


Starting Strong

Summary of Preliminary Outcomes, September 2010

Odle Middle School	Project Title: Starting Strong	Project Description
Project Budget: \$12,000		<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.</p>
Demographic Information: 35% F/RPL; 39% ELL; 55% Minority		
<p align="center">Summary Of Project Outcomes</p>		 <p><i>“The Starting Strong kids are already leaders at school, are so comfortable talking with teachers, are so ready to ask questions and get help. I’ve been in education 20 years and Starting Strong was one of the Top 5 best things I’ve ever been a part of in all those years.” – Eric McDowell, Odle Principal</i></p>
<ul style="list-style-type: none"> • Sixty (60) 5th grade students invited in June; forty (40) in-coming 6th grade students attended. • “Starting Strong” week, August 9-13, 2010 • Daily schedule included a community building morning activity, three 50-minute academic support classes, a study skills lesson and free snack/lunch. Students were provided with limited transportation both to and from school during the week to increase participation. • Students indicating a strong need for support in reading and math were able to be scheduled into support programs immediately in September. • Three administrators, five teachers and our wrap-around provider worked to make positive connections with students. • Through the support of Congregations for Kids, every student that attended Starting Strong received a free backpack loaded with all the school supplies a student would need during the school year! • Exit survey used to get student feedback. Rating for the overall program, on a scale of 1-10, the average score was 8.9. This was also the average response to the greater question: “Do you feel more prepared for middle school as a result of Starting Strong?” • Students from Starting Strong will receive support from a staff member assigned as a ‘check-in’ coordinator throughout the school year. This staff member will routinely meet with students and help them to make sure the support systems of the school are effectively assisting the student achieve at Odle Middle School. 		

Notes:

F/RPL = Free or reduced-price lunch (low or very low income)

Minority = African American, Asian, Hispanic, Native American, and Multi-ethnic

ELL = English language learner

Starting Strong

Summary of Preliminary Outcomes, September 2010

Highland Middle School	Project Title: Starting Strong	Project Description
Project Budget: \$12,000		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.
Demographic Information: 42% F/RPL; 44% ELL; 56% Minority		
Summary Of Project Outcomes		<div data-bbox="1213 574 1579 899" data-label="Image"> </div> <div data-bbox="1100 927 1787 1008" data-label="Text"> <p><i>“This program was amazing! Thanks for your support.” – Anissa Bereano, Highland Principal</i></p> </div>
<ul style="list-style-type: none"> • Thirty-eight (38) 5th grade students invited in June; twenty-six (26) incoming 6th grade students attended. Students recommended by feeder elementary schools. • “Starting Strong” week, August 16-20, 2010 • Academic focus on math and reading, including assistance with summer reading packet. Additional support with organization (binder, planner, grade checks, goal setting. Included in the week were a science lesson, social studies lesson and PE to help get the students used to middle school. • All 6th grade teachers, both counselors and administrators participated in Starting Strong. • There were lots of community building activities for students. • Highland’s Spanish-speaking registrar will add time to her day to support these students during the school year. She meets with the group 4 times a week for an hour after school. During this time, students participate in planner checks, grade checks, study for tests, work on homework and long-term assignments. • Additional survey data will be available later this fall. 		

Notes:

F/RPL = Free or reduced-price lunch (low or very low income)

Minority = African American, Asian, Hispanic, Native American, and Multi-ethnic

ELL = English language learner

Starting Strong
Summary of Preliminary Outcomes, September 2010

<p>Interlake High School</p>	<p>Project Title: Starting Strong</p>	<p>Project Description</p>
<p>Project Budget: \$8,000</p>		<p>Certified Interlake teachers provide a one week head start 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.</p>
<p>Demographic Information: 22% F/RPL; 34% ELL; 49% Minority</p>		
<p>Summary Of Project Outcomes</p>		<div data-bbox="1157 573 1692 935" data-label="Image"> </div> <div data-bbox="999 1070 1837 1177" data-label="Text"> <p><i>"I have to say that in the 7 years that I have conducted this program at IHS, this was the hardest working Starting Strong group. It was a joy to work with them." – Scott Marcum. Interlake School Counselor</i></p> </div>
<ul style="list-style-type: none"> • Thirty-two (32) 8th grade students invited; Twenty-two (22) incoming 9th grade students participated • Students were identified based on middle school grades and middle school counselor recommendation. An IHS counselor went to the middle school and met with all students identified to verbally explain the program and invite them to attend. A letter was also sent home to families outlining the program and inviting the students to attend. Students were then personally called again in August to invite them to the program. • "Starting Strong" week, August 16-20, 2010 • All areas of academic support offered at IHS were emphasized each day, including times offered and how to access them. Starting Strong also focused on core academic subjects: English, Math, History, and Science. • This year, a specific goal was to have each student finish their summer reading packet in a satisfactory manner by the end of the week. Some students came to the program without starting to read the book, but all completed the work. • Each student will automatically be enrolled in our Saints Study program; students meet once a week with their counselor at 6:30 am and go over missing homework assignments, organizational skills, mental/social health, and overall grades. • 9th grade teachers in each subject were directly involved in teaching the lessons for their specific content area. One counselor was present as well at all times and was responsible for directing the program. Starting Strong teachers will check in with the students periodically throughout the school year. 		

Notes:


F/RPL = Free or reduced-price lunch (low or very low income)

Minority = African American, Asian, Hispanic, Native American, and Multi-ethnic

ELL = English language learner

Starting Strong

Summary of Preliminary Outcomes, September 2010

Sammamish High School	Project Title: Starting Strong Project Budget: \$8,000	Project Description
Demographic Information: 30% F/RPL; 35% 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, counseling, and mentoring support continues after school starts through Totem Study.
Summary Of Project Outcomes		
<ul style="list-style-type: none"> • Fifty (50) 8th grade students were invited in June; Thirty (30) incoming 9th grade students and additional upper classmen/women participated. • Students were identified based on middle school grades and middle school counselor recommendation. Letters were sent to all students and follow-up personal phone calls were attempted. Current telephone contact information was a challenge. • "Starting Strong" week, August 16-20, 2010. We added an afternoon session on Wednesday the 18th for three hours for all Transition students (formerly RHS students), 10th -12th grade SHS students who struggled in 9th grade, and new 10th -12th grade students. • Focus on building staff and student relationships and study/organization skills. SHS staff taught the first lessons in four core content areas (English, math, science, history) to give students a head start and instill confidence right away. One of the successful outcomes of the math instruction was that a number of students placed in Algebra 1 were bumped up to Geometry. This gives those students an opportunity to be able to reach the AP level of math. • School counselors did warm up activities every day with students and provided guidance about college, graduation requirements, and study skills. • Follow-up academic, counseling, and mentoring support will be provided to students through the school year. 		 <p data-bbox="934 1015 1785 1242"><i>"I have been part of this program for three years and have enjoyed every day. I see the rewards and the change in confidence from the first day of the program to the last day. I see these students in the hallways and we smile and chat. Some I have in my classes and because they come to class at the beginning of the year already knowing the material taught, they exude confidence and I purposely make sure that they are team leaders, answer questions, and participate right away." - Sammamish High teacher</i></p>

Notes:

F/RPL = Free or reduced-price lunch (low or very low income)

Minority = African American, Asian, Hispanic, Native American, and Multi-ethnic

ELL = English language learner