

Race to the Top-Project 3B RFP Round 3 Letter of Intent (LOI)

Response ID:33 Data

1. Introduction

(Required)

As an initial screening, districts must individually or collaboratively submit letters of intent (LOIs). This will allow grant applicants the opportunity to first submit project proposals for feedback and possible revision, prior to writing their full proposals. Submitting an LOI is required. All applicants that submit an LOI will receive feedback regarding overall fit with the direction of the Investment Fund as well as potential areas of weakness in the proposed project.

Letters of Intent to apply must be completed no later than 5PM on April 10th, 2015. Feedback will be offered by April 22nd, 2015. Feedback will be provided to all individuals listed as contacts on the LOIs. LOIs will be posted on the RTT website.

To access a PDF version of this Letter of Intent form, please click the following link:[Race to the Top P3B LOI Application](#)

2. RTT Project 3B RFP Letter of Intent to Apply

1. Please select the district(s) that are submitting this letter of intent

Auburn School District

2. Please list any involved partners.

Heidi Harris - ASD
Brendan Jeffreys - ASD
Nancy Carlos - Consultant
Lawanda Cartwright - Consultant
Gena Gustafson - Consultant
Diana Holz - Green River College Early Learning Program Director
Nicole Budzynski - ASD ECE
Maren Ostergard - King County Library Outreach
Tami Petrina - ASD Student Special Services
Fran Russum - ASD Headstart Director
Erin Scott - ASD K-5 Intervention
Diane Simons - Teacher
Local Childcare/Preschool Provider Partners Cohort 6 - ACAP
A Learning Solution
Alpac Elementary Preschool
Brenda's Home Day Care
Busy Bee Preschool
Childhaven
Children's Hope Tacoma

Covington Co-op
 Cyndi School
 Creator Preschool
 Easter Seals Building Blocks
 GRCC Montessori
 Junior Junction
 Kaleidoscope
 Kid Kare
 Lake Veiw Preschool
 Lea Hill Preschool
 Learn & Play Preschool
 Little Jack's Corner
 Little Rascals
 Little Sprouts Christian Preschool
 Muckleshoot Head Start
 Muddy Puddles Daycare
 New Hope Early Childhood Center
 Overcomer Academy Preschool
 Sara's Day Care
 Tender Years Academy
 Valley Christian Schools

3. Please use the table below to fill out contact information for your district(s) including full names of contact person/people, title(s), email(s), telephone number(s), and name of lead applicants(s).

	Full Name	District	Title	Email	Telephone Number
Lead Applicant	Heidi Harris	Auburn School District	Assistant Superintendent K-12 Student Learning	hharris@auburn.wednet.edu	253-931-4950
Contact Person 1	Brendan Jeffreys	Auburn School District	Coordinator of Student Learning K-8	bjeffreys@auburn.wednet.edu	253-931-4950
Contact Person 2	Tami Petrina	Auburn School District	Assistant Director Student Special Services	tpetrina@auburn.wednet.edu	253-931-4927
Contact Person 3	Laurel Lorenz	Auburn School District	Coordinator of Grants, Contracts & Special Projects	llorenz@auburn.wednet.edu	235-931-4900
Contact Person 4					
Contact Person 5					
Contact Person 6					

3. Summary of Proposal

4. Identify your strategies for moving your P-3 system forward and explain why these strategies were selected.

In May of 2014, we began our work on the components of the Round 1 P3B Preschool Guided Language Acquisition Design (GLAD) with Kindergarten, Head Start, ECEAP teachers and 10 of our existing partnering teachers in our community and faith-

based preschool/childcare centers. We expanded our work in Round 2 of P3B to engage teachers in grades PK-3. Our continuing focus revolves around continuing support for "kindergarten readiness," the mentoring element of "powerful primary grade teaching" which focuses on strengthening teacher content knowledge and instructional skills through the support of a mentoring model using a data cycle. Teachers are benefitting from professional development on Common Core State Standards and Next Generation Science Standards, aligned assessment design, and respond to data by matching instructional levels and GLAD strategies (i.e. tiered vocabulary, use of graphic organizers, learning and language objective, Total Physical Response...) to each student's need. A continuation of our Powerful Primary Grade Teaching model will be employed to achieve these outcomes.

Kindergarten readiness increases through the development of expanding existing partnerships with Head Start and ECEAP early learning teachers to strengthen the quality of instruction to those they serve. By providing targeted professional development in PreK GLAD Strategies and supplying our partners with quality research-based instructional materials and providing parents with access to 24/7 blended learning opportunities, we close the preparation gap for at-risk students.

Element one of this project:

- expands and strengthens partnerships with local preschool/childcare providers (to include but not limited to: ACAP, Childhaven, Easter Seals Building Blocks, GRCC Montessori, Muckleshoot Head Start)
- increases instructional capacity of ASD Head Start and ASD ECEAP pre-K teachers
- supports a seamless transition from early learning to the K-12 system

Powerful primary grade teaching focuses on data driven instructional decisions and strengthens teacher content knowledge and instructional skills in reading, mathematics, and science for our teachers through deepening their understanding and implementation of GLAD strategies. Our partnering classroom teachers benefit from professional development and mentoring from ASD GLAD coaches on Common Core State Standards (CCSS, NGSS), design aligned on-going assessment techniques, and respond to data by matching instructional levels and strategies (i.e. tiered vocabulary, use of graphic organizers, and comprehension targets) to each student's need.

The Powerful Primary Grade Teaching project:

- connects ASD GLAD coaches to PSESD PreK GLAD Trainers
- creates the structure to support PreK-3 system-building strategies
- establishes collective action that will lead to equitable access to high quality instruction
- results in high achievement levels for low-income students and children of color

Building Advocacy for Learning and Parent/Community Partnerships is also an essential part of the project.

Expanding these practices to all teachers and students in the PreK-grade 3 continuum builds teacher capacity and ensures the opportunity for all students to meet benchmark. When foundational reading, mathematics and science skills are secure by grade 3, we guarantee students are prepared to become part of the 21st Century Workforce. The two project elements address the following research-based high yield priorities (Hattie, 2011, Visible Learning, Tomorrow's Schools, The Mind sets that make the difference in Education):

- High Expectations - Create a culture and belief system that "all children can learn"
- Early Intervention - Lessen the preparation gap between advantaged students and disadvantaged students in reading and mathematics
- Quality Instruction - Guarantees an instructional environment where all students will achieve high standards of learning
- Teaching Strategies – Using explicit instruction are employed to guarantee learning for all students
- Parental Involvement - Increase parent engagement improving kindergarten readiness and primary grade achievement

5. How does data inform these efforts?

Auburn's continuing work using this two element approach of "quality kindergarten readiness" and "powerful primary grade teaching," has already demonstrated evidence of significant gains in student achievement as measured by Dynamic Indicator of Basic Early Learning Skills (DIBELS) and on the Washington State Measurement of Student Progress. In the spring of 2014, out of 1,120 second grade students, only 181 students remained in the at risk category as measured by DIBELS. Eighty-four percent of second grade students were classified as moderate risk or on target as measured by the Dynamic Indicator of Basic Early Learning Skills (DIBELS). This was the fifth cohort of students who benefited from the powerful classroom instruction in

the PreK partnership work. As a result of implementing standards-based teaching, learning and reporting on power standards, 78% of Auburn's third grade students met the AYP benchmark in Reading and 74% met standard in mathematics. State averages in reading were 72% reading and 63% for mathematics at grade 3.

Our reporting includes email, data review via online DIBELs reporting, and program goal reviews at our regularly scheduled Early Childhood Executive Committee meetings. Cohort groups review their own data fall, winter and spring to monitor their instructional effectiveness as it's connected to their monthly professional development. Data from our HeadStart and ECE programs is also used in the fall and spring. It is distributed to Kindergarten teachers and the Title/LAP teachers in each building as part of the transition process. Jump Start to K data is also used each fall as part of our screening and placement work for incoming kindergarten students.

6. Define the specific need, challenge or opportunity to leverage and/or build your system that will contribute to closing the opportunity gap utilizing key lessons learned.

Auburn School District PreK-1 grades currently have the lowest incomes, lowest student achievement and highest achievement gaps in our region with over fifty-four percent of our children coming to the reading and math literacy learning continuum "below standard," then quality Kindergarten Readiness, Powerful Primary Grade Teaching and Community Advocacy are the elements that establish system-building strategies leading to high achievement levels for all students. Our organization's strengths and capacity to implement this project are outlined in our district strategic improvement plan. The district strategic plan sets the expectation that each student – regardless of ethnicity, language, disability, or income level – can achieve high standards. Strategies incorporated into the "Furthering Alignment of PreK through Second Grade" project plan represent research-based practices that provide appropriate interventions and extended learning opportunities so students will achieve or exceed standards, graduate on time, and be successful beyond high school. The focus of our systems process emphasizes continuous improvement that engages all stakeholders in the quest to improve learning for all students. This is a shared commitment to accountability based on collaborative structures to improve learning for each student.

Professional development for reading and math Cohort groups and the focus at K-3 on instructional strategies in reading, mathematics, and science are sustainable using district resources once the initial investment is made. The materials will continue to be useful and relevant for years after the grant funding ends. Once the teachers have learned the use of the material and the best instructional strategies for at-risk learners, the knowledge belongs to them and has little on-going cost. District Title funds will be used to offer "refreshers" on materials use and instructional strategies to maintain the work done previously with our early learning reading literacy cohort groups and K-3 teachers.

4. Summary of Proposal

How do the continuing and new components of your district's P-3 system:

7. Contribute and/or connect to the building of a regional P-3 system?

Auburn School district is ready to implement this project. Our Project 3A Action Plan in Attachment 6 provides evidence of the development of our work around the regionally recommended Kauerz Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches. Our past work has aligned with the regional focus on the Kauerz Frameworks and includes a focus on developing the strategies from the following "buckets": Cross-sector Work, Teacher Effectiveness, Instructional Tools, Data-driven Improvement, and Engaged Pathways.

Auburn School District representatives attend: P-3 Leads meetings, RTT P4 Leads meetings, RTT NGSS Commitment meetings, Road Map Region, Let's Read Community Committee meetings, RTT CCSS Math/Algebra Commitment meetings, PSED District Mathematics Leadership Network meetings, PK-K Transition Study meetings, Comprehensive PreK-2 Assessment meetings, Road Map ELL Workgroup meetings, RTT P4 Professional Development meetings, and the Relationship-Based Professional Development meetings.

RTT-D COMMITMENTS MET THROUGH THIS PROJECT:

☐ 1. Common Core Implementation

- 2. Next Gen. Science Implementation
- 3. Summer Reading Program
- 4. Double 8th Grade Algebra or Higher

Auburn School District Early Learning Executive Committee presented a "Promising Practices" seminar in December of 2014 as a resource to other districts participating in the RTT P3 B partnership. The seminar components and presentations detailed Auburn's journey, philosophy, and resources related to PK-3 teaching learning, and reporting. By request of the participants and PSESD, we shared our Kindergarten Handbook with our regional partners.

Additionally, for the second year, Auburn School District partnered with the launch of a region-wide effort to establish and conduct a common kindergarten registration date. The uniform registration date was Tuesday, following Martin Luther King Day.

8. Please identify which student group's academic achievement is your district's highest priority for support and impact?

1. RTT designated High-need Elementary Schools: Dick Scobee, Gildo Rey, Pioneer, Washington (478 total students)
2. PK students in our partnering childcare and preschool.
3. PK students in ASD Head Start and ECEAP
4. ASD PK-Grade 3 Students

9. Meet the needs of student subgroups the project intends to benefit (i.e. students of color, students who are English Language Learners, students who are immigrants or refugees, students receiving Special Education services) and utilize culturally relevant strategies?

Auburn School District is developing capacity to practice culturally competent strategies that will be utilized in both project elements of "kindergarten readiness" and "powerful primary grade teaching practices" using the following process as we interact with parents and students and provide instruction:

- Developing Awareness by asking and answering: How do I contribute to injustice?
- Developing Knowledge by asking and answering: What do I need to understand about others?
- Developing Skills by asking and answering: What can I do differently to honor differences?
- Developing Action/Advocacy by asking and answering: What do I need to do to institutionalize change?

Auburn School District staff attended the Harvard Family Engagement Institute in the summer of 2014. As a result of this training, we are working to incorporate the Framework and Engagement components into our work and belief system in Auburn. We have added Family Engagement Liaisons at five buildings as a beginning step in this process. The content and pedagogical knowledge around cultural competency that these questions address is based on the work of Sue & Sue. Through providing PreK-3 teachers training on this process, we are beginning to create a culture and linguistic avenue that is responsive to all parents in all schools. Administrators and teachers work to demonstrate understanding of how to be culturally responsive in their classrooms. The culturally competent educator exercises culturally responsive instructional strategies by motivating each student to push themselves, holding high expectations for each student, building relationships with students and families, and working to earn respect through culturally relevant classroom expectations. Staff use the various strategies to honor the uniqueness and difference between the diverse language, cultures and home communities of our families to ensure all students learn.

Teaching students that are Limited English Proficient or have language deficits due to poverty is a significant problem of student learning that this project will impact. In the 2014-2015 school year 19% (2873 students) of Auburn School District were Limited English Proficient and 55.8% (8,184) qualified for Free or Reduced lunch.

The implementation of Project GLAD as a basis for our PK-3 CCSS transition support work focuses on teachers in multilingual classrooms serving students in kindergarten through grade eight. The GLAD model includes:

- A time to activate and focus prior knowledge: inquiry charts, brainstorming and clustering (Costa, Rico, Kovalik).
- An opportunity to insure a common base of understanding and scaffolding: direct experiences, films, visuals, teachers read aloud (Krashen, Collier, Vygotsky).

- Students taught how and encouraged to organize thoughts and texts utilizing multiple intelligences: graphic organizers, summaries, visuals, or contextual and semantic clues (Costa, Rico, Krashen, Long, Gardner, Lazear).
- Metacognitive aspect of teacher and students modeling of how an answer was obtained, not merely the correct answer (Costa, Farr).

The actions identified in our plan improve the instructional core and build leadership capacity through:

- development of aligned professional development in PreK GLAD Strategies and the use of on-going assessment techniques
- content learning progressions with a focus in content and skills in CCSS ELA, mathematics, and science standards
- development of model lessons and units using the 19 effective strategies from GLAD for disadvantaged learners
- establishment of a trainer-of-trainers model to secure sustainability beyond the life of the project
- increase student engagement activities through the implementation of GLAD strategies in the classroom

By leveraging high-yield instructional strategies we are able to reach the needs of our at-risk populations such as special education and English Language Learners. Through the modeling process provided by our existing ELL coaches and teacher leaders, teachers who are unsure of what good instruction looks like will have solid modeling to improve the core of their instruction.

5. Summary of Proposal

10. What is the amount of your proposal?

\$470,000.00

6. Review Submission

Before clicking submit, please make sure that your answers are complete and final. To navigate back to previous questions, please use the back button on this page rather than the browser's navigating buttons. Before submitting, you can save your answers using the "Save and Return" button at the top of this page.

7. Thank You!

Thank you for taking the time to fill out the P3B LOI Round 3 Application

Response ID: 33

Survey Submitted:	Apr 10, 2015 11:19 AM
IP Address:	68.179.219.250
Language:	English (en-US)
User Agent:	Mozilla/5.0 (Windows NT 6.1; WOW64; Trident/7.0; rv:11.0) like Gecko
Http Referrer:	
URL Variable: snc	(no value)

URL Variable: _iseditlink	(no value)
Page Path:	1 : Introduction (SKU: 1) 2 : RTT Project 3B RFP Letter of Intent to Apply (SKU: 3) 3 : Summary of Proposal (SKU: 7) 4 : Summary of Proposal (SKU: 6) 5 : Summary of Proposal (SKU: 5) 6 : Review Submission (SKU: 4) 5 : Summary of Proposal (SKU: 5) 6 : Review Submission (SKU: 4) 5 : Summary of Proposal (SKU: 5) 4 : Summary of Proposal (SKU: 6) 3 : Summary of Proposal (SKU: 7) 2 : RTT Project 3B RFP Letter of Intent to Apply (SKU: 3) 1 : Introduction (SKU: 1) 2 : RTT Project 3B RFP Letter of Intent to Apply (SKU: 3) 3 : Summary of Proposal (SKU: 7) 4 : Summary of Proposal (SKU: 6) 5 : Summary of Proposal (SKU: 5) 6 : Review Submission (SKU: 4) 7 : Thank You! (SKU: 2)
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