

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

Response ID:18 Data

## 1. Introduction

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***(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](#)**

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

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

Seattle Public Schools

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

Child Care Resources

Seattle Public Library

Seattle Housing Authority

Seattle Parks Dept.

Child Care Providers - YMCA, Seed of Life, Causey's

**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	Cashel Toner	Seattle Public Schools	Director of Early Learning	cctoner@seattleschools.org	252-0093
Contact Person 1	Michele Flannell	Seattle Public Schools	Early Learning Liaison	mmflannell@seattleschools.org	252-0186
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.

Play and Learn groups will continue at high need schools. This strategy will influence caregivers and children in the family friend and neighbor care community and prepare children for kindergarten. While nearly half of our children birth to 5 are cared for by a family member, friend, or neighbor, Play and Learn fills a need to give these caregivers and children a high quality learning experience before kindergarten.

Early enrollment outreach will continue as we strive to increase early enrollment numbers each year. We know that early enrollment has several benefits. Enrolling early allows SPS to connect families to community and district services such as health care, Play and Learn, Jump Start, ELL support, and Special Education.

PD pushed up to first grade and continued in collaboration with Highline for new K teachers. This strategy will build the instructional core, increase teacher effectiveness, and improve alignment from P-3. We will be adding a math PD strand at the PreK and K levels at our RTTT schools that have PreK classrooms.

We will continue to build leadership capacity by sending up to 10 building leaders to the UW P-3 Executive Leadership Institute. We will begin promoting this program and gathering names this spring and summer.

#### 5. How does data inform these efforts?

Play and Learn data from the Caregiver Survey informs program quality and facilitator effectiveness. It also allows for mid year course correction if survey shows areas of little or no adult behavior change. Other qualitative data, including the Facilitator Site Visit Reflection Worksheet will be used as a tool to assess program quality and plan for course corrections. We will also be developing a tool to track school success and levels of parent involvement of those children that attended Play and Learn before entering kindergarten. This future data will help us understand the value of Play and Learn.

Early enrollment data informs outreach efforts and indicates a need to enroll a greater percentage of students in spring and early summer. Data collected at the enrollment outreach events provided valuable feedback and information allowing for an experience focused on excellent customer service. Based on wait times and attendance numbers, we will adjust the number of events in each region and the number of enrollment specialists we have at each event. Data also indicated how people found out about the event, (SPS website, school posters, newsletters, etc) We will use more resources to promote these events in places visible to current and new families.

Jump Start attendance data helps target schools that may need additional support and strategies conveying to families and subgroups the importance and benefits of Jump Start.

TSG data will be used and shared at kindergarten teacher PLC. This data will be used to inform instruction, help teachers create small groups and individualize instruction. It will also address gaps and identify PD needs. Observations during early learning walks inform building leaders and early learning team of specific grade level needs and help with overall district PD

planning. PreK and K data from Teaching Strategies Gold 2014, informs our decision to add a math PD strand for PreK and K teachers during the 2015/16 school year. We will also use PD exit tickets for future PD planning.

**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.**

We have several opportunities to continue with our year one theory of action, building our P-3 system and closing the opportunity gap. We will leverage work done by our cadre of administrators as leaders bring back strategies from UW P3 Institute and National P-3 Institute to their schools and communities. We will continue to build administrative effectiveness by sending a new group to the UW P3 Institute beginning 2016. Lessons learned to enroll district leadership; promote this event earlier (spring, summer) to principals that have not attended, creating a list of 6-10 leaders committed to attending next year. This lead time gives them the opportunity to learn more about the program and incorporate the demands of this work into their calendar.

Teacher effectiveness also builds as vertical alignment grows through a first grade PD focus. Horizontal alignment is a continued focus through our K PD and partnership with Highline. Exit slips were useful when shaping content for future PD sessions. We will continue to refine these exit slips to elicit feedback that can be customized for specific teachers and schools. We will utilize early learning coaches to work with school teams on PD content identified as areas they would like to refine or strengthen.

TS Gold data suggests there is a math gap at the pre-k and kindergarten levels. Improving math instruction with our youngest learners will be a PD focus next year. This also creates an opportunity to incorporate a Play and Learn math focus, with specialized math training at our facilitator PLC's.

#### 4. Summary of Proposal

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### 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?**

Continuing the Kaleidoscope Play and Learn model establishes the brand as a valued service throughout the region. As Play and Learn expands its reach throughout the state, families can move to a different neighborhood and likely find a Play and Learn group where they live.

Other connected efforts have been in the area of early enrollment. Efforts have been streamlined with consistent messaging throughout the region. At SPS, our early enrollment events convey the importance of early enrollment, consistent with those of the region.

PD collaboration will continue with Highline this year as we work together training new kindergarten teachers in Balanced Literacy. This not only creates alignment within our own district it creates alignment across districts.

Continuing with our efforts to build administrative effectiveness, we will send another leadership team to the UW P3 Executive Leadership Institute. We will build a leadership core around the region that shares a similar understanding of building a high quality continuum of learning that begins at birth and extends throughout elementary school.

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

Due to the risk that poverty imposes on students' school success we will focus our RTTT funds on our 13 highest poverty schools.

**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?**

Though our schools were selected based on poverty, we also have high ELL populations and cultural diversity at these schools. Our approach has been influenced by considering the demographics at each school. An example of this school specific approach can be seen at West Seattle Elementary, in our Play and Learn group. Here we have a high poverty school with a high Somali population. For Play and Learn, we look at these demographics and make sure that we have a Somali Play and Learn facilitator at West Seattle Elementary, that lives in the community and connects with families on a cultural and

linguistic level. These leaders are also trained to offer a high quality learning experience for caregivers and children. Enrollment outreach is also enhanced by our diverse group of Play and Learn leaders. They are responsible for promoting these events and conveying the importance of early enrollment within their school communities. They also attend each event, providing a familiar face, interpretation, information, and supervised children's activities. We have learned that families of color, immigrants, refugees, and our ELL population are much more likely to join a Play and Learn group, enroll their child early in school, and attend Jump Start if they understand the importance of the event and have connected to someone from a similar cultural background.

## 5. Summary of Proposal

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

325,000

## 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: 18

Survey Submitted:	Apr 10, 2015 6:57 PM
IP Address:	216.186.97.3
Language:	English (en-us)
User Agent:	Mozilla/4.0 (compatible; MSIE 8.0; Windows NT 6.1; WOW64; Trident/4.0; SLCC2; .NET CLR 2.0.50727; .NET CLR 3.5.30729; .NET CLR 3.0.30729; Media Center PC 6.0; .NET4.0C; .NET4.0E; InfoPath.3)
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6 : Review Submission (SKU: 4)  
7 : Thank You! (SKU: 2)

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