



**Office for Education
2011 Families & Education Levy**

2012-2013 School Year Levy Plan Summaries for Schools Awarded RFIs

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Elementary School Innovation

Beacon Hill		
2012-2013 SY Recommended Funding Level	\$300,000	
School Demographics & Characteristics <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> 448 total students 61% eligible for Free/Reduced Lunch (FRL) 12% African American; 28% Latino; 42% Asian/Pacific-Islander 41% English Language Learners (ELL) SPS Segmentation Level 2 Federal AYP School Improvement Step 2 	
Primary Levy Focus Populations	Beacon Hill will focus Levy support on ELL and non-ELL Latino students in grades K-5.	
CBO Partners	<ol style="list-style-type: none"> 1. Community Day School Association (CDSA) 2. El Centro de la Raza 3. Powerful Schools 4. University Tutors 5. Odessa Brown (note: funded through Elementary Health Investment) 	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. A 1.0 FTE Family Support Worker will work to improve attendance of Latino students who are not achieving typical growth on MAP or who are not passing MSP and are absent more than five times per semester. The FSW will also support African American students with more than five absences per semester. 2. A .5 FTE FEL grant coordinator will supervise before/afterschool activities, coordinate community and pre-school partnerships, track student data and support student case management. 3. A .5 FTE Math/ELL specialist will give high-level support to students during and after school and provide teacher coaching and support for Professional Learning Communities efforts around ELL instructional best practices. 4. Extra time will be supported for certificated teachers to work with students after school in reading and math. 5. CDSA tuition support will be provided to five students for before or after school to help families improve student attendance. 	
Outcome /Indicator Measure	Baseline	12-13 SY Target
Outcome 1 – 2 nd grade students making annual typical growth on reading MAP	51% (11-12 SY)	59%
Outcome 2 – 1st grade students making annual typical growth on math MAP	72% (11-12 SY)	77%
Indicator 1 – 3rd-5th grade students making annual typical growth on math MAP	67% (11-12 SY)	71%
Indicator 2 – K-5th grade students with fewer than 5 absences (excused or unexcused) in the first semester	62% (11-12 SY)	87%
Indicator 3 – K-5th grade students with fewer than 5 absences (excused or unexcused) in the second semester	78% (11-12 SY)	84%

Madrona K-8 (Elementary Innovation Funding for Grades K-5)			
2012-2013 SY Recommended Funding Level	\$295,000		
School Demographics & Characteristics for Grades K-5 <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> • 228 total students • 72% eligible for FRL • 72% African American; 7% Latino; 4% Asian/Pacific-Islander • 0% ELL • SPS Segmentation Level 1 • Federal AYP School Improvement Step 5 		
Primary Levy Focus Populations	Madrona will focus Elementary Innovation Levy support on students in grades K-5 who are behind grade level expectation on reading assessments and 3 rd -5 th grade students who narrowly met standard on the math MSP the previous year.		
CBO Partners	<ol style="list-style-type: none"> 1. CDSA 2. Children’s Home Society of Washington 3. Seattle Parks and Recreation 4. Sound Discipline 5. Therapeutic Health Services 6. University Tutors 7. Odessa Brown (note: funded through Elementary Health Investment) 		
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. A 1.0 FTE Children’s Home Society of Washington case manager will provide support to families. 2. Therapeutic Health Services staff will oversee Madrona’s Collaborative Academic Support Team (CAST), small group work, and therapeutic referrals. 3. Technology funding will provide two additional classrooms with eight computers each, in addition to software for reading and math interventions. 4. A .4 FTE (.8 with MS Linkage funds) certificated teacher will monitor and track assessments, monitor progress toward success and coordinate interventions for focus students. 5. University Tutors services will be assigned to separate groups of students in grades K-2 and 3-5. 		
	Outcome/Indicator Measure	Baseline	12-13 SY Target
	Outcome 1 – 2nd grade students making annual typical growth on reading MAP	35% (11-12 SY)	45%
	Outcome 2 – 4 th -5 th grade students meeting MSP math standard	40% (10-11 SY)	47%
	Indicator 1 – 4 th – 5 th grade students advancing from Level 1 to Level 2 or higher on MSP math	22% (10-11 SY)	30%
	Indicator 2 – K-5 th grade students with fewer than 5 absences (excused or unexcused) in the first semester	78% (11-12 SY)	84%
	Indicator 3 – K-5 th grade students with fewer than 5 absences (excused or unexcused) in the second semester	58% (11-12 SY)	64%

Olympic Hills		
2012-2013 SY Recommended Funding Level	\$295,000	
School Demographics & Characteristics <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> • 269 total students • 70% eligible for FRL • 25% African American; 23% Latino; 18% Asian/Pacific-Islander • 21% ELL • SPS Segmentation Level 3 • Federal AYP School Improvement Step 1 	
Primary Levy Focus Populations	Olympic Hills will focus Levy support on Kindergarteners who begin with low WaKIDS scores; 1 st grade ELL students who did not meet WaKIDS expectations in Kindergarten; 4 th graders who are not at standard on MSP Reading; 4 th and 5 th graders who are not at standard on MSP Math; and students who miss five or more days of school in the first semester and/or fail to meet grade level standards on MSP or MAP.	
CBO Partners	<ol style="list-style-type: none"> 1. Sound Mental Health 2. YMCA 	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. YMCA CLC staff will provide targeted instruction for Kindergarten and 1st grade students during the school day as well as after-school instruction for 5th grade students. 2. A .5 FTE Sound Mental Health Care Coordinator will provide support for at-risk students to improve attendance and conduct family outreach. 3. A .5 FTE certificated math teacher will provide additional 4th and 5th grade math support and instruction and to reduce the student to teacher ratio. 4. Staff will provide support for ongoing data collection and analysis, and will coordinate activities among school staff, YMCA and Sound Mental Health to ensure common goals and objectives are achieved. 5. Extra time will be funded for a certificated science teacher to provide targeted instruction integrating science and math, in cooperation with the YMCA. 6. In-house tutors will implement the REACH program with small groups of ELL students who are below standard on vocabulary. 	
Outcome/Indicator Measure	Baseline	12-13 SY Target
Outcome 1 – 4th and 5th grade students at Level 1 or Level 2 advancing one level or higher on MSP reading	74% (10-11 SY)	84%
Outcome 2 – 4th and 5th grade focus students at Level 1 or Level 2 advancing one level or higher on MSP math	34% (10-11 SY)	44%
Indicator 1 – 1st and 4th – 5th grade ELL students making annual typical growth on reading MAP	50% (11-12 SY)	59%
Indicator 2 – K-5th grade students with fewer than 5 absences (excused or unexcused) in the first semester	70% (11-12 SY)	74%
Indicator 3 – K-5th grade students with fewer than 5 absences (excused or unexcused) in the second semester	60% (11-12 SY)	66%

Roxhill			
2012-2013 SY Recommended Funding Level	\$300,000		
School Demographics & Characteristics <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> • 334 total students • 75% eligible for FRL • 27% African American; 40% Latino; 17% Asian/Pacific-Islander • 35% ELL • SPS Segmentation Level 3 • Federal AYP School Improvement Step 1 		
Primary Levy Focus Populations	Roxhill will focus Levy support on ELL students in grades K-5.		
CBO Partners	<ol style="list-style-type: none"> 1. City Year 2. Communities in Schools 3. University Tutors 4. Neighborcare (note: funded through Elementary Health Investment) 		
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. A Math Intervention Teacher/Coach will provide 1:1 and small group math instruction during and after school, as well as during Saturday Academy. This position will support collaboration with Math Coaches at feeder pattern peers to enhance vertical alignment and support summer learning opportunities for students transitioning to middle school. 2. A .75 FTE Communities in Schools Site Coordinator will provide case management for Tier 3 K-5 students, with primary tutoring focus on K-2 ELL students. 3. A House Administrator will lead implementation and monitoring of Levy programs, and support weekly collaboration with the school principal, intervention specialists and a bilingual department representative. 4. City Year Corps Members and a Site Coordinator will provide 1:1 and small group tutoring and support achievement efforts in Reading and Math for Tier 2 ELL students, grades 3-5 in math and grade 3 in reading; provide before and after-school programs for K-5 students; strengthen family engagement; and provide additional assistance during Saturday Academy. 5. Tutoring partnerships with University Tutors, for focus ELL students (3rd grade for reading and K-2 for math). 		
	Outcome/Indicator Measure	Baseline	12-13 SY Target
	Outcome 1 – 4th and 5th grade students meeting MSP reading standard	58% (10-11 SY)	68%
	Outcome 2 – 4th - 5th grade students meeting MSP math standard	50% (10-11 SY)	63%
	Indicator 1 – ELL students making annual typical growth on reading MAP	51% (11-12 SY)	59%
	Indicator 2 – K-5th grade students with fewer than 5 absences (excused or unexcused) in the first semester	67% (11-12 SY)	75%
	Indicator 3 – K-5th grade students with fewer than 5 absences (excused or unexcused) in the second semester	62% (11-12 SY)	70%

Middle School Innovation

Denny		
2012-2013 SY Recommended Funding Level	\$450,000	
School Demographics & Characteristics <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> 781 total students 65% eligible for FRL 23% African American; 26% Latino; 16% Asian/Pacific-Islander 13% ELL SPS Segmentation Level 3 Federal AYP School Improvement Step 5 	
Primary Levy Focus Populations	Denny will focus Levy support on all African American and Latino students who are not at standard on the MSP in math or reading, all African American and Latino students who are not passing all of their core classes or who are absent five or more days per semester, and all students receiving ELL services.	
CBO Partners	<ol style="list-style-type: none"> 1. Diplomas Now 2. El Centro de la Raza 3. Seattle Parks and Recreation 4. University Tutors 	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. A Seattle Parks and Recreation Community Learning Center will provide extended day and extended year academic and culturally-affirming opportunities. 2. A math coach will coordinate math learning opportunities and connect planning to needs of individual students as demonstrated by progress monitoring. 3. Diplomas Now collaboration among City Year Corps Members, Johns Hopkins, and Communities in Schools. 4. The Big 5 Academy alternative to suspension program will support students academically and with their college-bound planning. 5. A tutoring partnership with University Tutors will implement a push-in model for ELL and math. 	
Outcome/Indicator Measure	Baseline	12-13 SY Target
Outcome 1 - Students advancing from Level 1 to Level 2 or higher in math on MSP	35% (SY 10-11)	45%
Outcome 2 – Students advancing from Level 2 to Level 3 or higher in math on MSP	64% (SY 10-11)	71%
Indicator 1 – Students making typical growth in math on MAP	60% (SY 11-12)	67%
Indicator 2 – ELL students making typical growth in reading on MAP	39% (SY 11-12)	48%
Indicator 3 – Students passing core courses in the first semester	82% (SY 11-12)	87%
Indicator 4 – Students passing core courses in the second semester	81% (SY 11-12)	86%

Mercer		
2012-2013 SY Recommended Funding Level	\$450,000	
School Demographics & Characteristics <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> • 807 total students • 72% eligible for FRL • 26% African American; 15% Latino; 53% Asian/Pacific-Islander • 20% ELL • SPS Segmentation Level 5 • Federal AYP School Improvement Step 2 	
Primary Levy Focus Populations	Mercer will focus Levy support on African American and Latino students who are not at standard in math or reading, receiving a C- or lower in math or language arts courses, or attending class less than 95% of the time. Mercer will also focus on ELL students and those with IEPs.	
CBO Partners	<ol style="list-style-type: none"> 1. College Success Foundation 2. Seattle Parks and Recreation 3. Sound Mental Health 	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. A Student & Family Advocate will case manage 6th grade focus students who have failed to meet standard on the MSP in more than one area or who failed to meet typical growth in MAP-M or MAP-R and/or who have non-school barriers to learning. 2. Seattle Parks and Recreation staff will conduct out-of-school time activities. 3. A Sound Mental Health Care Coordinator will work with students who are new or transitioning to Mercer in the 7th or 8th grade. 4. Staff and materials will support extra time for extended day instruction to focus students in math and reading. 5. Rosetta Stone will be utilized for ELL students. 	
Outcome/Indicator Measure	Baseline	12-13 SY Target
Outcome 1 – Students advancing from Level 1 to Level 2 or higher in reading on MSP	58% (SY 10-11)	66%
Outcome 2 – Students advancing from Level 2 to Level 3 or higher in math on MSP	62% (SY 10-11)	69%
Indicator 1 – Students making typical growth in math on MAP	67% (SY 11-12)	71%
Indicator 2 – ELL students making typical growth in reading on MAP	66% (SY 11-12)	71%
Indicator 3 – Students with fewer than five absences in the first semester (excused + unexcused)	75% (SY 11-12)	78%
Indicator 4 – Students with fewer than five absences in the second semester (excused + unexcused)	59% (SY 11-12)	64%

Washington		
2012-2013 SY Recommended Funding Level	\$450,000	
School Demographics & Characteristics <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> • 1,061 total students • 48% eligible for FRL • 27% African American; 12% Latino; 26% Asian/Pacific-Islander • 9% ELL • SPS Segmentation Level 3 • Federal AYP School Improvement Step 5 	
Primary Levy Focus Populations	Washington will focus Levy support on African American and Latino students who did not meet standard on the MSP math, including those in ELL; African American and Latino students who need support in reading and writing, including those in ELL; 7 th and 8 th grade African American and Latino students passing all core courses; 6 th and 7 th grade students of color with medium or high Risk Factor attendance scores; and incoming 6 th grade ELL students who failed to make gains on the WLPT II test.	
CBO Partners	<ol style="list-style-type: none"> 1. College Success Foundation 2. El Centro de la Raza 3. Marilyn Moritz 4. Technology Access Foundation 5. University Tutors 6. YMCA 	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. YMCA Community Learning Center staff will coordinate program and data management, case management, weekday out-of-school time programming, and family events. 2. An El Centro de la Raza case manager will support Latino students and conduct after-school academic and social support programming. 3. Marilyn Moritz will provide therapeutic services to address students' health and emotional barriers to staying in class. 4. University Tutors will support students in math and science classes. 5. Extra time funded for certificated teachers to teach classes after school. 	
Outcome/Indicator Measure	Baseline	12-13 SY Target
Outcome 1 - Students advancing from Level 1 to Level 2 or higher in math on MSP	24% (SY 10-11)	38%
Outcome 2 – Students advancing from Level 2 to Level 3 or higher in math on MSP	38% (SY 10-11)	48%
Indicator 1 – ELL students making typical growth in reading on MAP	68% (SY 11-12)	72%
Indicator 2 – 6 th graders passing core courses in the 1st semester	93% (SY 11-12)	95%
Indicator 3 – 6 th graders passing core courses in the 2nd semester	92% (SY 11-12)	94%
Indicator 4 – Students with fewer than five absences in the first semester (excused + unexcused)	74% (SY 11-12)	77%
Indicator 5 – Students with fewer than five absences in the second semester (excused + unexcused)	60% (SY 11-12)	64%

Middle School Linkage

Hamilton		
2012-2013 SY Recommended Funding Level	\$150,000	
School Demographics & Characteristics <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> 853 total students 25% eligible for FRL 8% African American; 11% Latino; 20% Asian/Pacific-Islander 4% ELL SPS Segmentation Level 4 Federal AYP School Improvement Step 5 	
Primary Levy Focus Populations	Hamilton will focus Levy support on 6-8 th grade African American, Latino, ELL and IEP students who did not meet standard on MSP math.	
CBO Partners	1. YMCA	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. A 1.0 FTE math co-teacher will provide five class periods of co-teaching and targeted intervention support, including differentiated instruction on CMP curriculum. 2. YMCA HOST after school program and Spring Break camps will provide academic support to address specific deficits for the focus population in math achievement. 	
Outcome/Indicator Measure	Baseline	12-13 SY Target
Outcome 1 – students advancing from Level 2 to Level 3 or higher in math on MSP	41% (SY 10-11)	50%
Indicator 1 – students advancing from Level 1 to Level 2 or higher in math on MSP	32% (SY 10-11)	42%
Indicator 2 – MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused + unexcused)	65% (SY 11-12)	69%
Indicator 3 – MSP math Level 1 and Level 2 students with fewer than five absences in the second semester (excused + unexcused)	51% (SY 11-12)	56%

Madison		
2012-2013 SY Recommended Funding Level	\$225,000	
School Demographics & Characteristics <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> • 849 total students • 43% eligible for FRL • 15% African American; 13% Latino; 18% Asian/Pacific-Islander • 7% ELL • SPS Segmentation Level 3 • Federal AYP School Improvement Step 5 	
Primary Levy Focus Populations	Madison will be focusing Levy support on students who are below standard on MSP math.	
CBO Partners	<ol style="list-style-type: none"> 1. University Tutors 2. YMCA 	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. A YMCA Community Learning Center will support academics through after school programs, social behavior, and attendance. 2. An Academic Intervention Specialist (AIS) will coordinate interventions for students who did not pass MSP science and/or math. The AIS will monitor student progress toward academic goals, connect students with appropriate school-based interventions, serve on the Student Intervention Team, and teach two classes on study and organizational skills for identified students. 3. University Tutors to work with focus students in math and science class-rooms during the school day and support students in acquiring math and science skills and knowledge, and with homework completion after school. 	
Outcome/Indicator Measure	Baseline	12-13 SY Target
Outcome 1 – students advancing from Level 2 to Level 3 or higher in math on MSP	39% (SY 10-11)	49%
Indicator 1 – students advancing from Level 1 to Level 2 or higher in math on MSP	36% (SY 10-11)	46%
Indicator 2 – MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused + unexcused)	54% (SY 11-12)	59%
Indicator 3 – MSP math Level 1 and Level 2 students with fewer than five absences in the second semester (excused + unexcused)	43% (SY 11-12)	50%

Madrona K-8 (Middle School Linkage Funding for Grades 6-8)		
2012-2013 SY Recommended Funding Level	\$150,000	
School Demographics & Characteristics for Grades 6-8 <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> • 128 total students • 73% eligible for FRL • 80% African American; 6% Latino; 5% Asian/Pacific-Islander • 0% ELL • SPS Segmentation Level 1 • Federal AYP School Improvement Step 5 	
Primary Levy Focus Populations	Madrona will be focusing Levy support on 6 th and 7 th graders who were below standard in MSP math and 8 th graders who received Level 2 scores in MSP math or reading.	
CBO Partners	<ol style="list-style-type: none"> 1. University Tutors 2. YMCA 	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. YMCA staff will provide expanded learning time programming. 2. An Academic Intervention Specialist will monitor and track assessments and progress toward success, and will coordinate interventions for focus students. 3. Student and family advocates will contact families, meet with staff, analyze data on a weekly basis, and mentor 6th and 7th grade focus students. 	
Outcome/Indicator Measure	Baseline	12-13 SY Target
Outcome 1 – 8 th grade Level 1 and Level 2 students advancing from Level 1 and Level 2 to Level 3 or higher in reading on MSP	19% (SY 10-11)	33%
Indicator 1 – 6 th and 7 th grade students advancing from Level 1 to Level 2 or higher in math on MSP	12% (SY 10-11)	30%
Indicator 2 – students passing core courses in the first semester	74% (SY 11-12)	78%
Indicator 3 – students passing core courses in the second semester	83% (SY 11-12)	87%

McClure		
2012-2013 SY Recommended Funding Level	\$150,000	
School Demographics & Characteristics <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> • 514 total students • 37% eligible for FRL • 15% African American; 10% Latino; 19% Asian/Pacific-Islander • 5% ELL • SPS Segmentation Level 5 • Federal AYP School Improvement Step 5 	
Primary Levy Focus Populations	McClure will focus Levy support on African American students and Special Education students who are below standard in MSP math.	
CBO Partners	1. Seattle Parks and Recreation	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. Seattle Parks and Recreation Community Learning Center staff will conduct expanded learning opportunity and out-of-school time programs. 2. A .1 FTE math specialist will work with CLC staff and with targeted students directly. 	
Outcome/Indicator Measure	Baseline	12-13 SY Target
Outcome 1 – Students advancing from Level 2 to Level 3 or higher in math on MSP	33% (SY 10-11)	43%
Indicator 1 – Students making typical growth in math on MAP	48% (SY 11-12)	54%
Indicator 2 – MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused + unexcused)	47% (SY 11-12)	53%
Indicator 3 – MSP math Level 1 and Level 2 students with fewer than five absences in the second semester (excused + unexcused)	42% (SY 11-12)	48%

Pathfinder		
2012-2013 SY Recommended Funding Level	\$50,000	
School Demographics & Characteristics <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> • 338 total students • 26% eligible for FRL • 7% African American; 13% Latino; 7% Asian/Pacific-Islander • 1% ELL • SPS Segmentation Level 3 • Federal AYP School Improvement Step 4 	
Primary Levy Focus Populations	Pathfinder will focus Levy support on 6 th -8 th grade students who did not meet or narrowly met standard on MSP math, and on 6 th -8 th grade students who were absent 10 or more days during the 2011-12 school year.	
CBO Partners	1. Communities in Schools	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. A Communities in Schools site coordinator will provide case management and service coordination. 2. Certificated teachers will implement an after school academic program. 3. Materials will be provided to support an extra math class through extended in-school learning time. 	
Outcome/Indicator Measure	Baseline	12-13 SY Target
Outcome 1 – MSP math Level 1 & Level 2 students who advance one or more levels in math on MSP	28% (SY 10-11)	42%
Indicator 1 – MSP math Level 1 and Level 2 students making typical growth in math on MAP	58% (SY 11-12)	63%

South Shore PK-8 (Middle School Linkage Funding for Grades 6-8)		
2012-2013 SY Recommended Funding Level	\$150,000	
School Demographics & Characteristics for Grades 6-8 <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> • 206 total students • 68% eligible for FRL • 49% African American; 11% Latino; 30% Asian/Pacific-Islander • 6% ELL • SPS Segmentation Level 3 • Federal AYP School Improvement Step 1 	
Primary Levy Focus Populations	South Shore will be focusing Levy support on 6 th -8 th graders who are not at standard on MSP math.	
CBO Partners	<ol style="list-style-type: none"> 1. Rainier Vista Boys and Girls Club 2. University Tutors 	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. A Youth Services Assistant will track attendance/truancy, behavior and coursework data for targeted students; and will coordinate support services and interventions with other staff. 2. University Tutors will support before and after school math core and intervention classes. 3. Boys and Girls Club memberships will be provided for out-of-school time partnerships. 4. A Family Support Worker will serve as a Middle School Graduation Coach. 	
Outcome/Indicator Measure	Baseline	12-13 SY Target
Outcome 1 – students advancing from Level 2 to Level 3 or higher in math on MSP	39% (SY 10-11)	49%
Indicator 1 – 6th and 7th grade students advancing from Level 1 to Level 2 or higher in math on MSP	38% (SY 10-11)	48%
Indicator 2 – MSP math Level 1 and Level 2 students with fewer than five absences in the first semester (excused + unexcused)	72% (SY 11-12)	75%
Indicator 3 – MSP math Level 1 and Level 2 students with fewer than five absences in the second semester (excused + unexcused)	50% (SY 11-12)	55%

Whitman		
2012-2013 SY Recommended Funding Level	\$30,000	
School Demographics & Characteristics <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> • 954 total students • 26% eligible for FRL • 8% African American; 11% Latino; 11% Asian/Pacific-Islander • 4% ELL • SPS Segmentation Level 4 • Federal AYP School Improvement Status Step 4 	
Primary Levy Focus Populations	Whitman is focusing Levy support on 6 th grade African American and Latino students who are below standard on MSP reading.	
CBO Partners	N/A	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. Case management services. 2. Extra time will be provided for key staff to identify focus students, analyze data, provide translation services, and facilitate Navigation 101. 	
Outcome/Indicator Measure	Baseline	12-13 SY Target
Outcome 1 – 6th grade Latino and African American students advancing from Level 1 to Level 2 or higher in reading on MSP	50% (SY 10-11)	58%
Indicator 1 – MSP reading Level 1 and Level 2 6th grade Latino and African American students passing core courses in the first semester	72% (SY 11-12)	80%
Indicator 2 – MSP reading Level 1 and Level 2 6th grade Latino and African American students passing core courses in the second semester	71% (SY 11-12)	77%
Indicator 3 – MSP reading Level 1 and Level 2 6th grade Latino and African American students with fewer than five absences in the first semester (excused + unexcused)	55% (SY 11-12)	63%
Indicator 4 – MSP reading Level 1 and Level 2 6th grade Latino and African American students with fewer than five absences in the second semester (excused + unexcused)	41% (SY 11-12)	48%

High School Innovation

Franklin		
2012-2013 SY Recommended Funding Level	\$350,000	
School Demographics & Characteristics <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> • 1,301 total students • 67% eligible for FRL • 33% African American; 8% Latino; 53% Asian/Pacific-Islander • 14% ELL • SPS Segmentation Level 3 • Federal AYP School Improvement Step 5 	
Primary Levy Focus Populations	Franklin will be focusing Levy support on incoming 9 th graders who: are furthest behind in math (those who are below standard on MSP and scoring below 7 th grade level on MAP); are furthest behind on reading (scoring at or below 6 th grade level on MAP, MSP or Teachers College Reading Assessments); indicating Risk Factor scores of five or above or demonstrating other descriptors of risk for failing courses; had an average daily attendance rate of 85% or less during 8 th grade; or who are ELL students who struggling with English language acquisition.	
CBO Partners	N/A	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. An additional math teacher and 1.2 FTE additional 9th grade team teachers will support Levy focus students. 2. A school relations assistant will oversee all 9th grade case management, including identification of struggling students who need intensive case management, provision of academic coaching, parent contact, teacher conferences, daily/weekly progress reports, tutoring, and making program adjustments as needed. 3. A 9th grade Dean of Students will help coordinate the Levy program. The dean will work closely with staff to coordinate student interventions, use data to monitor individual student progress, and provide and support professional development opportunities. 4. An ELL Case Manager will be designated to track and monitor student academic progress, test scores and attendance; and to implement targeted interventions. 	
Outcome/Indicator Measure	Baseline	12-13 SY Target
Outcome 1 – first-time 9th graders who earn at least 5 credits and promote successfully to 10th grade	83% (SY 11-12)	88%
Outcome 2 – first-time 9th graders meeting standards on state end-of-course exams in Algebra or Geometry	65% (SY 10-11)	70%
Indicator 1 – first-time 9th graders meeting or exceeding typical growth on math MAP	63% (SY 11-12)	66%
Indicator 2 – first-time 9th graders meeting or exceeding typical growth on reading MAP	65% (SY 11-12)	68%
Indicator 3 – first-time ELL 9th graders meeting or exceeding typical growth on reading MAP	69% (SY 11-12)	74%

Ingraham		
2012-2013 SY Recommended Funding Level	\$350,000	
School Demographics & Characteristics <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> • 970 total students • 52% eligible for FRL • 21% African American; 12% Latino; 30% Asian/Pacific-Islander • 12% ELL • SPS Segmentation Level 3 • Federal AYP School Improvement Step 5 	
Primary Levy Focus Populations	Ingraham will focus on incoming 9 th graders who: scored Level 1 on 8 th grade MSP in math; are not making typical growth on Reading MAP; had 10 or more unexcused absences in 8 th grade; or who scored Level 1 or 2 on WELPA.	
CBO Partners	<ol style="list-style-type: none"> 1. El Centro de la Raza 2. Making Connections 3. University Tutors 	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. A 9th grade Academic Intervention Specialist will work with a caseload of focus students, manage community partners, plan the academic mentor program, and coordinate the summer bridge program. 2. Five University Tutors academic mentors will provide onsite monitoring and intervention for daily attendance; provide family training on course expectations; and provide home support for coursework, how to access school services and school data. 3. Making Connections staff will coordinate college/career mentorships, supervise UW tutors, provide quarterly career exploration workshops, and participate in the summer bridge program. 4. A .4 FTE math teacher will provide extended math to students and coordinate with a physical science teacher. 5. A Youth Case Manager from El Centro de la Raza will provide intensive year round wrap-around services, connect students to community resources such as employment referrals, and participate in the summer bridge program. 	
Outcome/Indicator Measure	Baseline	12-13 SY Target
Outcome 1 - first-time 9th graders who earn at least 5 credits and promote successfully to 10th grade	88% (SY 11-12)	91%
Outcome 2 - first-time 9th graders meeting standards on state end-of-course exams in Algebra or Geometry	65% (SY 10-11)	70%
Indicator 1 - first-time 9th graders meeting or exceeding typical growth on math MAP	53% (SY 11-12)	57%
Indicator 2 – first-time 9th graders passing all core classes (math, language arts, science, and social studies) first semester	86% (SY 11-12)	89%
Indicator 3 - first-time 9th graders passing all core classes (math, language arts, science, and social studies) 2nd semester	86% (SY 11-12)	89%
Indicator 4 – first-time 9th graders absent fewer than five days first semester (excused and unexcused)	70% (SY 11-12)	73%
Indicator 5 – first-time 9th graders absent fewer than five days second semester (excused and unexcused)	62% (SY 11-12)	66%

Interagency		
2012-2013 SY Recommended Funding Level	\$350,000	
School Description	Interagency Academy is a network of small alternative high schools partnering with community-based organizations and public agencies at several sites across Seattle to educate students who need additional support.	
Primary Levy Focus Populations	Interagency will focus Levy support on all ELL students as well as all 9 th graders starting at or transferring to Interagency who: are not at standard on MSP math or reading or who have low MAP scores in those subjects; who start the school year with fewer than 6 credits; or who were absent five or more times during the most recent semester.	
CBO Partners	1. Youth Care	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> Two Connecting High School to Life Specialists will develop a connection between school and students' lives beyond school, in order to offer students experiences in the work world, to help encourage students to set meaningful long term goals. Two Youth Care case managers will help connect students to services they need and reach out to students who are missing school or need additional support including home or community visits. A Southwest Youth and Family Services care coordinator will provide case management support and be the lead representing Interagency for the West Seattle Care Coordination Pilot Project. A Therapeutic Health Services case manager will be placed in Alder Academy. Staff members at each site will assume new responsibility as Success Accelerator Advisors, and meet daily with 9th graders to review progress and goals and to implement a specific college/career oriented outcome. 	
Outcome/Indicator Measure	Baseline	12-13 SY Target
Outcome 1 – 9th graders meeting individual credit targets	Prior year data unavailable. 12-13 SY target informed by historical enrollment and credit accumulation trends.	25%
Outcome 2 – 9th graders meeting or exceeding annual MAP growth goals in math	39% (SY 11-12)	44%
Indicator 1 – 9th graders passing math courses first semester	55% (Risk Report; SY 11-12)	55%
Indicator 2 – 9th graders passing math courses second semester	65% earned A-D (Risk Report; SY 10-11)	55%
Indicator 3 – 9th graders passing English language arts courses first semester	41% (SPS Risk Report; SY 11-12)	50%
Indicator 4 – 9th graders passing English language arts courses second semester	68% earned A-D (SPS Risk Report; SY 10-11)	70%
Indicator 5 – 9th graders enrolled 20 or more days with an individual attendance rate of at least 80% in the 1st semester	30% (SY 11-12)	35%
Indicator 6 – 9th graders enrolled twenty or more days with an individual attendance rate of at least 80% in the second semester	36% (SY 11-12)	41%

West Seattle		
2012-2013 SY Recommended Funding Level	\$350,000	
School Demographics & Characteristics <i>(Source: 2010-2011 SY SPS School Report)</i>	<ul style="list-style-type: none"> • 1,016 total students • 43% eligible for FRL • 18% African American; 17% Latino; 21% Asian/Pacific-Islander • 9% ELL • SPS School Segmentation Level 3 • Federal AYP Status Step 5 	
Primary Levy Focus Populations	West Seattle will focus Levy support on all ELL students as well as incoming 9 th graders who: are below standard on MSP math, reading or writing or who enter with low MAP math scores; who receive a D or E or who have two or more unexcused absences at any time during the school year.	
CBO Partners	<ol style="list-style-type: none"> 1. Asian Counseling & Referral Services 2. University Tutors 3. YMCA 	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. An Academic Intervention Specialist will teach one Focus class, coordinate with University Tutors, manage After School Study Hall and Saturday School, monitor student academic progress, and coordinate other Levy activities. 2. West Seattle's 9th grade counselor will increase time available to schedule all 9th graders into appropriate classes, plan 9th grade Parent Night, create attendance agreements for identified students, participate as a member of the SIT team and refer students to SIT, implement ConnectEdu, and implement other Levy activities. 3. YMCA staff will implement after school enrichment and service activities, track student participation in programming, address barriers to participation, and support a caseload of students with a social worker shared with Madison Middle School. 4. University Tutors will place ten content specific tutors in WSHS math and science classes and support After School Study Hall and Saturday School. 	
Outcome/Indicator Measure	Baseline	12-13 SY Target
Outcome 1 – first-time 9th graders who earn at least 5 credits and promote successfully to 10th grade	95% (SY 11-12)	96%
Outcome 2 – first-time 9th graders meeting standards on state end-of-course exams in Algebra or Geometry	53% (SY 10-11)	58%
Indicator 1 – first-time 9th graders meeting or exceeding typical growth on math MAP	59% (SY 11-12)	63%
Indicator 2 – first-time 9th graders passing all core classes (math, language arts, science, and social studies) 1st semester	93% (SY 11-12)	95%
Indicator 3 – first-time 9th graders passing all core classes (math, language arts, science, and social studies) 2nd semester	90% (SY 11-12)	92%
Indicator 4 – first-time 9th graders absent fewer than five days first semester (excused and unexcused)	65% (SY 11-12)	69%
Indicator 5 – first-time 9th graders absent fewer than five days second semester (excused and unexcused)	54% (SY 11-12)	59%

Community-based Family Support for Immigrant, Refugee and Native American Students

Chinese Information and Service Center (CISC)		
2012-2013 SY Recommended Funding Level	\$150,000	
Characteristics of Typical Students Served by CISC	CISC serves primarily low-income Chinese families that are limited in English proficiency. Forty-two percent of K-5 Chinese-American students in Seattle Public Schools are eligible for Free and Reduced-Price Lunch.	
Levy Focus Population	CISC will serve Chinese children and their families.	
Prior School Partners	<ol style="list-style-type: none"> 1. Kimball Elementary 2. Beacon Hill International School 3. Bailey Gatzert Elementary 4. Maple Elementary 5. Dearborn Park Elementary 6. Tops K-8 	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. A 1.0 FTE social worker will provide case management services to overcome academic and non-academic obstacles and improve focus students' social, emotional and academic success. 2. A 1.0 FTE after school program coordinator will work with teachers to develop individual academic plans, provide academic support, track student progress, and coordinate volunteer tutors. 	
Outcome/Indicator Measure	Baseline*	12-13 SY Target
Outcome 1 – 4th - 5th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on math MSP	27% (SY 10-11)	35%
Outcome 2 – 4th -5th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on reading MSP	20% (SY 10-11)	25%
Indicator 1 – 1st – 3rd grade focus students meeting annual typical growth on math MAP	49% (SY 11-12)	56%
Indicator 2 – 1st – 3rd grade focus students meeting annual typical growth on reading MAP	45% (SY 11-12)	52%
Indicator 3 – 1st – 5th grade focus students with fewer than five absences (excused or unexcused) in the first semester	80% (SY 11-12)	86%
Indicator 4 – 1st – 5th grade focus students with fewer than five absences (excused or unexcused) in the second semester	72% (SY 11-12)	78%

**Note: Baseline is based on historical district data for comparable student populations*

Refugee Women’s Alliance (ReWA)		
2012-2013 SY Recommended Funding Level	\$150,000	
Characteristics of Typical Students Served by ReWA	ReWA serves refugee and immigrant youth who primarily live in South Seattle and South King County. The majority of the students served are from Vietnam, Somalia, Ethiopia, Eritrea, Nepal, Latin America, Burma and China. 97% are English Language Learners, and more than 95% are eligible for Free and Reduced Price Lunch with Seattle Public Schools.	
Levy Focus Population	ReWA will focus Levy services on 3 rd -5 th grade Somali, Spanish-speaking and Vietnamese students.	
School Partners	<ol style="list-style-type: none"> 1. Dearborn Park Elementary 2. Kimball Elementary 3. Maple Elementary 	
Key Strategies Receiving Levy Support	<ol style="list-style-type: none"> 1. Three Family Support Specialists will work with Somali, Latino, and Vietnamese students and their families to connect with ReWA programs and other social services educate parents and engage them in their child’s education. The specialists will monitor family progress on a bi-weekly basis. 2. Tutoring will be provided for focus students. 3. Mental health screening and counseling will be provided to clients who are referred by specialists. 	
Outcome/Indicator Measure	Baseline*	12-13 SY Target
Outcome 1 – 4th - 5th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on math MSP	27% (10-11 SY)	35%
Outcome 2 – 4th -5th grade focus students at Level 1 or Level 2 advancing one (1) level or higher on reading MSP	20% (10-11 SY)	25%
Indicator 1 – 3rd - 5th grade focus students meeting annual typical growth on math MAP	62% (SY 11-12)	65%
Indicator 2 – 3 rd - 5 th grade focus students meeting annual typical growth on reading MAP	55% (SY 11-12)	63%
Indicator 3 – 3rd – 5th grade focus students with fewer than five absences (excused or unexcused) in the first semester	81% (SY 11-12)	88%
Indicator 4 – 3rd – 5th grade focus students with fewer than five absences (excused or unexcused) in the second semester	76% (SY 11-12)	81%

**Note: Baseline is based on historical district data for comparable student populations.*