

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

Response ID:25 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

Highline Public Schools

2. Please list any involved partners.

- Funded: White Center Community Development Association (CDA), Para Los Niños, Literacy Source, Child Care Resources,
- Unfunded: Educare of Greater Seattle, John Knox Community Preschool, Matt Griffin YMCA, Easter Seals Child Care Center at Angle Lake

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	Anne Arnold	Highline Public Schools	Director, P3 Early Learning	anne.arnold@highlineschools.org	206-631-3153
Contact Person 1	Tina Wooten	Highline Public Schools	Early Learning Liaison	kristina.wooten@highlineschools.org	206-631-3190
Contact Person 2					
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.

All of the strategies to develop a P3 system are driven by the third grade goal in Highline's Strategic Plan: "At least 19 out of 20 students entering kindergarten in 2013 will meet or exceed standards in all core subjects by the end of grade 3." The strategies indicated below were selected to support the ongoing development of a comprehensive P-3 System:

- Aligned professional development through REACH Associates consultant, Cathy Feldman, for teachers in PreK, K, 1st, expanding into 2nd grade in 2015-16.
- Deepening the PreK PD with REACH Associates consultant, Cathy Feldman, within Highline's core group of Head Start, ECEAP, and developmental preschool teachers. This work is extended to the early learning community through quarterly Early Learning PLCs.
- A regional kindergarten enrollment date set in January will reinforce Highline's effort to promote early kindergarten registration in order to identify families who don't have access to quality early learning programs.
- Free PreK Play & Learn for families with registered kindergarteners who do not have access to a regular preschool program begins in February, just after kindergarten enrollment begins. Sites are located near RTT schools where students are registered.
- Early Learning Liaison manages the PreK Play & Learn program, connects with early learning community partners in order to align PreK practices, and works with community partners to deepen the district's connection with the targeted subgroups.
- Support a third cohort of 10 cross-sector leaders to participate in the P3 Leadership Institute at University of Washington in order to expand capacity for district and community leadership and create deeper partnerships to support the P3 strategy.
- Partnerships with community based organizations who provide resources and enhanced access to the targeted subgroups: White Center CDA, Para Los Niños, Matt Griffin YMCA, Child Care Resources, John Knox Community Preschool, Easter Seals Child Development Center.
- Kindergarten Readiness Kits will be provided to families when they register for kindergarten to promote kindergarten readiness skills. At Home Learning Kits will be provided to kindergarten families during WAKids Family Connections and Kindergarten Jump Start to enhance families' capacity to support their Kindergartener's learning at home.
- Kindergarten TS Gold data is collected throughout the school year: in all areas in the fall, as well as in math, literacy, and socio-emotional areas in the winter and spring. This information is shared with the early learning community partners at the Early Learning PLCs.

New strategies for the 2015-16 grant year are:

- A regional effort to communicate about kindergarten enrollment with targeted communities in their primary language.
- Expand the PreK-K focus schools work being done in Highline through the P3 Coalition to fund work in 6 schools so that all

18 elementary schools can collaborate and engage in intentional kindergarten transition activities with a partner early learning program.

- Implement Yale's Center for Emotional Intelligence RULER program in Highline.
- Deepen vertical alignment in the P3 Campus by including 5 days of professional development with REACH Associates Cathy Feldman for teachers and staff at Educare, Greenbridge Head Start, Highline's developmental preschool and White Center Heights Head Start programs.
- Providing iPads for Highline's developmental preschool, Head Start, and ECEAP teachers to improve effective use of TS Gold in the classroom.
- Kindergarten enrollment promotional materials, such as banners for all 18 elementary schools, which advertise and highlight kindergarten registration and the regional registration date.
- Family connections – peer connections for transitions into kindergarten
- Data collection – strive to collect student ID numbers on all data in order to disaggregate the data by subgroup

5. How does data inform these efforts?

As Highline continues to move toward the goal of 3rd grade mastery, data continues to be collected from various sources. Input from community partners, teachers, and leaders throughout the district has informed the continuation and deepening of current strategies, as well as the development of new strategies for Round 3.

Summative and formative student data collected throughout the year in math, reading, and writing (including Fountas and Pinnell, Math in Focus, and TS Gold data) informs areas in which continued and/or deeper instructional support is required. Qualitative data collected during implementation walks and classroom visits identify areas of strength as well as areas in which further support is needed. TS Gold Data collected 3 times though the year by Kindergarten teachers informs instructional next steps and areas of student growth, and is also shared with the preschool and early learning community so that their programming may be informed about areas in need of support. Results from winter and spring data collection including socio emotional development has shown a need to provide more support to students in this area. In response to this need, Highline will be engaging district leaders in Yale's Center for Emotional Intelligence RULER program. Highline's developmental preschool teachers, Head Start, and ECEAP teachers also use TS Gold to measure student growth. By providing teachers in those programs with iPads to record observations and student growth, more consistent data will be available to inform instruction and instructional support in preschool and kindergarten.

Data collected from teacher surveys and exit slips provide positive feedback around implementation and show that teachers value the support in vertical alignment of consistent practices that support student learning. Similarly, data collected from exit slips at the Early Learning PLCs as well as attendance rates indicate the value and impact of the connections being established between HPS and early learning community programs.

Community partners report that the work being done by and with the Early Learning Liaison has impacted their programs by increasing available information to families and more strongly aligning early learning practices with kindergarten expectations. PreK Play & Learn, overseen by the Early Learning Liaison, began in February 2015, six weeks earlier than in 2014, directly following the opening of kindergarten registration. Attendance of newly enrolled kindergarteners at PreK Play & Learn in February and March 2015 has reached close to 100 registered kindergarteners.

Community partners have also identified a need for enhanced connections between the families of newly enrolled kindergarteners and current or former kindergarten families. In Round 3, Highline will be developing new strategies, such as peer or mentor groups, to guide families new to Highline Public Schools through the transition into kindergarten.

The establishment of a regional kindergarten enrollment date has enabled Highline to communicate clearly and share enrollment materials with community partners as well as other RTT districts. Principals and the student placement office indicate that kindergarten enrollment numbers have increased this year. Additionally, in order to increase 2016 kindergarten enrollment, in the winter and spring, collaboration with PSED and other RTT districts will develop kindergarten enrollment promotional materials that will be used to enhance communication with families in their primary languages.

District leaders who have participated in the UW P-3 Executive Leadership Institute continue to build systemic change throughout the district as they share their work and professional development with HPS colleagues and community partners, which also continue to build sustainable sources for early learning programs. Past and current school leaders participating in

the Institute are participating in the PreK-K Focus Schools grant through the Gates Foundation. Highline will leverage the Round 3 RTT grant to fund intentional kindergarten transition activities and partnerships with early learning programs in all 18 elementary schools.

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.

Highline is building capacity at leadership levels to sustain the P3 work being done through the Race To The Top grant. District administrators, board members, community partners, and directors of community early learning programs are deepening their understanding of the impacts of high quality P3 work. With strong support from the district superintendent, district funds are being distributed to early learning priorities. The data Highline has collected indicates that main areas for focus in Round 3 include

- building family connections between new and current kindergarten families to enhance transitions into kindergarten;
- expand the transition work between grades K-1, 1-2 and 2-3;
- targeting instruction for students based on performance data.

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?

In Round 3, Highline's P3 Early Learning team will continue to:

- align and share professional development with other Race To The Top (RTT) districts throughout the Road Map region;
- share a common date with other Road Map districts for opening kindergarten enrollment;
- collaborate with regional districts through coalitions such as the PreK-3 Cross District Coalition and PreK-K Focus Schools project;
- attend conferences such as WERA and Starting Strong to collaborate with other RTT districts;
- share data, lessons learned, documents such as the Kindergarten Readiness Guidelines and Profile of a Kindergarten-Ready Child: Professional Guidelines, successes, and challenges with other RTT districts as well as our Early Learning Community Partners.

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

Highline's target community groups include families and students in the Latino, Somali, Native Alaskan and American Indian communities as well as the White Center CDA community groups including Pacific Islander and African-American families.

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?

Highline will continue to leverage partnerships with community organizations such as White Center CDA, Para Los Niños, and Child Care Resources, which have deep ties in the communities of targeted subgroups of students and families. Partnerships with organizations who have direct ties to and are located in target communities will also serve to place accessible PreK Play & Learn sites near Race To The Top schools. Highline's Early Learning team will continue to connect and collaborate across HPS departments including Family Engagement, STEM, Literacy, Special Education and Language Learning in order to plan instructional support that meets the needs of all the learners.

5. Summary of Proposal

10. What is the amount of your proposal?

375,000

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: 25

Survey Submitted:	Apr 6, 2015 7:23 PM
IP Address:	216.186.51.175
Language:	English (en-US)
User Agent:	Mozilla/5.0 (compatible; MSIE 10.0; Windows NT 6.1; WOW64; Trident/6.0)
Http Referrer:	http://www.surveygizmo.com/s3/2044257/Race-to-the-Top-Project-3B-RFP-Round-3-Application
URL Variable: snc	(no value)
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Page Path:	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) 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) 4 : Summary of Proposal (SKU: 6) 5 : Summary of Proposal (SKU: 5) 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) 7 : Thank You! (SKU: 2)
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