

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

Response ID:34 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

Tukwila School District

2. Please list any involved partners.

Child Care Resources:

- Partnering for two licensed/FFN childcare provider trainings (Before I Go to Kindergarten and Understanding Assessment & WaKIDS) this school year, with plans to continue to partner next year. As part of our collaboration and alignment work, the district has offered to pay for the registration fee for participants in our catchment area. 35 licensed/FFN providers attended our first joint professional development offering on Feb. 28; our next training is scheduled for May 30. A Tukwila School District (TSD) Kindergarten teacher will co-present.

Kaleidoscope Play and Learn:

- Launched a Somali/English Play and Learn group at Tukwila Elementary in February.
- Launching a second Play and Learn group at Thorndyke Elementary in late April. This group will be led by a stay-at-home dad, and the group complements Thorndyke's existing Watch D.O.G.S. program, which is a school-based father involvement program that has been running for two years.
- Planning for a third group (Burmese/English) to serve newly arrived Burmese families in the Cascade View Elementary catchment area. Location TBD (possibly the Samara apartments).

ECEAP/Head Start Programs, Tukwila Community Center Preschool:

ECEAP/Head Start programs, subcontracted through the Puget Sound Educational Services District, are on-site in two TSD schools, but they have functioned as largely separate programs, both from each other and from K-5 programming in the district. ECEAP/Head Start and the Tukwila Community Center Preschool are now invited to all professional development offerings. ECEAP and Head Start teachers and family support specialists are members of the district's Early Learning Advisory Team. One of our Head Start teachers is on the district's Positive Behavioral Interventions and Supports (PBIS) team.

Informal Partnerships with Seattle Public Schools, Highline Public Schools, and Kent School District:

- Reach Associates has partnered with Seattle Public Schools and Highline Public Schools for a number of years; TSD's multiyear balanced literacy professional development plan is aligned with the work they have been doing.
- Seattle Public Schools has hosted TSD teachers and the early learning coordinator on several learning walks to see Reach Associates' instructional strategies in practice.
- TSD personnel have attended Seattle Public Schools professional development opportunities (e.g., Supporting Students in Community-Based Organizations through the Interactive Read Aloud) to observe how the district engages its multiple stakeholders in the work with Reach Associates.
- Extensive sharing of documents, resources, and lessons learned with Seattle Public Schools, Highline Public Schools, and the Kent School District.

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	Heather Newman	Tukwila	Early Learning Coordinator	newmanh@tukwila.wednet.edu	2069018018
Contact Person 1	JoAnne Fabian	Tukwila	Director of Assessment	fabianj@tukwila.wednet.edu	2069018032
Contact Person 2	Nancy Coogan	Tukwila	Superintendent	coogann@tukwila.wednet.edu	2069018006
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.

Table 1 (below) describes, in brief, the strategies our district has selected for moving our P-3 system forward. Please see our response to question 6 for a detailed explanation of why each of these strategies was selected.

Table 1: Round 3 "Buckets" (Kauerz & Coffman, 2013) and Strategies

Cross-Sector Work

- Refining our Early Learning Advisory Team membership and focus
- Partnering with Child Care Resources to provide professional development for licensed and FFN providers in Tukwila's catchment area

Teacher (and Administrator) Effectiveness

- Partially funding the Early Learning Lead position as a year-round, director-level position
- Implementing PreK-3 balanced literacy professional development
- Creating an online, curated balanced literacy professional development library to support and sustain the impact of the professional development over time
- Supporting implementation of balanced literacy professional development with materials and leveled classroom libraries

Continuity and Pathways

- Improving the quality of our existing PreK programming through balanced literacy and mathematics professional development
- Running 3 Play and Learn groups
- Establishing a collaborative transition team to plan and implement PreK-K transition activities

5. How does data inform these efforts?

Background:

In choosing to focus on the strategies outlined above and described in detail below, we considered a number of data sources in the "buckets" of Cross-Sector Work, Teacher (and Administrator) Effectiveness, and Continuity and Pathways as we identified which efforts we wanted to continue in Round Three.

In the Cross-Sector Work "bucket," we looked at how our Early Learning Advisory Team had expanded to include more community partners over the course of Round Two and the role that it has played over the course of the first two years of the grant. We see the value in continuing to refine our membership and focus as we move forward.

Also in the Cross-Sector Work "bucket," we considered the number of participants (35) in our first joint Child Care Resources-TSD professional development offering and the demand for additional professional development in our catchment area, and we realized that continuing this partnership would not only increase the quality of childcare in our catchment area, but also enable us to build relationships with our early learning partners.

In the Teacher (and Administrator) Effectiveness "bucket," we considered the workload associated with the early learning lead position, as well as the systems-level leadership that was required of the position, and it became clear to us that the position should be a year-round, director-level position, so that all of the Round Three strategies could be fully and successfully implemented within the timeline of the grant.

Also in the Teacher (and Administrator) Effectiveness "bucket," we analyzed our students' most recent Washington Kindergarten Inventory of Developing Skills (WaKIDS) and Measurements of Student Progress (MSP) data and used this analysis to guide our decision-making. In literacy, while many of our incoming Kindergartners met age-level expectations in the Language and Literacy domains, by 3rd grade, only 52% of our students met standard on the Reading MSP, and, even more concerning, only 33% of our ELL students met standard. By 6th grade, slightly more students met standard on the Reading MSP (59%), but only 7% of our ELL students met standard.

As a district, we found these percentages to be unacceptable. We became very concerned that we were not providing our students the kind of high-quality balanced literacy instruction that is even more critical now that students are expected to meet the rigorous Common Core State Standards and to demonstrate their mastery of these standards through accompanying Smarter Balanced assessments. We see our multi-year, job-embedded balanced literacy professional development plan as our highest leverage strategy to close the opportunity and achievement gaps in our district.

In deciding to proceed with Reach Associates as our professional development team, we considered our prior experience with Reach Associates in June 2014. All of our Kindergarten teachers, as well as many of our PreK, 1st, and 2nd grade teachers, participated in this initial professional development with Reach. Exit slips, as well as follow-up survey data, indicated that teachers found the professional development with Reach to be valuable and reported that they had made changes to their instructional practice based upon what they had learned. Across survey responses, teachers consistently indicated that they wanted to continue to work with Reach Associates to further their learning.

Reach Associates has also worked extensively with our Race to the Top/Road Map partner districts, Seattle Public Schools and Highline Public Schools. When offered the opportunity to participate in learning walks in Seattle Public Schools to see Reach Associates' instructional strategies in practice, almost all of our PreK and Kindergarten teachers opted to go on these walks together. On these learning walks, as well as in ongoing professional conversations with our colleagues in our partner districts, the impact of the work with Reach Associates on teachers' instruction and students' learning is evident.

Finally, in the Continuity and Pathways "bucket," we looked at the success of our Play and Learn program; our attendance at our Somali/English Play and Learn group has grown steadily, with as many as fourteen children and their caregivers participating in our sessions. Caregivers are reporting anecdotally the changes they are seeing in their children's ability to interact with other children and focus on tasks. Our school communities have been quick to welcome the expansion of our programming, accommodating our groups on site and helping to publicize our groups.

Also in the Continuity and Pathways "bucket," when we considered the number of incoming Kindergarten students who were assessed at our in-person Kindergarten registration event in March and recommended for summer school (65 out of 107 students), as well as concerns expressed by PreK and Kindergarten teachers and parents about the disjointedness of our PreK to Kindergarten transition process, we saw a clear need for a collaborative approach to this process.

Round Three Data Collection Strategies:

As we proceed with Round Three, we intend to collect a range of data about the effectiveness of our strategies (see Table 2). These include:

Table 2: Round 3 "Buckets" (Kauerz & Coffman, 2013) and Data Collection Methods

Cross-Sector Work

- Early Learning Team meeting agendas, notes, and membership/attendance records
- Child Care Resources/TSD professional development attendance records, participant exit slips, and follow-up surveys

Teacher (and Administrator) Effectiveness

- Balanced literacy professional development exit slips, follow-up surveys, walkthrough data using a walkthrough tool co-developed with Reach Associates

Continuity & Pathways

- Play and Learn attendance records and annual caregiver survey
- Transition event attendance records, parent surveys, PreK/K teacher surveys

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.

Background:

Round One of Projects 3A and 3B coincided with the hiring of a new superintendent who was committed to an early learning vision for our district. During her first year in the superintendency, she led our district in a yearlong strategic planning process, which resulted in a 3-year District Strategic Plan. Our strategic plan highlights the development of an Early Literacy and Early Numeracy Initiative (pillar 3.1) as a priority, and it also holds us as a district accountable for successful grade-to-grade transitions, including between PreK and K (benchmark 3).

At the time, however, our P-3 system was fragmented and lacked cohesion; various efforts were underway, but they were the responsibility of a number of different people, and stakeholders had little, if any, communication with each other. During Round One of 3A and 3B, we formed our Early Learning Advisory Team, identified the need for an early learning lead to coordinate our P-3 efforts, and took some steps (e.g., initial balanced literacy professional development with Reach Associates, launching our Head Start program) toward implementing a P-3 approach.

However, the early learning lead position was not filled until the end of the 13-14 school year, and the official start date for the

position was not until mid-August. Therefore, we carried over the bulk of Round One funding to use for salary for this position. The work of this position for the first several months involved identifying what was already happening across the P-3 landscape in Tukwila and in the Race to the Top/Road Map region, and also creating short, medium, and long term priorities for the work in our district, guided by the needs of our nascent P-3 system and our Project 3B Round Two deliverables.

Lessons Learned:

At the outset of Round Two, we had identified three "buckets" of work for Round Two (Kauerz & Coffman, 2013): Cross-Sector Work, Teacher (and Administrator) Effectiveness, and Continuity and Pathways. Within these "buckets," we had further identified specific strategies we would use (see Table 3) to move our work forward.

Table 3: Round 2 "Buckets" (Kauerz & Coffman, 2013) and Strategies

Cross-Sector Work

- Meet regularly with the Early Learning Advisory Team
- Identify and engage community-based partners

Teacher (and Administrator) Effectiveness

- Enroll a team in the UW P-3 Executive Leadership Program
- Send a team to the Starting Strong Institute
- Plan and implement P-3 alignment & collaboration work (WaKIDS, Literacy, and Math)
- Implement a culturally responsive approach to P-3 classroom management

Continuity and Pathways

- Form two Play and Learn groups

As Round Two got underway, however, it quickly became clear that our short, medium, and long-term priorities, as well as some of our strategies, would need to be adjusted based on the context in which we were working. These adjustments and the lessons learned from our work in Round Two inform our proposal for Round Three of this grant.

Cross-Sector Work:

Within the Cross-Sector Work bucket, we set out in Round Two to expand and refine our Early Learning Advisory Team membership and identify and engage with our community-based early learning partners.

Refining Our Early Learning Advisory Team:

With our Early Learning Advisory Team, we have been able to add more representation by community partners (e.g., the city of Tukwila and King County Housing Authority) over the course of Round Two. We have also identified an over-representation of Kindergarten teachers within our membership. In order to balance our team membership, we are considering developing an alternative venue (a Kindergarten task force) through which Kindergarten teachers can give their input on early learning issues that directly impact them and their work. We would like to continue to refine our Early Learning Advisory Team membership and focus in Round Three. We are beginning to explore how we might do this by attending Race to the Top/Road Map partner districts' Early Learning Advisory Team meetings this Spring.

Engaging Community-Based Partners:

In Round Two, we have also made a solid start in engaging our early learning partners (licensed and family, friend, and neighbor care providers) through a partnership with Child Care Resources (CCR). With CCR, our district co-hosted a professional development opportunity in February, Before I Go To Kindergarten, that was attended by 35 providers. Similarly, we will be co-hosting a second professional development opportunity in May, Understanding Assessments and WaKIDS, which will be co-planned and co-facilitated by district personnel, including a Kindergarten teacher. For both professional development opportunities, we have been able to fund the registration fees for participants who care for children in Tukwila's catchment area through Round Two funds. We would like to continue this partnership with Child Care Resources in Round Three.

Teacher (and Administrator) Effectiveness:

As we began Round Two, we knew that we were laying the foundation for our district's early learning system. We knew that we needed to build our capacity for early learning leadership, and we needed to deepen both our administrators' and our teachers' understanding of developmentally appropriate, rigorous instructional practice.

Developing Leadership Capacity:

In order to build our early learning leadership capacity, we identified a team of administrators to participate in a year long P-3 Executive Leadership Program at the University of Washington. Our team consists of the early learning lead, the family engagement coordinator, a building principal, the director of assessment, and a school board member, and we are well underway in the program. We see this team as leading the work of developing our district's early learning system, and the knowledge and expertise we are gaining will extend well beyond the life of this grant. We also see our participation in the program as an opportunity to work closely with our regional partners, as a number of our fellow Race to the Top/Road Map partner districts (Kent, Seattle, and Highline) are also participating in the program.

As an additional leadership-building strategy, we are registering a team (the early learning lead, PreK-3 teacher leaders, and instructional coaches) to attend this summer's P-3 Starting Strong Institute, the goals of which are to make connections between early learning and K-12 systems, learn how to apply early learning theory to practice, and learn about early learning priorities, promising practices, and statewide initiatives. Attending the institute is also an opportunity to network with our Race to the Top/Road Map colleagues, many of whom will also be participating in the institute.

Because we see the value of engaging each year in this experience, we intend to send a team to the Starting Strong Institute each summer going forward. With an eye toward ensuring the sustainability of this plan, we will be leveraging other district resources to fund our participation in the institute beginning in the summer of 2016, rather than relying on Round Three Race to the Top/Road Map funding.

Our third early learning leadership-building strategy was the establishment of an early learning lead position in our district. As described above, we created this position at the end of Round One of this grant, and we carried over the funds into Round Two, since the position did not start until August 2014. The funds supported .8 FTE of this position, which was designed to be a 211-day position, essentially a part-time administrator.

An important lesson learned during Round Two was that this position needed to be a full-time, year round position, rather than a 211-day position; we significantly underestimated the workload associated with this position. Additionally, the early learning lead needs to have the positional authority to lead the systems-level change we are undertaking.

Therefore, in Round Three, we are requesting funding for .3 FTE of a full-time, director-level position. These changes will align the position with those of the early learning leads in many of our Race to the Top/Road Map partner districts, including Kent, Highline, Seattle, and Federal Way. Our district will fund the majority of the FTE for this position through other funding sources, reflecting our commitment to the sustainability of the position, and we will fully fund the position in the 2016-17 school year.

Focusing on Instruction:

Going into Round Two, we had identified two major strategies to increase teacher effectiveness, both of which were grounded in our district's strategic plan: implementing Positive Behavioral Interventions and Supports (PBIS) as a culturally responsive classroom management approach (pillar 1.2) and establishing an early literacy and early numeracy initiative (pillar 3.1).

Culturally Responsive Classroom Management:

As we wrote our proposal for Round Two, our district appeared to be moving quickly toward implementing PBIS in the 2014-15 school year. We had contracted with Dr. Lori Lynass for the year, and she was slated to offer professional development in August 2015, as well as throughout the 2014-15 school year. Leveraging Round Two funding in support of this district effort seemed to make good sense.

However, as our work with PBIS got underway, we quickly learned that the timeline for implementation of PBIS district-wide

was much longer than we had realized. In her professional development, which was funded through a Gates grant and Title 1 funds, Dr. Lynass emphasized that it would take our district 3-5 years to fully implement PBIS, and that the first year should be considered our "zero year." Our district is committed to PBIS implementation, but it will be funding the work over the next 3-5 years using funds other than Race to the Top/Road Map.

Given the disconnect between the timeline for expending Round Two funds and the timeline for PBIS implementation, we would like to carry over the funds we had allocated for culturally responsive classroom management in Round Two and repurpose them in support of our second instructional focus: establishing an early literacy and early numeracy initiative.

We see this shift of funding and focus toward early literacy and early numeracy as culturally responsive, as well. Particularly in early literacy, by providing high-quality, ongoing professional development in balanced literacy, which includes the reader's and writer's workshop model, we will be building teachers' capacity to meet the unique needs of each and every one of their students. They will learn how to use high leverage instructional strategies and culturally relevant materials that engage and motivate students.

Establishing an early literacy and early numeracy initiative:

Over the past five years, our district has experienced significant turn over in our Teaching & Learning department; as a result, PreK-5 teachers have not had sustained, high-quality professional development in literacy or mathematics in over five years. These five years have covered a critical period, as Washington has adopted Common Core State Standards and Next Generation Science Standards, as well as the English Language Proficiency Standards during this time.

Early Literacy:

At the end of the 2013-14 school year, through Round One funding, PreK through 2nd grade teachers participated in a week of balanced literacy professional development with Reach Associates. Reach Associates has been working with Highline Public Schools and Seattle Public Schools, two of our Race to the Top/Road Map partner districts, for several years, with great success. Our own teachers' experience with Reach Associates in June 2014 was overwhelmingly positive, as well.

In exit slips collected in June 2014, teachers indicated that they found the Reach Associates professional development relevant to their practice, and in a follow-up survey conducted in December 2014, teachers indicated that they found they had already made changes to their practice and were eager to do further work with Reach. In the fall of 2014, our Early Learning Advisory Team considered three bids from balanced literacy consultants, and Reach Associates was the team's unanimous recommendation.

Contracting with Reach Associates for further work took some time, as our district was in the process of developing a district-wide 3-5 year balanced literacy instructional framework, and we needed to ensure that the work with Reach Associates would be situated within this framework. In early April of 2015, a multi-year plan with Reach Associates was developed, and we contracted with them to provide ongoing, job-embedded, balanced literacy professional development for all PreK-5 classroom teachers, English Language Learner (ELL) specialists, and Special Education teachers.

This professional development will occur "academy-style," in 4-day learning cycles throughout the remainder of the 2014-15 school year and the 2015-16 school year, with professional learning communities (PLCs) supporting the work in alternating months. These learning cycles will be modeled after the work that Reach Associates has done over the past several years with our Race to the Top/Road Map partner districts, Seattle and Highline. Reach Associates' focus on six "core habits" (student engagement, academic learning behaviors, language & thinking development, differentiation, intentional instruction, and data analysis) will help ensure that teachers learn how to provide high quality instruction within a balanced literacy framework for each and every one of our students.

In addition, since 41% of our students are ELLs, and these students comprise the student subgroup that this project intends to benefit in particular, our ELL director will be working closely with Reach Associates to embed ELL strategies within each of the Reach Associates learning cycles and the alternating PLCs. Our district is also in the process of hiring a PreK-5 ELL/balanced literacy coach, who will provide direct support for this work by coaching teachers in their classrooms and integrating high leverage ELL strategies (e.g., GLAD strategies) throughout the components of the balanced literacy framework.

We will be using Round Two funding to support the PreK-3 portion of this professional development for the remainder of the 2014-15 school year, and we are asking for funding for the PreK-3 portion of the 2015-16 professional development with Reach Associates as part of our Round Three proposal. Our district has committed to funding the 4th and 5th grade portion of the Reach Associates professional development for both the 2014-15 and 2015-16 school years, so that we can develop a fully aligned P-5 approach to balanced literacy instruction.

In support of this multi-year balanced literacy professional development, and with an eye toward the long-term sustainability of the investments we are making in this work, we are also requesting Round Three funding to create an online, curated balanced professional development library that will be co-created by our district and Reach Associates and will serve as a "bank" of resources, such as annotated video lessons, for teachers to access as needed.

Our partner districts, Seattle and Highline, have developed similar online professional development libraries. These resources give teachers the opportunity to review what they have learned and to watch demonstration lessons filmed with their own or their colleagues' students. This can help teachers process what they have learned and support their successful implementation of strategies in their classrooms.

We are also requesting a small amount of funding for materials for PreK-3 professional development participants (such as shared reading texts) and a larger amount of funding for leveled classroom libraries. As our district shifts to a reader's/writer's workshop model within this balanced literacy approach, students' access to high quality books at their individual independent reading levels will be essential, and these classroom libraries will help ensure both the sustainability of the balanced literacy professional development and its impact on teachers' instructional practices.

The leveled classroom libraries we would like to purchase consist of a wide range of titles at different reading levels. Forty percent of the titles are nonfiction, reflecting the shift required by the Common Core State Standards toward including more nonfiction in students' repertoires. The leveled libraries feature culturally diverse characters in fiction titles, as well as culturally relevant topics in nonfiction titles. Cultural relevancy is a "nonnegotiable" in materials we purchase as a district; our students must be able to see themselves reflected in what they read.

As with the professional development itself, our district is committed to funding the purchase of professional development materials and leveled classroom libraries for 4th and 5th grade out of separate funds. This will ensure PreK-5th grade alignment of both instructional practices and supporting materials and resources, and it is further evidence of our district's commitment to the sustainability of this work.

Early Numeracy:

As described above, our district has identified literacy as its priority focus for professional development for the remainder of the 2014-15 school year and the 2015-16 school year. Each of the departments within Teaching & Learning (e.g., ELL, Special Education, STEAM) is directing its work in support of this focus. All other professional development will be offered "bootcamp-style" and/or "conference-style" (outside teachers' contracted work day/week).

Included in these "bootcamp-style" and/or "conference-style" offerings is a robust mathematics professional development plan focused on PreK through 2nd grade teachers' mathematical content knowledge and mathematical practices. Round Two funding supported the purchase of the Building Blocks curriculum for PreK classrooms, which will be cross-walked with Math Expressions (the required curriculum for Kindergarten through fifth grade) as part of this professional development. We will be leveraging Gates Foundation funding through a P-5 Math Grant in support of this work during the 2015-16 school year, so we are not asking for Round Three funding to continue this work.

Continuity and Pathways:

Within the "bucket" of Continuity and Pathways, we focused in Rounds One and Two on increasing access to high quality early learning experiences and on ensuring a smooth transition from PreK and Kindergarten. We plan to continue our efforts in both areas in Round Three.

Access and Continuity of Services:

Our district currently has three school-based preschool programs: two state-funded (ECEAP) preschool classrooms and one federally funded (Head Start) classroom. Our Head Start program opened during Round One of this grant. We are also partners with the Tukwila Community Center Preschool, which reopened at the start of the 2013-14 school year; this program serves many students who will enroll in our district for Kindergarten.

These preschool programs are fully enrolled, with dozens of children on waitlists. While we have a long-term vision of building an early learning site in our district, we do not, at this point, have the space to further expand our preschool programming. Because of this limitation, our current efforts are focused on improving the quality of our existing programs and expanding other offerings.

We are actively working on improving the quality of our existing preschool programs; one of our in-district sites has been rated an Early Achievers level four, but our other two in-district sites have not yet achieved a quality rating of "excellent." We are including our ECEAP and Head Start teachers, as well as our partners from the Tukwila Community Center Preschool, in all of our balanced literacy and math professional development, as part of our efforts to improve the quality of our programming.

We are also focusing on expanding access to high quality early learning experiences through Play and Learn groups based at each of our elementary schools. Play and Learn groups are structured, facilitated weekly playgroups for children ages birth through five, with their caregivers. Children learn pre-academic and social skills that help them prepare for school, and their caregivers learn how they can teach their children at home and through everyday activities. Play and Learn groups also help families share resources with each other and build a learning community together. These groups run throughout our region, including in many of our Race to the Top/Road Map partner districts (Seattle, Highline, Auburn, Federal Way, and Renton).

Thus far in Round Two, we have been able to launch a Somali/English Play and Learn group, facilitated in Somali and English, at Tukwila Elementary. This group launched with the support of our district's Somali community liaison and a Somali family group that meets regularly at Tukwila Elementary. Our facilitator is a parent of a Kindergartner at Tukwila Elementary, and the group is consistently well attended.

We will also be launching a second Play and Learn group at Thorndyke Elementary at the end of April. Initially, we had planned on a Spanish/English group, but we learned that our partners at the Foster Library (King County Library System), which is less than half a mile from the school, were already hosting a Spanish/English Play and Learn group.

Instead, we decided to complement the school's existing father-involvement Watch D.O.G.S. program by launching a Play and Learn group facilitated by a father. The group will be open to any and all caregivers with children ages birth through five, but our hope is that it will attract fathers and father figures, in particular, and support their involvement in their children's early learning.

We are also exploring launching a third Play and Learn group, facilitated in Burmese and English, to serve families primarily in the Cascade View Elementary catchment area; we have a significant number of newly arrived Burmese refugees in our Cascade View school community, and our district's Burmese community liaison has been advocating on behalf of her community for improved access to early learning opportunities.

Round Two of this grant funded the launch of two Play and Learn groups and enabled us to purchase start-up materials and supplies for these groups. Because our groups took longer to launch than we anticipated, we have enough Round Two funding remaining to launch a third group, as well. In Round Three, we are asking for funding to continue running these three groups during the 2015-16 school year.

PreK-3rd Grade Pathways:

Our district's strategic plan highlights successful transitions between grade levels, including from PreK to Kindergarten, as one of our priorities (Benchmark 3). This is a regional priority, as well, as evidenced by the region-wide campaign for early Kindergarten registration that was launched this year. This transition point is critical not just for children, but for their families, as well. As Pianta and Kraft-Sayres (2003), observe, this transition period, perhaps more so than other transition periods (e.g.,

from middle school to high school) deserves particular attention, as it influences students' and families' later experiences with school.

Many of our efforts in Rounds One and Two focused on getting children ready for Kindergarten (e.g., Play and Learn) and on getting Kindergarten (and subsequent grades) ready for children (e.g., balanced literacy professional development); in Round Three, we would like to not only continue these efforts, but also plan and implement specific transition strategies.

In order to implement these strategies, we would like to organize a collaborative transition team (Pianta & Kraft-Sayres, 2013) consisting of PreK teachers, family support specialists, Kindergarten teachers, Play and Learn facilitators, and parents. This group will create a transition timeline (Pianta & Kraft-Sayres, 2013), make recommendations about current transition procedures (e.g., in-person Kindergarten registration), and plan and implement additional transition strategies (e.g., transition night(s), visits to Kindergarten classrooms, school tours).

In Round Three, we are seeking a small amount of funding to support the work of this team; this funding would pay transition team leaders and cover the cost of supplies for transition events (e.g., family learning kits to be distributed at transition night(s)). We anticipate supplementing our funding request for this work with small grants, such as through a DonorsChoose.org project.

Summary:

As we enter into the third year of P3B funding, we have narrowed our focus based on many lessons learned in Rounds One and Two. In this last year of funding, we intend to continue our work in the areas of Cross-Sector Work, Teacher (and Administrator) Effectiveness, and Continuity and Pathways (Kauerz & Coffman, 2013). Our specific areas of focus are summarized in Table 4.

Table 4: Round 3 "Buckets" (Kauerz & Coffman, 2013) and Strategies

Cross-Sector Work

- Refining our Early Learning Advisory Team membership and focus
- Partnering with Child Care Resources to provide professional development for licensed and FFN providers in Tukwila's catchment area

Teacher (and Administrator) Effectiveness

- Partially funding the Early Learning Lead position as a year-round, director-level position
- Implementing PreK-3 balanced literacy professional development
- Creating an online, curated balanced literacy professional development library to support and sustain the impact of the professional development over time
- Supporting implementation of balanced literacy professional development with materials and leveled libraries

Continuity and Pathways

- Improving the quality of our existing PreK programming through balanced literacy and mathematics professional development
- Running 3 Play and Learn groups
- Establishing a collaborative transition team to plan and implement PreK-K transition activities

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?

Our efforts in Round Three align across the board with our regional P-3 partner districts. Many of our strategies have grown

out of work that we have observed in our partner districts and/or discussed with colleagues in these districts as "thought partners."

In the Cross-Sector Work "bucket," we, like our Race to the Top/Road Map colleagues, have established an Early Learning Advisory Team and are actively working to refine our membership and focus. Our partnership with Child Care Resources, a regional partner, enables us to work not only with childcare providers in our catchment area, but also throughout the region, as registration is open to participants throughout the area.

In the Teacher (and Administrator) Effectiveness "bucket," our proposed changes to the early learning lead position would bring this position into alignment with "job alike" roles in our partner districts, such as Kent, Highline, Seattle, and Federal Way. Our work with Reach Associates parallels the work that Reach Associates has done and continues to do in Seattle and Highline.

Finally, in the Continuity and Pathways "bucket," Play and Learn is a regional effort; groups run throughout our region, including in Seattle, Highline, Auburn, Federal Way, and Renton. Children and families who experience high mobility can participate in a Play and Learn group wherever they reside in the region. Similarly, our efforts in the area of PreK to Kindergarten transitions are part of a larger regional commitment to early Kindergarten registration, followed by transition activities to help students and families prepare for Kindergarten.

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

As discussed in our answer to question six (above), 41% of our students are English Language Learners; their academic achievement is our district's highest priority for support and impact.

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?

In the Cross-Sector Work "bucket," as we refine the membership and focus of our Early Learning Advisory team, we are seeking parent and community involvement that reflects our district's many cultures. In our work with Child Care Resources, we are actively recruiting childcare providers in our catchment area from our primary language and cultural groups (Somali, Spanish, Burmese, and Nepali/Bhutanese). Interpreters in any language are available upon request, with no minimum number of participants speaking a language other than English required.

As discussed in our answer to question six (above), our highest leverage strategy in the Teacher (and Administrator) "bucket," our multi-year balanced literacy professional development plan, is designed to help teachers meet the needs of each and every student. With Reach's focus on six "core habits" (student engagement, academic learning behaviors, language & thinking development, differentiation, intentional instruction, and data analysis), teachers will learn how to deliver high quality balanced literacy instruction for all of their students.

Further demonstrating our district's commitment to ensuring that our balanced literacy instruction will meet the needs of our ELL students and use culturally relevant strategies, our ELL director will be working closely with Reach Associates to tailor the professional development to our unique needs as the most diverse district in the nation (The New York Times, 2011). We are also in the process of hiring an ELL/balanced literacy instructional coach who will provide ongoing, job-embedded support as teachers implement balanced literacy instruction using high leverage ELL strategies. The leveled classroom libraries we hope to purchase in support of this work consist of texts that are culturally relevant and reflect a wide range of cultures, which is essential in our diverse district.

In the Continuity and Pathways "bucket," our language-specific Play and Learn groups are designed to serve two of our primary language groups (Somali and Burmese). As described above, our Somali/English facilitator is also a parent of a student in our district, and she has established herself as a trusted advocate/broker for many Somali families as they navigate our early learning system.

Our PreK to Kindergarten transition activities will benefit all of our incoming Kindergarten students, but our hope is that these activities will have the greatest impact on our students and families who have been historically marginalized and those who have had particular difficulty transitioning into school systems because of language and cultural disconnects between home and school.

5. Summary of Proposal

10. What is the amount of your proposal?

New in Round 3: \$130,000, Carryover from Round 2: \$35,000

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: 34

Survey Submitted:	Apr 10, 2015 12:53 PM
IP Address:	73.53.66.149
Language:	English (en-us)
User Agent:	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_9_5) AppleWebKit/600.5.17 (KHTML, like Gecko) Version/7.1.5 Safari/537.85.14
Http Referrer:	
URL Variable: snc	(no value)
URL Variable: _iseditlink	(no value)

Page Path:

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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)
4 : Summary of Proposal (SKU: 6)
3 : Summary of Proposal (SKU: 7)
2 : RTT Project 3B RFP Letter of Intent to Apply (SKU: 3)
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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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