

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

Response ID:29 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**

Federal Way Public Schools

---

**2. Please list any involved partners.**

---

**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	Luisa Sanchez-Nilsen	FWPS	Director of Early Learning	lsanchez@fwps.org	425-444-7336
Contact Person 1	Ann Gray	FWPS	Director of Project Implementation	agray@fwps.org	206-618-2981
Contact Person 2	Marie Verhaar	FWPS	Superintendent of TFL	mverhaar@fwps.org	206-388-7004
Contact Person 3					
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.

Consortium Member will use multiple strategies to help close the opportunity gap and improve PreK-3rd grade outcomes:

1. In working together, the 3 RTT Districts; Federal Way Public Schools, Kent, Tukwila, Early Learning Directors and early learning teams will coordinate and oversee the alignment of Pre K curriculum adopted by the state and not yet implemented. This will require a district implementation plan. The Pre K framework is a collaborative body of work, being generated by 3 RTT districts. The foundation and structure of this work is being generated from FWPS's Kindergarten Framework funded through P3B Round 1. The FWPS framework is now helping inform larger bodies of work such as the yet to be written or developed Washington State Kindergarten Framework. The purpose of the framework will allow Pre-Kindergarten (PreK) and Kindergarten (K) teachers to have standards and aligned frameworks to develop learning activities. A first year implementation plan for the Pre K Framework will be developed as a collaborative between FWPS, KSD, and TSD, if funded in October 2015. Total budget for this strategy is \$54,500.00 for FWPS.

2. Buy the "Creative Curriculum" for the FWPS developmental/special education pre-schools as this will be provided by the state for ECEAP/Head Start. The purpose will be to provide the alignment of the Creative Curriculum in all FWPS early learning classrooms. Work will begin October 2015 and be completed by June 2016. This is ahead of the Washington State timeline. The intent in future years is to provide training to external early childcare providers. In addition, the work being done from P3B round 2 with external consultant Sra. Cordova will support the language acquisition development of oracy using the new curriculum. The total budget for this strategy is \$30,000.00.

3. Building a district leadership cohort of cross-sector leaders to participate in the P-3 Leadership Institute at the University of Washington (UW) as well as the Fall Institute, Making it Work: Implementing a Comprehensive PreK-3rd Grade Approach. The intended participants are; Superintendent, Director of Title, Director of Early Learning, Director of ELL, Director of Assessment/Data, Executive Director of Elementary Principals, Board Director, 6 Principals, Director of Project Implementation, Federal Way King County Librarian. The total budget for this strategy is \$22,000.00 for 15 people.

4. Expand Washington Kindergarten Inventory of Developing Skills (WaKIDS) by Teaching Strategies Gold assessment to include the remaining 7 schools in order to align district wide in all of FWPS all-day kindergarten classrooms. This is ahead of the Washington State Timeline and with this addition will create a common assessment benchmark for kindergarten if funded starting in October 2015. As part of the full implementation of WaKIDS and data shared by OSPI, I identified a gap between the data and principal leadership in Federal Way Public Schools. As part of our district's goal to build a Pre K -3rd Comprehensive Assessment/ Data Plan it was identified through an informal survey that principals had received no training. In partnership

with the PSESD, I recommended building a "Washington State Leadership Alliance" for WaKIDS to create a common understanding and capacity by using WaKIDS data to inform best practice for Kindergarten. The total budget for this strategy is \$15,000.00.

5. This recommendation initially came through the FWPS Early Advisory Team. The WaKIDS coordinator attended the "Ready! For Kindergarten Program" at Sumner School District and was provided the curriculum and materials for review. The Director of Early Learning and Federal Way Public Schools early learning team will ensure implementation of "READY! For Kindergarten Program" starting October 2015 through Spring 2016 in collaboration with other P3Leads in the RTT Region. The "READY! For Kindergarten Program", is the national model for school readiness, preparing children birth to age five to thrive in school and throughout life. The FWPS Family Liaisons and Pre School staff members in the FWPS elementary schools, that serve high needs schools, will be trained to deliver workshops for parents in preparing their children for kindergarten. The target audience will be parents of 4 year olds going to Kindergarten who are not be served in our preschool programs.

The foundation of the program is the innovative research-based, age-level developmental targets established by early learning experts. READY! provides hands-on training and interactive tools to actively engage parents and caregivers, equipping them to help babies and young children develop strong brain connections that determine how they will think, learn and grow, giving children their best lifelong advantage.

READY! educates participants about age-appropriate language, literacy, mathematics, and social and emotional skills that children need for kindergarten. Parents and caregivers learn fun, interactive activities to use at home that teach core concepts, promote oral language and strengthen relationships. The total budget for this strategy is \$35,000.00.

6. As a separate body of work with intention, the Director of Early Learning and Family Engagement Early Learning Partnership Director will identify childcare providers in the Federal Way Public Schools community for potential partnerships. Such partnerships will ensure a common understanding of school readiness. The ultimate goal is to create Birth – Three alignment amongst childcare providers, community based organizations and our school district. This new collaborative will required a new funding source and separate implementation body of work. Conversations are occurring currently. This is dependent on modifications to current district structures. The total budget for this strategy will be district in-kind.

7. Provide Job-embedded Professional Development (PD) on Building Academic Language in the classroom by contracting with English Language Learner Consultant to work with K,1,2,3 classroom teachers that work with our 6 highest needs schools and all of our FWPS preschool providers in the areas of:

- a. Planning using Content Language Objectives
- b. Building children's oral language through: Teacher Talk Moves
- c. Aligning this work with current work (K will work with PreK, 1 & 2 will be added, with support to 3rd )
- d. If funded we will have built capacity across grade bands Pre K-3rd grade.

The total budget for this data driven strategy is \$54,500.00.

## 5. How does data inform these efforts?

In summary, overall in the RTT elementary school communities it is currently 82% low income and we have over 130 languages spoken in FWPS households. Based on FWPS STAR data for 2014-2015 in reading and math, the 3 targeted RTT schools reflects 31% of the students scored below standard on the FWPS STAR Universal Screener in reading at 3rd grade and 45.3% scored below standard in math. The WELPA data for "Limited English" not transitional according to the OSPI report card in the FWPS district represents 93.3% in Kindergarten, 88.4% in First grade, 84.4% in second grade, 77.4% in 3rd Grade. This work will impact 1,823 students with "Limited English" K-3rd grade. The 6 schools average over 83% free and reduced lunch, 35.4 % transitional bilingual students/English Language Learners (ELL) and above 83% students of color. Based on our data and targets the FWPS Early Learning Department used a job-embedded expert infrastructure in literacy, oral language acquisition and ELL Strategies to guide the targeted 6 schools in a collaborative coaching model that will included 2 days of professional development, co-teaching and on-site team teaching, one on one personalized for each 3rd grade teacher, and data analysis to drive instruction.

Performance Indicators from P3B Round 1:

1. In March 2014 the ELL Consultant met each principal and give an overview of language acquisition, attending to myths and questions.

2. In March 2014 Early Learning Internal Team and ELL Consultant did an informal scan of classroom environments of all the 6 RTT, attending to classroom environment as referenced in CEL 5 Dimensions of teaching and learning for teacher and principal evaluation.
3. ELL Consultant met with each principal June 11, 2014-June 13, 2014
4. In August 2014 ELL Consultant will provide professional development providing an overview of language acquisition, attending to myths and questions.
5. Starting in the fall of 2014 the contractor has provided targeted ELL job embedded professional development on site with Olympic View, Sunnycrest, Lake Grove, Mark Twain, Mirror Lake, and Wildwood.
6. In September 2014 in collaboration with each 6RTT Schools elementary principal and 3rd grade team created a job embedded action plan that provides instructional support with the consultant's language acquisition expertise.
7. The consultant is providing ongoing cultural competent job embedded supports that will support formative assessment and feedback tied to the 5 Dimensions of Teaching and Learning. Focus primarily on purpose of instruction and student engagement.

Model Performance Indicators (MPIs) are meant to be examples and not fixed guidelines for the language which students may engage during instruction and assessment. The MPIs (Entering, Emerging, Developing, and Expanding) represents how language might be processed in the context presented by students in application from instruction of the content language objectives articulated.

By end of June 2015 FWPS will increase the "Use of Content Language Objectives" to 80% in the 6RTT elementary schools:  
September 2014

- 0 of the 17 classrooms implemented the use of content language objectives in September

January 2015

- 53% of the 17 classrooms observed implemented the use of content language objective in January

---

**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.**

The following priorities were identified based on data in the 2013-2014 district action plan for PreK-3rd Grade in Federal Way Public Schools (FWPS) with current status and evidence of implementation in school year 2014-2015. Please note though the priorities are identified by numbers, it is not to denote that one priority is more important than the other, but are intricately interconnected parts in order to build a comprehensive PreK-3rd grade system.

1) Systems- Established and supported collaborative (cross-role and cross-organizational) task forces or committees that formalized connections among partners and prioritize Pre-Kindergarten through Third Grade (PreK-3rd) efforts. Evidence- FWPS Early Learning Systems Map Developed, Early learning vision, goals and priorities developed (aligned with the Washington State Early Learning Plan), FWPS Early learning department was identified and formed (Internal FWPS early learning team, Early Learning Advisory Team, ECE Collaborative Team, Early Learning Partners and the FWPS, Teaching For Learning Content team). The new Early Learning Director PreK-3rd grade, Luisa Sanchez-Nilsen presented the Early Learning "Continuum of Services and Resources" to internal and external stakeholders including the FWPS school board. The Early Learning Advisory Team met monthly to vet all documents shared in the FWPS community to strengthen capacity and buy in. Support documentation uploaded to the application.

2) Visible Leadership - Administrators demonstrate that PreK-3rd is a priority to both internal and external stakeholders. Evidence- the early learning district action plan was vetted, shared and presented to all 23 FWPS elementary principals. The kindergarten framework leadership committee was formed and nominated by each elementary principal to develop a cohesive, high quality differentiated culturally responsive core academic and behavioral instructional framework. FWPS will develop a framework for Pre K, 1st, 2nd and 3rd grades in the following years to push our district towards a PreK-3rd grade system. The early learning vision was developed through multiple internal and external stakeholders (Family Engagement Meeting supported by Title 1 Director Wanda Billingsly- Brown, all 23 elementary principals, FWPS Early Learning Advisory Team, Kindergarten teachers, PreK, IK, ECEAP and Head Start representatives and FWPS Teaching for Learning). The vision was developed throughout the school year 2013-2014, building on the foundational work done in FWPS in the previous year.

3) Instruction - Prioritize the development and implementation of PreK-3rd Grade Frameworks supporting learning environments that are culturally proficient based on the following: standards based, comprehensive assessment/data System, job-embedded professional development, collaborative approach to development with grade band committees, and in alignment with the PreK-3rd Grade Gates Coalition inclusive of Highline, Seattle and Federal Way Public Schools. Evidence-

A Kindergarten Framework was completed June 2014 and was implemented on August 25 for school year 2014-2015 to create equity and access for all FWPS kindergarten teachers, classrooms and children. Our FWPS Kindergarten PLC's developed a kindergarten transition quick screen aligned to WaKIDS to help inform our Kindergarten placements in future K-classrooms. School Readiness Goals have been identified for our ECEAP, Head Start and Pre K/IK.

4) Cross-Sector Work- Developing and implementing a comprehensive, seamless early learning system for all kids Pre-K through grade three. Prioritizing the development of an integrated system of preparation and ongoing professional development for the early learning childcare providers. In addition, build collaborative partnerships with urban districts and early childhood CBO's. Evidence- We are currently working with Child Care Resources to begin this new work. This is a work in progress. We do work with our current ECEAP, HeadStart and Pre K/IK coordinators as part of an integrated system. Each coordinator is part of the internal Early Learning Team as well as sitting on the Early Learning Advisory Team. Once again with a push towards an aligned PreK-3rd grade system.

5) Family/Community Engagement- Continue to build public/ private partnership and support the strategic use of resources focused on engaging the public and improving the quality of early learning. Evidence- This is a work in progress as we team with our current Family Engagement Director, Trise Moore and the family liaisons as we think of next steps of coupling the "Partnership 101 booklet" with our current early learning work. "The Family + Community Partnership Office is one of only six family engagement programs the nation features in a recent publication by the Harvard Family Research Project. To learn more please visit [www.fwps.org/info/family](http://www.fwps.org/info/family). FRED is another FWPS program that targets our surrounding FWPS Family and Community.

Mission and Purpose of FRED: Federal Way School District prepares students for lifelong learning with reading, writing and math skills to enable them to be college and career ready upon graduation. There is abundant evidence that summer reading loss is one of the important factors contributing to the reading achievement gap between rich and poor children. There is also powerful evidence indicating that children from low-income families have more restricted access both in school and out of school, than do their more-advantaged peers. To support our at-risk students, Federal Way Public Schools has prepared three buses named FRED (FunReadEatDream) to deliver free meals, snacks, and reading, math and school connections to our high poverty neighborhoods this summer.

6) Sustainability and Capacity: With the alignment efforts we are able to target we have identified strategic goals within the FWPS Department of Early Learning. These goals are as mentioned above with distinct activities which are logically connected to each other. In addition, the targeted activities are clear, specific, and measurable and achievable within the investment context. We have increased the use of Content Language Objectives building wide in one of the identified 6RTT elementary schools (Mirror Lake). The key changes are in adult and student behavior. This is one example of building capacity and sustainability from Round 1 and Round 2 funding.

## 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?

Building Regional Capacity:

In multiple examples cited below we are building regional capacity. In addition, we are building comprehensive systems Pre K -3rd grade by aligning efforts that will help all students within our region start strong.

Evidence of Impact:

1) In working together, the 3 RTT Districts; Federal Way Public Schools, Kent, Tukwila, Early Learning Directors and early learning teams will coordinate and oversee the alignment of Pre K curriculum adopted by the state and not yet implemented. This will require a district implementation plan. The Pre K framework is a collaborative body of work, being generated by 3 RTT districts. The foundation and structure of this work is being generated from FWPS's Kindergarten Framework funded through P3B Round 1. The FWPS framework is now helping inform larger bodies of work such as the yet to be written or developed Washington State Kindergarten Framework. The purpose of the framework will allow Pre-Kindergarten (PreK) and Kindergarten (K) teachers to have standards and aligned frameworks to develop learning activities. A first year implementation plan for the Pre K Framework will be developed as a collaborative between FWPS, KSD, and TSD, if funded

in October 2015.

2) Expand Washington Kindergarten Inventory of Developing Skills (WaKIDS) by Teaching Strategies Gold assessment to include the remaining 7 schools in order to align district wide in all of FWPS all-day kindergarten classrooms. This is ahead of the Washington State Timeline and with this addition will create a common assessment benchmark for kindergarten if funded starting in October 2015. As part of the full implementation of WaKIDS and data shared by OSPI, I identified a gap between the data and principal leadership in Federal Way Public Schools. As part of our district's goal to build a Pre K -3rd Comprehensive Assessment/ Data Plan it was identified through an informal survey that principals had received no training. In partnership with the PSESD, I recommended building a "Washington State Leadership Alliance" for WaKIDS to create a common understanding and capacity by using WaKIDS data to inform best practice for Kindergarten.

3) The Regional Effort with Kindergarten Registration

4) The P3 Leads Regional Meetings that determine priorities in building systemic structures beyond individual districts, while building relationships that break down barriers.

---

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

The RTT elementary school communities it is currently 82% low income and we have over 130 languages spoken in FWPS households. Based on FWPS STAR data for 2014-2015 in reading and math, the 3 targeted RTT schools reflects 31% of the students scored below standard on the FWPS STAR Universal Screener in reading at 3rd grade and 45.3% scored below standard in math. The WELPA data for "Limited English" not transitional according to the OSPI report card in the FWPS district represents 93.3% in Kindergarten, 88.4% in First grade, 84.4% in second grade, 77.4% in 3rd Grade. This work will impact 1,823 students with "Limited English" K-3rd grade. The 6 schools average over 83% free and reduced lunch, 35.4 % transitional bilingual students/English Language Learners (ELL) and above 83% students of color.

---

**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?**

Early Learning Department set forth goal setting, performance requirements and indicators to demonstrate evidence of impact for school year 2014-2016.

Revise, Develop and implement an "Early Learning PreK-3rd Grade District Plan" while collaborating with the FWPS internal district departments and 23 elementary schools, based on the state standards in compliance with ESSB 5946 Part 1, Section 102.

Rationale:

It is the intent of the FWPS internal early learning department in Teaching For Learning that all parents, students, and school employees who deal directly with preK-3rd grade students have access to and an understanding of the FWPS PreK- 3rd Early Learning District Plan.

The goal of the "Early Learning PreK-3rd Grade District Plan" is to provide a responsive comprehensive system of structures, resources and expertise to ensure that all FWPS children have the foundational skills and critical support needed to be successful in school and life.

Performance Requirements:

In alignment with the FWPS Prek-3rd grade comprehensive district action plan.

1. The FWPS Internal Early Learning Department will meet weekly on Monday's from 11:00 a.m.- 1:00 p.m. until the Race to the Top Grant P3A/P3B for Round 2, PreK-3B district Action Plan, Language Acquisition (English Language Objective 3rd Grade PD plan for the 6RTT elementary schools), P5 Gates Math Grant are complete.

2. The FWPS Internal Early Learning Department will Build Academic Language in the classroom by contracting with English Language Learner Consultant to Head Start, ECEAP and District PreK classroom teachers in the areas of:

- Planning using Content Language Objectives

- Building children's oral language through: Teacher Talk Moves

3. Align Kindergarten (K) through 5th grade English Language Arts (ELA) curriculum with PreK, Early Childhood Education and Assistance Program (ECEAP), and Head Start (HS) classrooms by purchasing Mentor Texts for 60 teachers. These Mentor Texts will assist in developing students' oracy for academic and social language.

4. Cross-Sector Work: Develop and implement a comprehensive, seamless early learning system for all kids Pre-K through grade three.

- Build an infrastructure that supports mechanisms, resources and structures that reflect and sustain the FWPS's early learning vision.

Performance Indicators:

In alignment with the 5 Dimensions of Teaching and Learning(CEL 5 D)

1. Feedback will be solicited from the 23 Elementary Principals, Early Learning Advisory Team, Parent and community input and approval in school year 2014-2015.
2. A Federal Way Public Schools Early Learning District Action Plan will be developed by December 2014. (Complete and see attached)
3. District action PreK-3rd grade plan will be completed and submitted for round 2 of grant P3A in September 2014 (Completed and see attached)
4. Create, develop and submit Race to the Top P3B round 2 Grant to PSESD in Fall 2014 (Completed and see attached)
5. Visible Leadership: Administrators apply PreK-3rd grade knowledge through practice and leadership as a change catalyst
6. Align FWPS system to reflect a seamless transition between PreK-12.

## 5. Summary of Proposal

### 10. What is the amount of your proposal?

\$211,000.00 for Round 3.

## 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: 29

Survey Submitted:	Apr 8, 2015 5:08 PM
IP Address:	169.204.208.220
Language:	English (en-US)

User Agent:	Mozilla/5.0 (compatible; MSIE 9.0; Windows NT 6.1; Trident/5.0)
Http Referrer:	
URL Variable: snc	1428521438_552581de68e059.28145385
URL Variable: _iseditlink	true
Page Path:	<p>1 : Introduction (SKU: 1) 2 : RTT Project 3B RFP Letter of Intent to Apply (SKU: 3) 3 : Summary of Proposal (SKU: 7) 3 : Summary of Proposal (SKU: 7) 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) 3 : Summary of Proposal (SKU: 7) 3 : Summary of Proposal (SKU: 7) 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) 1 : Introduction (SKU: 1) 1 : Introduction (SKU: 1) 1 : Introduction (SKU: 1) 2 : RTT Project 3B RFP Letter of Intent to Apply (SKU: 3) 3 : Summary of Proposal (SKU: 7) 3 : Summary of Proposal (SKU: 7) 4 : Summary of Proposal (SKU: 6) 5 : Summary of Proposal (SKU: 5) 6 : Review Submission (SKU: 4) 6 : Review Submission (SKU: 4) 7 : Thank You! (SKU: 2) 7 : Thank You! (SKU: 2) 7 : Thank You! (SKU: 2)</p>



**SessionID:**

1428521438\_552581de68e059.28145385