
Non-ELL	12.5%	22.5%	45%	20%
District	10.9%	20.2%	40.1%	28.8%

1. **Primary Skill Gaps and Barriers to Success:**

WLES's students, 84% of whom are low-income and 97% are students of color, face numerous barriers. Chief among them are the lack of support provided at home. Due to cultural, economic, and other barriers, parents cannot provide the same level of support for students, such as reading out loud, helping with homework, and engaging in other activities shown to be correlated with academic achievement. Many ELL parents also face logistical challenges such as transportation, which leads to students', especially in Kindergarten, having poor attendance. They also face language as well as cultural barriers, hindering their ability to navigate the education system and support their children at home. Students also face challenges, with ELL students having trouble with skills like phonemic awareness, sight words, reading fluency and comprehension, etc., which affects reading, writing, math, and science. It can also be frustrating and demotivating. With all the barriers, it can be challenging for our students to establish a foundation to build on. Wing Luke staff, however, believe all children can learn and have high expectations for each student. We will work collaboratively with each other, with families, and with community partners to ensure all of our students succeed.

ATTACHMENT 4: DATA SAMPLE

Here is an example of how we analyze trends in the schools' performance. We strongly believe that frequent and consistent monitoring of data helps our team to effectively target interventions.

AMAO-1: Annual increases in the number or percentage of children **making progress** in learning English based upon students enrolled in ELL program for two successive years. Target is **66.7%.**

	Grade	Even	Gain	Loss	Total
WING LUKE ELEMENTARY	1	4.55%	68.18%	27.27%	100.00%
	2	0.00%	60.00%	40.00%	100.00%
	3	0.00%	46.15%	53.85%	100.00%
	4	16.67%	58.33%	25.00%	100.00%
	5	0.00%	45.45%	54.55%	100.00%
WING LUKE ELEMENTARY Total		4.11%	57.53%	38.36%	100.00%

AMAO-2. Annual increases in the percentage of children attaining English proficiency **(exiting program).** The target percent transitioning is based upon initial placement level and length of participation in TBIP. Target is **13.3%.**

	Grade	Continuing	Exited	Total
WING LUKE ELEMENTARY	1	74.19%	25.81%	100.00%
	2	73.33%	26.67%	100.00%
	3	84.62%	15.38%	100.00%
	4	75.00%	25.00%	100.00%
	5	91.67%	8.33%	100.00%
	K	80.77%	19.23%	100.00%
	(blank)	100.00%	0.00%	100.00%
WING LUKE ELEMENTARY Total		79.31%	20.69%	100.00%

rogram Model

1. **What it looks like now:**

   Program Model is Aligned Sheltered Instruction

   1. **Students "intentionally placed" by proficiency level/needs**
   2. **Curriculum maps in place with ongoing communication of revisions**
   3. **Schedule reflects student need and proficiency level**

   Collaboration in 1 classroom

ATTACHMENT 5: PREK – 3 ALIGNMENT AND COLLABORATION EFFORTS

We have been working with Tiny Tots to provide preK-3 alignment and collaboration. Tiny Tots is currently licensed by Department of Early Learning for Preschool and After School. They also provide FREE preschool through a contract with the City of Seattle. Wing Luke school works with TT in joint recruitment efforts. The family support staff and front office help in this effort by informing families and helping to arrange interviews with TT staff. Tiny Tots works in partnership with neighboring childcare centers in collaboration with Early Learning activities offered by Wing Luke.

Kindergarten Transition activities are coordinated through the joint efforts of Wing Luke and Tiny Tots. Families participate in a joint Kindergarten readiness night hosted by Wing Luke in cooperation with Seattle School District staff to ensure children are registered. Kindergarten Transition is a primary goal for both Tiny Tots and Wing Luke; we have a written plan which requires that we provide activities to assist children and families in the transition from our program to Kindergarten. There are 3 main areas that we focus on:

#1 Enrollment: We arrange Kindergarten tours for families and provide support for enrollment by hosting Kindergarten nights where we assist families with early enrollment. A main focus for early enrollment is that we require the same documentation needed by the Seattle Public School District in our application process. We assist families in understanding their role in their child's success; to this effort each family receives an individual child portfolio that we provide instruction for them to share the contents with the Kindergarten teacher.

#2 Educator-to-Educator communications: Pre-K and Kindergarten teachers are given the opportunities and tools to connect and communicate to strengthen Kindergarten transition. We provide a portfolio titled, "All About Me", that is shared with our families and the kindergarten teacher, included is contact information for our Pre-K teacher and a phone number. Families complete a release form to allow us to share information for a smooth transition to Kindergarten.

#3 Kindergarten Classroom Visit: Our children are given at least one opportunity to visit and actively participate in a Kindergarten environment. For the program sites at Emerson and Wing Luke those children visit the school site often and participate in school functions, such as morning assembly.
Pre-K-3 Alignment collaboration is a very new partnership with the Seattle Public Schools that Tiny Tots is a current member of. Program site directors attend the scheduled Pre-K-3 meetings and we are active partners and are in agreement with the vision of the five year action plan.

Wing Luke and Tiny Tots are dedicated to helping bridge the gap to provide excellent transitions for children and their families into the Seattle Public School environments. Providing our children and those of the community comfort in knowing we are all connected.

Aligning Standards: Tiny Tots staff use Teaching Strategies GOLD curriculum which is aligned to the WaKids for Wing Luke Kindergarten Teachers. Tiny Tots staff share lesson plans with Wing Luke teachers in coordinating Early Learning learning with kindergarten goals. Tiny Tots staff are participants in the Early Learning and Pre-K alignment group that meets weekly to write lesson plans that align with Common Core, and monitor student progress. We align the common core standards by using the Teaching Standards GOLD and the PPVT a vocabulary assessment and 3 student assessments. We use this data to share with Kindergarten Teachers to assist students to improve and be prepared for Kindergarten. Families are also included in learning assessments

Evaluating Success: Tiny Tots, working with Wing Luke's data team, uses the following assessments and tools to formulate academic learning plans for students in our program:

#1 Educational Planning Forms – these are the meeting notes that gather information from families related to the Child's interest and strengths as viewed by family members. Each family has three opportunities to provide input throughout the program year.

#2 ESI – Early Screening Inventory: Provides a brief developmental screening designed to be individually administered to children from 3.5 to 5.11 years of age. It identifies children who may need special education services in order to perform successfully in school.

#3 DECA – Devereux Early Childhood Assessment for Preschoolers: Staff collect the information from the families and then administer the DECA and summarize the results. Family involvement is always considered as an important element when planning and evaluating the information to use in preparing the Individual Child Plan.

#4 Teaching Strategies GOLD® Individual Child Report – This report includes the child checkpoint dates for Fall, Winter, Spring in which a classroom teacher is tracking social-emotional, physical, language, cognitive, literacy, mathematics, science & technology, social studies, and the arts.

#5 Sample work – this allows the staff to have a variety of class work to share with families and Kindergarten Teachers in the overall assessment of a student.

#6 Individual Learning Plan – Each student has a focus designed especially for them which is created with input from all the previous information listed above. This plan is then reviewed by the learning team and the weekly lesson plans are developed based on the student needs.

#7 Health Screening Results – Each student has the results of the Height/Weight and Vision and Hearing Screening available for the Classroom Teacher to assist with the overall individualized lesson plan.

ATTACHMENT 6: ENGLISH LANGUAGE LEARNER OVERVIEW

Description of ELL program

General: SPS administers the WLPT to incoming students who self-identify as ELLs. Based on the WLPT, students are placed in either the Orientation Centers or schools with ELL Programs. Students in our school are provided support in small groups based on language proficiency needs/reading skills needs. There are no written individualized plans. Our ELL and bilingual IAs work closely with the classroom teachers to ensure that students are appropriately supported. They have one hour of planning time together every other day during which the ELL staff learns what the classroom teacher will be focusing on. Mini-lessons are prepared for ELL students to support them in their learning, and IAs focus on the vocabulary students need to succeed and learn.

Although students are sometimes pulled aside to work into small groups, staff work hard to ensure the students have access to the general education curriculum and that they do not feel too out of place. We do not have a self-contained model for working with ELL students, firmly believing that the more time and interaction they have with their non-ELL peers, the faster they learn.

We have seen these interventions to be effective, as our students have been making typical growth on the MAP, sometimes outpacing their non-ELL peers in growth, as seen in Attachment 3. However, they are still falling behind. Language is a huge barrier for many students, which leads to their struggling on the MSP and other tests.

Professional Development: Wing Luke uses a guided language acquisition development strategy (GLAD) in working with our ELL students. These strategies help our staff support and teach our ELL students while respecting their cultures and developing global citizenship. We use the GLAD/Writers and Readers Workshop strategies to teach the Common Core. Our principal has participated in Scale Up 100-300 provided by the Office of Education for the past three years, as well as the Sheltered Instruction Observation Protocol. Our ELL teachers are key trainers for GLAD. One Wednesday a month, the principal hears from staff about what is working and what is not in the school, and shares back with the staff what she will be doing to address challenges and replicate successes. The school undertakes student testing above and beyond that required by the district, conducting interim assessments five times a year, and uses this data to calibrate our interventions. The principal also provides direction and leadership around data analysis and ensures alignment of ELL curriculum with general education lessons.

All teachers have received training on working with ELL students. General education teachers 100%, with 25% having ELL endorsements. Specialists 100% trained. Para-educators 100% trained. We have had training in Scale up 100-300, SIOP, and ELDS. Since we have so many ELL students and students of color overall, PD in this area is very important to Wing Luke staff. We have collaborated with the district to come to the school and provide trainings regularly to all our team members, including tutors.

Wing Luke's Model is collaborative model. For K and 1st, ELL teachers and general teachers are paired for 90 minutes a day, and they have common planning time, with the intent for the ELL teachers to infuse ELL strategies into the literacy instruction. For other grades, we have Aligned Sheltered Instruction. ELL specialists go into classrooms during literacy time and delivering scaffolded instructions with ELL kids that align with content. This can be push-in or pull-out, depending on needs of the students. IA's, who primarily support math, all push-in, also align support with classroom teachers' objectives. Teachers are expected to plan for IA's support and incorporate them effectively.

Assessments: All ELL students are given the MAP and MSP, unless they have IEP's. They also take WELPA. We also do interim assessments that align with classroom instructions. These assessments are led and created by classroom teachers. Everyday Math also has regular interim assessments.

Other Supports for ELLs

Our ELL students take part in homework club before and after school. In homework club, they gain not only curricular support, but also social and emotional development that helps them succeed academically. We have had a strong partner in Tiny Tots CLC, which provides extended learning opportunities to our students.

Wing Luke utilizes our bilingual IAs to communicate with families. Every Monday, our IAs reserve time to make or take appointments with parents, solve problems, and refer families to other resources. Wing Luke's principal meets regularly with ELL staff to ensure that they have the support that they need. Levy funds will be used to reinstate more home visits, which will allow families to better interact and engage with the school.

Funds will also be used to provide additional learning time after school through Tiny Tot CLC's programs, as well as scholarships for ELL students to attend Tiny Tot's early learning program. Funds will also be used to hire a reading and writing specialist, who will focus on struggling ELL students, as well as a Cultural Navigator, who will focus on connecting families to the schools by conducting home visits and leading workshops such as on strategies parents can use at home to help their children succeed.

The collaborative models have been very successful so far. As seen in the data analysis section, our ELL students have been making typical growth on the MAP. However, they are still falling behind, and more strategies must be implemented to close this gap.

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

Since Wing Luke is 97% students of color and 84% low-income—social, emotional, behavioral, and family support services are critical to ensuring our students' success.

Case Management Support

A. All students are assessed at the beginning of the school year through school-wide MAP assessments and individual classroom assessments. Teachers meet and design instructional plans for student struggling in various academic areas. Their progress is tracked through homework and daily/weekly assessments. If students are not making progress, the teacher refers the student to our Student Intervention Team (SIT). The SIT then reviews data and interventions attempted. If progress is being made, interventions are continued and a follow-up meeting is scheduled. The SIT may decide that a disability, challenges at home, or other variables may be impacting the student's educational achievement, in which case other interventions may be proposed, such as a special education evaluation. Students may be referred by teachers, IA's, and parents to our Family Support Worker for case management.
B. Our Family Support Worker provides services. She has had over 24 years of experience and can speak Spanish. We still have need for Asian language, so we are applying for funding for a Cultural Navigator, who will also provide support in case management, especially with low-performing ELL students. The Cultural Navigator will be hired in partnership with the Vietnamese Friendship Association and will be placed at the school for about 90% of the time.
C. We will identify and serve approximately 40 students/families, or about 12% of the school's total students.
D. Once students are identified the case manager monitors academic and behavioral outcomes. We look for academic growth which can be measured by improved test scores, improvement in classroom and homework both in production and content, and class participation. Behavior growth will be measured by reduction of cited behaviors and reduction of disciplinary actions. We have to input our data on case managed students monthly.
E. Our Family Support Worker has been instrumental to working with families to connect to necessary resources such as welfare, housing, utilities, etc. With Levy Funding, we will have a Cultural Navigator who will focus on providing parents with skills to connect to the school and help students at home. The Cultural Navigator will also provide referral services to resources as appropriate.
F. WLES has strong staff teams who serve various functions. The Data team takes a bi-weekly look at students' progress along with all the services that they are receiving. The Family Support Worker, working in collaboration with the Cultural Navigator, will ensure services are appropriate and coordinated.

School and Family Connection

G. WLES strives to have ongoing communications between parents and staff. We have several literacy and math nights throughout the year. Classroom teachers are obligated to meet at least one time in the autumn with every family to discuss their student's progress thus far in the academic year. Many families continue to meet

with their child's teacher both formally and informally during the year to target key strategies to increase their individual student's academic success. Wing Luke Homework club is offered to less practiced or less proficient students twice per week in the morning. Homework Club is another opportunity for bilingual IA's to communicate with and support families about the concepts that each grade level is learning, their children's performance, and the strategies and activities to best gain proficiency in these areas.

H. At Wing Luke we make it a priority to communicate with parents on a personal level regarding their individual student(s). We know that by informing our families about developmentally appropriate activities and learning strategies we will increase the rate of academic success for our population of students. Classroom teachers send home weekly letters to inform parent/guardians about the key concepts, new vocabulary and expectations for the current and coming week. Families use the weekly newsletters to stay abreast of their child's learning. Teachers include practical ideas for deep discussions as well as activities that reinforce the learning from the previous week. Wing Luke Dragon Family Parent Teacher Organization is new this year. Our highly motivated Family Engagement Team has launched an effort this year to bring back the PTO. PTO is now recruiting members and collecting funding to enrich the landscape in which parent/guardians communicate with one another. 2013 promises to be a successful inaugural year! We are proud to announce our own Facebook page to engage parents through social media. This is a successful way to inform them of opportunities that our building has for evening events as well as day to day strategies tied to our learning goals.

   Finally Our building has a policy in place for all parent/guardians to visit their student's classroom for observation of instruction. This has been a successful measure of transparency for our families to see for themselves the strategies and activities that compose a rigorous day at Wing Luke Elementary.

Transition Support

I. Wing Luke kindergarten teachers are members of the Washington Alliance for Better Schools Getting School Ready (GSR) Transition Team. We have used GSR money to invite incoming kindergarten families to an ice cream social in early summer to meet and get to know them. We prepare and give each family literacy, math, and fine motor developmental materials to better prepare these students for a successful kindergarten transition. Wing Luke kindergarten teachers have also presented workshops at the Seattle School District School Family Partnerships Building Bridges for Summer Learning Day on successful kindergarten transition. As part of the WaKids, WL kindergarten teachers are required to hold entrance conferences in September with every new K family in an attempt to know families better so that school and family can work together to make K a meaningful experience for their children.

J. Please see Attachment 5.

K. Getting ready for middle school is a process for students and their families. Often students and families feel anxious about the upcoming change. Our system to get students and families ready for middle school is focused on minimizing anxiety. Our

system includes having middle school representatives come to Wing Luke to talk to our students about middle school. We also organize a middle school visit for students. They are able to go to classes and meet teachers. We spend class time discussing middle school expectations. We talk with parents at conference time about middle school and continue this conversation throughout the school year.

L. Each year, staff at WLES strive to connect with at least one middle school. For example, last year we met with teachers from one of Wing Luke's feeder middle schools – Aki Kurose. In the past, some staff have also taken their classes to visit one of our feeder middle schools. Towards the end of the school year, fifth graders can get nervous about what to expect as they enter the next phase in their educational lives. So, by visiting the school, students were able to see, first hand, some of the new opportunities & experience they'll have available – more after school activities, interesting electives like drama, the process of switching classrooms for different subjects, and getting their own lockers. In addition, at the end of the year, we send the middle school teachers placement cards for each student which outline whether the student is at, below, or above grade level, and any other pertinent information like behavior issues or relationship building tips.

Physical and Mental Health

M. Wing Luke Elementary has 75 students with known health concerns and Individual Health Plan/504. (IHP/504). 4 students are known to have Oppositional Defiant disorder (ODD) or Attention Deficit Hyperactivity disorder (ADHD/ADD.) Some are on medications. 14 students have Autism or other Developmental Delays (DD) that require self-contained classroom special education. Some has IHP/504. Emotional and behavioral conditions in addition to ADHD, ODD include Anxiety and Depression. Parents report this on Health Registration Forms. Orthopedic/Motor skill impairments, Specific Learning Disabilities, Communication Disorders and Homelessness affect at least 15 students. High rates of absences, both excused and unexcused, affects more than 90 students. Among ELL students, 40 have health concerns.

N. Wing Luke Elementary parents are asked to complete a Health Registration Form at the beginning of each year which includes past and current student health and health care provider information. When necessary and appropriate, parents are asked to complete a Mutual Exchange/Authorization for Release of Health Records form that allows the School Nurse to collaborate with students' health care providers to assure proper health information is available to the school and an appropriate IHP can be developed. The .3 FTE School Nurse has contacts in the District and throughout the community for physical, mental, dental, hearing and vision health services for Wing Luke students. SPS Nurses collaborate at least monthly on health care issues and treatment options for all SPS students. The full time Family Support Worker (FSW) at Wing Luke works with numerous community agencies to provide necessary services (at free or reduced cost) to our students and families. We also have relationships with a few community mental health providers, who can come to the school to provide counseling when parents and staff set it up.

ATTACHMENT 8A: MATH and/or SCIENCE WORK PLAN SUMMARY

Area of Concentration A: Math and/or Science

		Previous Results – SY 2011-12				Projected Results – SY 2013-14	
(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
4th and 5th grade students advancing from Level 1 and Level 2 to Level 3 or higher on one or more grade-level state tests (meeting grade-level standard, after failing to do so the previous year) in math	All 4th and 5th grade ELL students	28	8.4%	14	50%	21	75%

I.Focus Students

a. As indicated in the data analysis in Attachment 3, while WLES has made tremendous gains in math, with 74% of students meeting standards, when we disaggregate the data, the older ELL students do not do as well. Of the 28 ELL students in 4th and 5th grade, only 14 (50%) met standards.

II.Strategies

a. Our Math specialist will focus and work closely with teachers to target grades 4th and 5th ELL students. Our Cultural Navigator will train parents on math learning points and how to support children at home through workshops and coaching. We have 3 math nights, where we will invite family members to learn about math, learn skills to support students at home, and celebrate successes. We will also celebrate successes in the classrooms at the end of each unit get students excited about math. Focus students will also receive tutoring and hands-on math activities after-school.
b. The afterschool program will take place five days a week for 2 hours per day. Math practice in some form will happen every day at the after-school program. The Cultural Navigator will connect with parents monthly to inform them of students' growth and challenges in math. We will hold 3 math nights throughout the year.
c. We chose these particular strategies because research, as well as qualitative and quantitative data taken at Wing Luke, has shown them to be effective. Increasing the length of instruction and practice time students receive in a subject increases their performance. Having math in our extended learning time five days a week provides students time to practice math and use it in a different context. Having our Math specialist work closely with our teachers and support staff

ensures everyone is aligned with Common Core and state and District standards and can work together effectively. We also believe that working closely with parents is critical, as many of our families come from cultures where math may have been taught differently. Many parents do not have experience with the latest methodologies in math instruction. Sometimes students come back reporting that their parents tried to teach them a different way to do math at home; while it works sometimes, it often confuses students. Having the Cultural Navigator work with parents will allow them to be more effective in helping their children at home.

III. Key People

a. Our Math specialist, who currently focuses on all levels, will now focus primarily on 4th and 5th grade ELL students. She will train staff on Math-Based Line Assessment (MBA), Common Core, and strategies for working with students effectively. The 4th and 5th grade teachers will work with the Math specialist to instruct students. IA's will help with pre-teaching and reinforcing lessons, and assist during the lessons. Tiny Tots' program coordinator and tutors will be responsible for after-school extended learning. The Cultural Navigator will conduct workshops, recruit parents for math nights, coach parents during home visits, and interpret as necessary. Our Principal, along with the Executive Directors of VFA and Tiny Tots, will provide support and oversight.

IV. Partnerships and Collaborative Efforts

a. We will work with Tiny Tots CLC to implement after-school extended learning in math, and the Vietnamese Friendship Association to host a Cultural Navigator, who will be spending most of his/her time at the school.
b. TT CLC has partnered with WLES for many years and have been a reliable partner. They also use Common Core for the afterschool program and have had a strong relationship with teachers at Wing Luke. They are hands-on, always stopping by, helping to solve problems, always communicative. We have had a very positive experience working with Tiny Tots. VFA has experience connecting families and schools. They have experience working not just with Vietnamese but ELL students of all backgrounds. Considering that almost half our students are Asians, it is important for us to start developing strong relationships with an effective and reliable organization that serves the Asian communities.
c. Tiny Tots has had tremendous success with their programs. In 2010/11, 90% of their students improve in homework completion from baseline, and 100% of students met reading, math, or writing on WASL, MAP, or DRA tests. We have seen children who participate in these programs to have better homework completion rate. The Vietnamese Friendship Association has worked more closely with secondary students, especially at the Seattle World School. From the data on their Saturday English School program, we see that 89% of their students improved at least one level on math and English tests that are administered by Seattle World School. We strongly believe that VFA will bring the same level of rigor and focus on data in working with students and families at Wing Luke.

V. Leveraged Funds

a. NA

ATTACHMENT 8B: READING and/or WRITING WORK PLAN SUMMARY

Area of Concentration B: Reading and/or Writing

		Previous Results – SY 2011-12				Projected Results – SY 2013-14	
(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
School improving on state tests in 4th grade writing from year to year	All 4th grade ELL students	16	4.7%	4	25%	12	75%
4th and 5th grade students advancing from Level 1 and Level 2 to Level 3 or higher on one or more grade-level state tests (meeting grade-level standard, after failing to do so the previous year) in reading	All 4th and 5th grade ELL students	28	8.4%	10	35.7%	20	71.4%

I.Focus Students

a. While Wing Luke has been making strides in reading, our scores in reading among older ELL students have been alarming. Only 25% of our 4th grader ELL students met 4th grade writing standards. Only 35.7% of 4th and 5th grade students passed state reading test.

II.Strategies

a. All teachers will be trained in Reader's Workshop and Writer's Workshop. Currently, only half our staff are trained. We want this number to be 100%. Our reading/writing specialist will assess all 4th and 5th grade students, collaborate with their teachers to deliver targeted instruction, and track growth bi-weekly. Teachers and the reading/writing specialist will work with the after-school program to ensure a smooth flow of what students are learning in class with what they are learning and practicing in extended-day activities. Tiny Tots will provide enrichment activities (STEM, Garden/Cooking, Art/Dance), support students' reading based on teachers' request, help with homework and target students' areas for growth. Our Cultural navigator will provide workshops for parents on strategies for supporting students at home on reading.

b. Our reading/writing specialist will lead three trainings and provide ongoing support throughout the year. Interim assessments on students' reading progress will happen three times a year. The after-school program will happen five days a week for about 2 hours each day. We will have 3 literacy nights where families are invited to learn about literacy and how to support students at home. The Cultural Navigator will work with parents in quarterly workshops that may happen in small groups.

c. Research on the Reader's and Writer's Workshop show them to be very effective. We know Mercer Middle school used Writer's workshop and their scores improved to over 90%. Extended learning and practice time is also correlated with students' gains in reading. And working with parents on strategies to help their children at home, such as the important of reading aloud to their children (even in their own language) helps in language acquisition and reading skills. Many parents are confused about important reading concept. For example, some parents think that if a student reads fast a fluently, they are doing well. Workshops will help to teach them the difference between fluency and comprehension, among other important topics.

III. Key People

a. Our reading/writing specialist will provide trainings and support to staff on working with students on reading. IA's will help with pre-teaching and reinforcing lessons, and assist during the lessons. Tiny Tots program coordinator and tutors will be responsible for after-school support. The Cultural Navigator will conduct workshops, recruit parents for math nights, coach parents during home visits, and interpret as necessary. Our Principal, along with the Executive Directors of VFA and Tiny Tots, will provide support and oversight.

IV. Partnerships and Collaborative Efforts

a. We will be working with Tiny Tots and VFA. Please see Attachment 8A for details.

V. Leveraged Funds

a. NA

ATTACHMENT 8C: ATTENDANCE WORK PLAN SUMMARY

Area of Concentration C: Attendance

		Previous Results – SY 2011-12				Projected Results – SY 2013-14	
(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
Students absent fewer than 5 days per semester, excused or unexcused	All ELL kindergarten students	25	7.5%	14	56%	20	80%

I.Focus Students

a. While Wing Luke's attendance is on par with the district, as seen in our data analysis, we still have challenges with attendance among our ELL kindergarten students. Only 56% have fewer than 5 days of absence per semester. Some students miss over 28 days! We know attendance is critical for students' learning, especially for the younger students. Our students face many barriers to attendance. Some parents work and depend on grandparents or other relatives who sometimes miss the bus and have no other way to take kids to school. Another reason is that some kids and parents are used to going to school 2-3 hours a day, so they are not used to full-day K. Our family support worker try to increase attendance among these students by calling and conducting home visits, and assisting with arranging transportation. Some students live too close to be bused and too far to walk. Some kids depend on their friends' parents for transportation. There is also a lack of understanding on some parents as to why attendance is so important, as they tend to think that Kindergarten is just fun and games.

II.Strategies

a. Our Cultural navigator will coach and work with parents, helping them to navigate and understand the school system and the importance of attendance. This person, along with our Family Support Worker, will help to connect with families to arrange carpools, and help parents learn how to use public transportation as appropriate. The Cultural Navigator will work with office assistant to monitor attendance and connect with families. During Monday assembly, Wing Luke has a tradition of recognizing the class with best overall attendance. Representatives from this class get to take Wing Luke's dragon mascot to their class and keep it for the whole week.

b. We will monitor students' attendance every day and call the focus students' family each time they are absent. The Cultural Navigator will focus on the students who seem to have a pattern of missing school and will connect with parents to explain the importance of attendance in order to prevent absenteeism, as well as calling parents of students who start to become absent. The Cultural Navigator, FSW, and secretary will work together collaboratively to ensure students get to school, by helping parents with needed resources such as arranging carpools.
c. At the Kindergarten level, kids depend entirely on their families to ensure they get to school ready to learn. If parents do not understand the importance of attendance, or they face barriers such as transportation, then we must assist them to understand the importance and to help them overcome their barriers. Oftentimes, parents just do not see the importance of attendance, and our secretary may not have time to call up each parent, or may not have the language skills to communicate with parents. Having a staff such as the Cultural Navigator to develop strong relationships with parents will increase students' attendance.

III. Key People

a. Office assistant keep track of student attendance, announce attendance award. Teachers and IA's will inform the Cultural Navigators of any serious patterns in attendance. The Cultural Navigator will call parents and schedule other interventions as appropriate. Our Principal, along with the Executive Directors of VFA and Tiny Tots, will provide support and oversight.

IV. Partnerships and Collaborative Efforts

a. VFA will be providing the Cultural Navigator.
b. Many of our students who are often absent are Asian students. Many Asian parents, who grow up in a culture where school is rigorous and focused squarely on academics, do not understand the Kindergarten instructional model. They believe it is only about letting students play games and take naps, and so they do not take it seriously. Sometimes Vietnamese parents will take children to Vietnam for a month or more. VFA has worked with other schools and parents and have seen this pattern. They have experience dealing with this issue.
c. VFA has worked in building relationships with parents and providing trainings on various topics. While they do not have quantitative data on improving student attendance, qualitative data suggest that working with parents and establishing strong relationships increase students' attendance and performance.

V. Leveraged Funds

a. NA

ATTACHMENT 8D: ENGLISH LANGUAGE ACQUISITION WORK PLAN SUMMARY

Area of Concentration D: English Language Acquisition

		Previous Results – SY 2011-12				Projected Results – SY 2013-14	
(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
English language learners making gains on state English proficiency test (WLPT)	1st, 2nd and 3rd grade ELL students	58	17%	25	43%	40	69%

I. Focus Students

a. As the Road Map has shown, if students are not doing well in 3rd grade reading, their chances for on-time graduation greatly diminishes. They cannot do well in reading (or other subjects) if they are not making progress in language acquisition. We have seen this in 4th and 5th grade reading and 4th grade writing. Our ELL students in these grades are falling behind, with only 43% making gains on the WLPT last year. We must focus on their language proficiency so that they make gains in other core subjects.

II.Strategies

a. GLAD Trainers will train all teachers. All teachers will undergo cultural sensitivity training. We will continue small group instructions, one-on-one with IA's who speak students' language. Students will have Homework Club in the morning, 4 mornings a week. Our reading and writing specialist will collaborate with teachers on best-practice strategies to help younger students. Tiny Tots afterschool program will include younger students. Our Cultural Navigator will engage parents, inviting them to watch teachers teach, and learn skills to support students with homework and other activities. We will have targeted discussions with families using interpreters, doing these groups with one language group as a time. We will encourage children to engage and celebrate their cultures by participating in school events.
b. Teachers will undergo major trainings 3 times per year, with other trainings to supplement as appropriate. Homework Club will take place 4 days a week. Extended learning with Tiny Tots will take place 5 days a week. Cultural Navigator will work

with parents monthly and as needed to inform them of their children's progress in English acquisition. We will have 3 Literacy Nights that will include helping parents of focus students to acquire skills to support their children at home.

c. Evidence shows the effective of GLAD and other ELL-focused trainings. These strategies have been shown to be effective with ELL students along with non-ELL students, as they incorporate pictorials, chanting, poems, singing, etc., which our students respond to. We know that Roxhill and Maple implemented GLAD and have made tremendous growth. We also know that extended instruction and practice/production time through the after-school program will help ELL students to acquire language skills, especially if they are engaged in activities that require a lot of teamwork and thus communication with their peers. Homework Club are very helpful for ELL students as many do not have support at home, which is not only detrimental to the students' skill-building, but it can also be very demotivating to students to not have their homework done when their peers have. The Cultural Navigator's work will be very important, as parents of ELL students may not know the latest research, strategies, and skills that may be helpful to their children. Many parents grow up with a completely different education system where rote memorization is emphasized. They are often at a loss when attempting to support their children at home.

III. Key People

a. Tiny Tots' program coordinator and tutors will be overseeing Homework Club and the after-school program. Our reading/writing specialist will provide training or connect our staff to district personnel who can provide trainings in GLAD and other research-supported strategies. Teachers and support staff will ensure ELL students are making gains, analyzing data frequently through interim and required assessments. Our Cultural Navigator will work with parents, coordinating workshops and ensuring families attend important trainings and events. Our Principal, along with the Executive Directors of VFA and Tiny Tots, will provide support and oversight.

IV. Partnerships and Collaborative Efforts

a. We will be working with Tiny Tots and VFA. Please see Attachment 8A for descriptions.

V. Leveraged Funds

a. NA

ATTACHMENT 9: MANAGEMENT AND OVERSIGHT PLAN

A. Leadership, Planning, and Implementation

Decision to apply to the Levy: Wing Luke staff work together with one another and with our school community to come to consensus and make decisions, with the students' academic, social, and emotional development as the cornerstone for the discussions. The entire community has been involved in Levy discussions, starting the process with discussions during the first round of RFIs, and continuing the discussion in 2012 with the decision to come together with community partners to develop an RFI. There have been discussions at BLT meetings, with staff at weekly staff meetings, with families, and with our community partners. Staff has participated in the development of this RFI, through providing input and information in relevant sections, particularly around the ELL population and Kindergarten Readiness. Meetings have brought together the BLT with Vietnamese Friendship Association and Tiny Tots as partners in the RFI. The entire school community has expressed support for this application. Last year we did not have the capacity to apply. This year, we rallied, believing that the data analysis and other steps of the application process will strengthen our school and our ability to work with community partners and to pursue much-needed resources for our students.

Community partners in the planning process: The principal and the staff involved in this Levy application have experience working with many community partners, and have chosen to partner with those who make the most sense for our school population in the context of these Levy funds. Tiny Tots has been a strong partner with WLES. We also chose to work with the Vietnamese Friendship Association (VFA) due to our student population being nearly half Asian, many of whom are Vietnamese. VFA has also has a great reputation, since they had worked with Tiny Tots in the past to support students at Van Asselt Elementary. VFA and Tiny Tots have been integrally involved in planning and writing this RFI through multiple meetings and contributions to drafting this plan. They will join the FEAT, BLT, and other teams working together throughout the year to provide input and ensure everyone is working together to support all our students to reach their potential.

Key People: Wing Luke *has* organized four key teams within the school to help manage its work and these levy-funded programs. These are a data team, which analyzes data and suggests course corrections; an equity team that ensures that there is appropriate training and resources available equitably across the school community; a FEAT team that works on parent and community engagement; and a BLT team, which is responsible for directing the instruction, curricula and budget concerns of the school.

Our key staff who will work to ensure results are achieved are: Dr. Davy Muth, our Principal. Principal Muth has AA, BA, and MA (University of Phnom Penh in Cambodia). She has a BA Early Childhood Education; an MA English Language Learning, and a Ph.D. in K-12 Educational Leadership. Dr. Muth will lead the implementation of the Levy-funded strategies. She will ensure their alignment with the rest of the school's activities and interface with the community partners to make sure everyone has the resources they need to achieve results. She will supported by Christine Jun, who is a member of the FEAT Team. Christine will work with Wing Luke's data team in ensuring that results are tracked and that course corrections are made as needed. The FEAT team works to encourage parent engagement and input. She will ensure that the levy-funded programs are effectively working with the school community and advancing our goals of closing the opportunity gap.

With our partner organizations, key staff include Vu Le and Angelia Maxie, Executive Directors of the Vietnamese Friendship Association (VFA) and Tiny Tots CLC, respectively. Both are experienced and well-respected nonprofit leaders.

Monitoring and Evaluation System: Wing Luke has instituted an intensive school and community review process to ensure that implemented strategies are effective. These include weekly Wednesday meetings that involve the data, equity, FEAT and BLT teams. Principal Muth does regular walkthroughs to understand and evaluate all school programs, and communicates issues, challenges and successes through a weekly staff bulletin. As mentioned earlier, Wing Luke does five interim assessments of student progress, which is more frequent than most schools. We do this because we believe that frequent and consistent monitoring and clear data help us to implement the best strategies and course correct as appropriate to ensure all our students are successful.

Anticipated challenges:
Time and burden on existing staff and teams—While Wing Luke staff are highly dedicated, their time has been stretched thin due to supporting a very diverse population of students, most of whom are low-income students of color. Our Levy strategies will require additional time from them in attending training, family nights, working with the Cultural Navigator, etc. With the 25% in performance funds from the grant, we will supplement staff time with additional pay as appropriate.

Integration of new staff and partners—Levy strategies calls for several new staff. Among them are a reading/writing specialist, a Cultural Navigator, and an after-school program coordinator. It takes time for new team members to integrate with existing staff and get to know Wing Luke's systems as well as students and families. It may also take a while for existing staff to get used to their new coworkers. We will set aside time to orient the new team members to WLES's systems, such as our interim assessments, and to get the existing staff to adapt to and learn to work with new personnel.

Coordination of project—If we get the grant, it will be our first year with the Levy. With staff being so busy working with students, we must ensure that constant communication among all the key parties is taking place. With so many different elements in our pilot year, it may be challenging to coordinate everything. We will mitigate this challenge by having key staff, including our principal, monitor progress, and getting support from our partner organizations.

B. Tracking to Results
Specific Example: This year we have a student who arrived from Burma. "Jane" (not the student's real name), is a fourth grader with interrupted education. When she arrived, we tested her in the MAP and other assessments. From the Descartes report on the MAP, staff recognized that she was missing several basic foundational skills, such as phonics, and was far behind. Using this data, the staff decided to focus interventions on her basic skills in phonics and in math. An ELL teacher worked one-on-one with Jane on 2nd-grade math, since she could not do higher math. We also placed Jane in the first grade reading group so she can shore up her phonics skills.

Data Monitoring Processes: Every student at Wing Luke develops a portfolio, which includes individual student data as well as information coming from parent requests. These portfolios look at a large variety of issues to see what specific interventions are

needed and which potential interventions might be successful. Families are brought into the conversation early and often to ensure alignment between school and home.

Wing Luke has in place a Data team that is responsible for monitoring and analyzing individual and school data. Our school takes data very seriously, believing strong data and regular monitoring to be critical to diagnosing student needs and targeting interventions appropriately. This is why we have five interim assessments throughout the year. The data team brings relevant information consistently to the FEAT and BLT. Together, they work to ensure that our school is meeting the goals that we set, and develop additional interventions that are needed to best serve our kids.

Focus students achieving results: As mentioned, we have regular interim assessments, the results of which are examined by our data team and presented to the BLT and FEAT for appropriate action. We will give extra attention to examining the results achieved by the focus students identified for this Levy, which are ELL students. During every interim assessment results examination, we will also discuss whether we are on track to reach Levy outcomes. We will carefully monitor indicators that we think are correlated with outcome achievement. We know for example, that attendance and homework completion are signs that students are making progress. The data team will meet to determine the interim “dashboard signals” that indicate students may be in trouble, for example, a student becoming absent or not completing homework a certain number of times a month. Dashboard signals will allow us to implement interventions and get students back on track to meet Levy outcomes.

Working with community partners: Information about student and school performance are regularly posted in the public spaces at Wing Luke. This keeps all of our staff and school community informed of and accountable to the progress of our kids, as well as allows the Wing Luke community to celebrate in the successes achieved. Our data team examines data after every assessment and shares this with our community. Our community partners will be invited to join the data team and will have full access to this information and we will use our weekly meetings to ensure that any needed course corrections are developed and implemented. Wing Luke is as transparent as possible with our successes and our challenges in order to ensure achievement of outcomes for all of our kids.

Sharing student-level results: As results from regular testing and interim assessments are presented and analyzed, we will collaborate with community partners to course correct and celebrate successes. We will give our partners office space and access to our student-level data within the school building. They will be invited to join the data team and have full access after going through trainings on FERPA.

Instructions and Notes for Completing Elementary School Innovation Attachment 10: Annotated Budget

Instructions for Completing Annotated Budget:

STEP 1) Enter school name in cell C2.

STEP 2) Enter base pay line-item budget expenditures in Table 1: Base Budget - Personnel and **Table 2: Base Budget - Non-Personnel**. Insert information in columns B, C, D, E, and F. "TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET" in the low range budget (D48) should be approximately $150,000. "TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET" in the high range budget (E48) should not exceed $237,000. **The high-range budget should tie directly to the proposed strategies outlined in your Work Plan Summaries (Attachment 8)**.

NOTE: If you are leveraging non-Levy funds to help implement your Levy strategies, please include these line-item expenditures in Tables 1 and 2. Please insert "Leveraged" in column B, "Leveraged through [insert name of grant or funding source]" in column C, and a brief description of the item, funding source, and amount in column F. Do NOT enter the amount of leveraged funds in the Low Range Budget or High Range Budget columns, as these are for Levy dollars only.

STEP 3) Briefly describe in narrative form how you anticipate spending performance pay in Table 3: Performance Pay for both the high and low range budgets. Schools have significant flexibility in spending performance pay, however, funds should be reinvested in Levy-related work. The high and low range performance pay budget totals will auto populate based on expenditures entered into Tables 1 and 2.

STEP 4) Review Table 4: Low Range budget total should be approximately $200,000. **High Range budget total should NOT exceed $316,000**. Adjust expenditures in Tables 1 and 2 to increase or decrease grand total amounts shown in Table 4.

Important Notes:

A) The budget references two key terms: "**base pay**" and "**performance pay**." Schools are awarded 75% of their annual investment up front as base pay. Schools will itemize expenditures in Table 1 and Table 2 equal to their anticipated base pay. Receipt of the remaining 25% of funds is contingent upon schools meeting their performance targets. Depending upon the outcomes and indicators selected, schools performance payments may be disbursed following semester one, semester two, or upon Seattle Public Schools' release of state assessment scores in the subsequent fall.

B) The High Range Budget (C4) and Low Range Budget (C5) reflect school year 2013-2014 Levy investment amounts. These cells are locked.

C) Personnel expenditures in Table 1: Base Pay - Personnel must reflect salary and benefits. Please use your expected actual position cost, not an average position cost.

D) Any outside agency that you chose to fund with Levy dollars cannot supplant the work done by a position identified in the Collective Bargaining Agreement. Please contact District Human Resources Representative Terry Meisenburg (**tjmeisenburg@seattleschools.org**, 206.252.0294) with questions.

E) If a school wants to purchase a Family Support Worker or a Family Support Specialist, the school must include the costs (salary and benefits) in their budget.

F) See the "Commitment Items" tab for a list of Seattle Public Schools' budgeting codes. Please consult your budget analyst with questions.

G) The budget template automatically applies the school year 2013-2014 indirect rate of 4.49% to expenditures in Table 1 and Table 2. Budgets will be adjusted if needed when the official 2013-2014 rate is published.

H) Table 4: Budget Totals will automatically populate based on inputs entered in Tables 1 and 2.

I) Please email Isabel.Munoz-Colon@seattle.gov to request a template with additional rows.

Attachment 10: Elementary School Innovation Budget

School Name:	Wing Luke Elementary School
	Total Award Amounts
High Range Budget:	**$316,000 (Maximum)**
Low Range Budget:	**$200,000 (Approximate)**

Table 1: BASE PAY - PERSONNEL

Commitment Items	**PERSONNEL** *(List position titles and briefly describe roles)*	**Low Range Budget** *(Salary + Benefits)*	**High Range Budget** *(Salary + Benefits)*	**Description of Expense** *(Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If applicable, note leveraged funds.)*
	Reading and Writing Specialist	51,384	$85,643	1FTE Reading/Writing specialist to work with outcomes in
	After School Program Coordinator	$20,000	$35,000	At the high range, 1FTE program coordinator. Low range, .5FTE.
	Tutors for after-school program	$10,935	$18,954	three tutors @ $13.50/hour x 3hours/day for 156 days ; in
	Cultural Navigator	$40,000	$50,000	Full-time Cultural Navigator at the high-range to work
	Indirect (4.49%)	*$5,492*	*$8,513*	
	TOTAL Base Budget - Personnel:	**$127,811**	**$198,110**	

Table 2: BASE BUDGET - NON-PERSONNEL

Commitment Items	**NON-PERSONNEL** *(List other services, personal service contract charges, and supplies)*	**Low Range Budget**	**High Range Budget**	**Description of Expense** (Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and the amounts.)
	Preschool scholarships for 10 families	$2,700.00	$4,200.00	
	Transportation for after-school program	$1,000.00	$20,000.00	$250/day x approx 80 days of bus transportation; $1,000 bus tokens for parents
	Program supplies	$3,000.00	$6,500.00	printing paper, workshop supplies, curriculum materials
	Food for program and events	$3,500.00	$4,000.00	50 students in afterschool program x $.5/student x 160 days =$4,000. Plus $500 per family event x 6 events
	Insurance	$1,200.00	$1,200.00	
	Indirect (4.49%)	*$512*	*$1,612*	
	TOTAL Base Budget - Non-Personnel:	**$11,912**	**$37,512**	
	TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)	**$139,723**	**$235,622**	
		Should be approximately $150,000	*May not exceed $237,000*	

Table 3: PERFORMANCE PAY (25% of award)

Description of Performance Pay Expenditures (Briefly describe how you anticipate spending your performance pay. Please explain the differences between your High Range and Low Range Budgets.)	**Low Range Budget**	**High Range Budget**
$13500 to provide teachers with addition times to engage in cultural competency and other trainings. $40,000 will go toward summer enrichment activities. The remainders will go for to partner organizations to provide cultural sensitivity/competency and other trainings.	**$46,574**	**$78,541**