

Project Readiness

Summary of Outcomes 2010/11



Ardmore Elementary	Project Title: Kindergarten Early Literacy Intervention Project Budget: \$17,000	Project Description
Demographic Information: 53% F/RPL; 31% ELL; 67% Minority		Educational assistance to support Kindergarten students that do not speak English or have prior pre-school or formal school experience. The educational aid provided increased time for teacher to spend working with struggling students and use formative assessment tools to identify specific support needed. This is the second year for this program at Ardmore Elementary.
Summary Of Project Outcomes		
<ul style="list-style-type: none"> • 89% of the students now test at or above benchmark • 27% increase in the number of students meeting benchmark from the beginning of the year to the end of the year • 54 students served 		
Lake Hills Elementary	Project Title: Kindergarten Early Literacy Intervention Project Budget: \$34,000	Project Description
Demographic Information: 69% F/RPL; 37% ELL; 72% Minority		Educational assistance to support Kindergarten students that do not speak English or have prior pre-school or formal school experience. The educational aid provided increased time for teacher to spend working with struggling students and use formative assessment tools to identify specific support needed. This is the first year for this program at Lake Hills Elementary.
Summary Of Project Outcomes		
<ul style="list-style-type: none"> • 76% of students now test at or above benchmark • 31% increase in the number of students meeting benchmark from the beginning of the year to the end of the year, compared to a 12% increase during the 2009-2010 school year • In the key skill of phoneme segmentation, 85% were at grade level expectation by the end of the year, compared to 67% at the end of the 2009-2010 school year • 85 students served 		

Notes:

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Phantom Lake Elementary	Project Title: Kindergarten Early Literacy Intervention	Project Description
	Project Budget: \$17,000	
Demographic Information: 35% F/RPL; 20% ELL; 37% Minority		
Summary Of Project Outcomes		
<ul style="list-style-type: none"> 90% of students are now testing at or above benchmark, a 40% increase from the beginning of the year In overall reading performance, 92.8% of students ended the year meeting the recommended benchmark 60 students served, all in Kindergarten 		<p>Educational assistance to support Kindergarten students that do not speak English or have prior pre-school or formal school experience. The educational aid provided increased time for teacher to spend working with struggling students and use formative assessment tools to identify specific support needed. This is the third year for this program at Phantom Lake Elementary.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p><i>“Because of this BSF grant and support, the Kindergarten team has been able to provide educational support to the Kindergarten students. This support has provided a layer of support to the teachers that allow them to be able to focus on data and adjusting their instruction to match student learning needs.” – A. Humphries, Phantom Lake Elementary Principal, 2011</i></p> </div>

Sherwood Forest Elementary	Project Title: Kindergarten Early Literacy Intervention	Project Description
	Project Budget: \$17,000	
Demographic Information: 52% F/RPL; 31% ELL; 63% Minority		
Summary Of Project Outcomes		
<ul style="list-style-type: none"> 30% of students began the year not meeting benchmarks: by the end of the year, 3.4% of students were not meeting benchmarks, a 26.6% increase All Kindergarten students showed growth on the DIBELS sub tests even though not all students were able to meet standard. 79 students served 		<p>Educational assistance to support Kindergarten students that do not speak English or have prior pre-school or formal school experience. The educational aid provided increased time for teacher to spend working with struggling students and use formative assessment tools to identify specific support needed. This is the second year for this program at Sherwood Forest Elementary.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p><i>“This assistance was essential for Sherwood Forest in terms of making such progress over the school year in having students meet standard in reading ... As more students have met standard Ms. Tomblin has had more time to devote to those still struggling which has increased their reading levels during the year. All Kindergarten students showed growth on the DIBELS sub tests even though not all students were able to meet standard.”- A. Deno, Principal, Sherwood Forest Elementary, 2011</i></p> </div>

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Stevenson Elementary	Project Title: Kindergarten Early Literacy Intervention	Project Description
	Project Budget: \$34,000	
Demographic Information: 46% F/RPL; 49% ELL; 85% Minority		Educational assistance to support Kindergarten students that do not speak English or have prior pre-school or formal school experience. The educational aid provided increased time for teacher to spend working with struggling students and use formative assessment tools to identify specific support needed. This is the fourth year for this program at Stevenson Elementary.
Summary Of Project Outcomes		
<ul style="list-style-type: none"> 90% of students met or exceeded the end-of-year standards Of the 10% not meeting end-of-year benchmarks, 4% are just below the recommended level and only 6% are still in need of intensive instruction 130 students served 		
		<p><i>“When I enter Kindergarten classrooms and see the Kindergarten EA sitting side-by-side with a student on the carpet whispering in their ear, listening to an answer or making sure they understand the directions for an assignment it reminds me of how thankful I am that we are able to provide individual students with additional support to access the curriculum and learn to show what they know.” –C. Lindquist, Principal, Stevenson Elementary, 2011</i></p>

Woodridge Elementary	Project Title: Kindergarten Early Literacy Intervention	Project Description
	Project Budget: \$17,000	
Demographic Information: 29% F/RPL; 14% ELL; 55% Minority		Educational assistance to support Kindergarten students that do not speak English or have prior pre-school or formal school experience. The educational aid provided increased time for teacher to spend working with struggling students and use formative assessment tools to identify specific support needed. This is the third year for this program at Woodridge Elementary.
Summary Of Project Outcomes		
<ul style="list-style-type: none"> 30% increase from the beginning of the year to the end of the year in the number of students meeting benchmarks based on the DIBELS test 98% of students tested at or above benchmarks at the end of the year 93 students served 		
		<p><i>“We couldn’t have reached this level of success without the generous support of BSF in granting Woodridge the funds to provide four hours a day of kindergarten support.” –L. Ritz, Woodridge Elementary Principal, 2011</i></p>

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Lake Hills and Stevenson Elementary	Project Title: Positive Behavior Intervention Specialist	Project Description
	Project Budget: \$70,000	
Demographic Information: Lake Hills: 69% F/RPL; 37% ELL; 72% Minority, Stevenson: 46% F/RPL; 49% ELL; 85% Minority		A Positive Behavior Support Specialist collaborates with all staff in the school building to ensure positive behavior supports are in place in the building so that students are able to learn in a safe, civil, and respectful school environment. Additionally, the Positive Behavior Support Specialist provides Tier 2 and Tier 3 behavior interventions to small groups or individual students as determined by the school's Guidance Team.
Summary Of Project Outcomes		
<ul style="list-style-type: none"> Students educated on proper ways to interact socially Established a school wide recognition system for classroom behaviors Established social groups for struggling students Used data collected from teachers to anticipate when individual students may need support 		
		<p><i>"The addition of a PBIS to the Stevenson staff was highly effective in supporting students in making better choices and solving problems. This ultimately allows students to maintain a higher level of focus on their learning and be more respectful in their interactions with others...The addition of a highly trained staff member to support individual students struggling to control their emotions and behavior was also extremely beneficial." – C. Lindquist, Principal, Stevenson Elementary, 2011</i></p>

Highland Middle School	Project Title: Starting Strong	Project Description
	Project Budget: \$17,000	
Demographic Information: 47% F/RPL; 17% ELL; 61% Minority		Certified Highland teachers provide a one week head start intensive academic and study skill support for incoming 6th grade students identified as "at-risk" academically. Highland staff worked to help kids connect with the school and with each other. Additional follow-up with continue during the school year. This is the first year for this program at Highland Middle School.
Summary Of Project Outcomes		
<ul style="list-style-type: none"> 26 incoming 6th grade students served At the end of the year, 9 students had grade of C's or better Only 4 students ended the year with 3 or more grades of D/F- All 6th grade teachers, counselors and administrators participated 		
		<p><i>"It was powerful to already have a relationship formed with 26 6th graders on the first day of school. You could tell by the look on each student's face how welcome they felt when I greeted them by name several times throughout the school day."- A. Bereano, Highland Middle School Principal, 2011</i></p>

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Odle Middle School	Project Title: Starting Strong	Project Description
	Project Budget: \$17,000	
Demographic Information: 43% F/RPL; 4% ELL; 55% Minority		<p>Certified Odle teachers provide a one week head start intensive academic and study skill support for incoming 6th grade students identified as “at-risk” academically. Odle staff worked to help kids connect with the school and with each other. Additional follow-up with continue during the school year. This is the first year for this program at Odle Middle School.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>“I’ve been in education 20 years and Starting Strong is one of the Top 5 best things I’ve ever been a part of in all those years.” – E. McDowell, Odle Middle School Principal, 2011</i></p> </div>
Summary Of Project Outcomes		
<ul style="list-style-type: none"> • 40 incoming 6th grade students served • In a student survey, the overall rating of the program (on a scale from 1-10) was an 8.9 • Student GPAs improved in 3 out of the 4 main subject areas over the Starting Strong participants from the 2009-2010 school year • 35 students (of the 40 attending) remained at Odle MS during the first quarter of the school year. The average first quarter GPA for these 35 students was 2.6 • Of these 35 students, 19 maintained a first quarter GPA of 3.0 or higher 		

Interlake High School	Project Title: Starting Strong	Project Description
	Project Budget: \$10,000	
Demographic Information: 30% F/RPL; 4% ELL; 49% Minority		<p>Certified Interlake teachers provide a one week head start with intensive tutoring and counseling in August for incoming 9th grade students identified as needing extra support. Academic and counseling support continues after school starts through Saints Study. This is the fifth year for this program at Interlake High School.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>“I think the Starting Strong program is extremely successful in getting kids started on the right foot in high school. These students, who have a history of poor grades in middle school, come into my class ready to learn with their summer reading already completed. I would like to see every student get the same attention that the students get through Starting Strong.” – English Teacher, Interlake High School, 2011</i></p> </div>
Summary Of Project Outcomes		
<ul style="list-style-type: none"> • 22 incoming 9th grade students served • 8 students earned grades in their second semester with no D’s or F’s • The students were continually monitored throughout the year and always had someone to check in with when struggling • 15 out of the 22 students had a GPA at the end of the year that increased or stayed level compared to their 8th grade year 		

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Sammamish High School	Project Title: Starting Strong	Project Description
	Project Budget: \$10,000	
Demographic Information: 39% F/RPL; 313% ELL; 48% Minority		Certified Sammamish teachers provide a one week head start intensive tutoring and counseling in August for incoming 9 th grade students identified as needing extra support. Academic and counseling support continues after school starts through Totem Study. This is the third year for this program at Sammamish High School.
Summary Of Project Outcomes		
<ul style="list-style-type: none"> • 30 incoming 9th grade students served • Student grades increased from 1st to 2nd quarter (from 2.35 to 2.40) • A number of students were bumped up to Geometry from Algebra 1, giving them an opportunity to reach the AP level of math 		<div style="border: 1px solid black; padding: 10px;"> <p><i>“Starting strong is vital to the success of students. Developing relationships before school gives the students a connection that is very key to helping them become successful. Once the school year begins, it is key to get mentors set up so we can help them stay on the right path and for them to know there is someone who cares about them and their success at school.”</i></p> <p><i>– Teacher, Sammamish High School, 2011</i></p> </div>

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