

Race to the Top Project 8 RFP Round 3 Letter of Intent (LOI)

Response ID:27 Data

2. RTT Project 8 RFP Letter of Intent to Apply

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

Federal Way School District

2. Please list any involved partners.

- University of Washington Center for Educational Leadership
- AVID
- Cambridge International

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 applicant(s).

	Full Name	District	Title	Email	Telephone Number
Lead Applicant	Diana Thomas	Federal Way	Director of Advanced Programs and Highly Capable Services	dithomas@fwps.org	253-945-2140
Contact Person 1	Chelsea Gallagher	Federal Way	FWHS Assistant Principal	cgallagh@fwps.org	253-945-5512
Contact Person 2	Matt Oberst	Federal Way	FWHS Principal	moberst@fwps.org	253-945-5413
Contact Person 3	Christine Corbley	Federal Way	TRU Principal as of 7/1/15	ccorbley@fwps.org	253-945-2141
Contact Person 4	Diana Graddon	Federal Way	Teacher on Special Assignment	dgraddon@fwps.org	253-945-2059
Contact Person 5					
Contact Person 6					

3. Summary of Proposal

4. This application will be for a

Continuing Project of a Round 2 Project ending in 2015

4. Summary of Proposal

Please provide the title of your project in the text below.

Please provide a brief one-two paragraph description of the project.

5. 12. Please name the high-needs school(s) involved. (For reference, click the following link to see the list of high-needs schools [RTT High Need Schools List](#))

Federal Way High School (FWHS)
Career Academy at Truman High School (TRU)

Academic achievement is a high priority for all students, but specifically, there is priority for African-American, Latino/a, and Pacific Islander students. This aligns with two of the FWPS targets from Project 1: 1) 100% of 9th grade African-American, Latino/a, and Pacific Islander students will be on track to graduate at the end of their 9th grade year. 2) 100% of all 10th grade African-American, Pacific Islander, and Latino boys will see math as relevant and meaningful.

Will the project continue with the same high-needs school(s) involved in Round 2? If not, please list the high-needs schools involved in the text boxes below. (For reference, click the following link to see the list of high-needs schools: [RTT High Need Schools List](#))

Check all groups that will be supported by the grant.

Check all grade levels that will be supported by the grant.

Who will be leading the project? What roles will these individuals play in the district(s), school(s) and project partnership(s)?

6. Check no more than two from list of relevant RTTT-D Goal Area or Performance Measure.

(Please click the following link to access RTT Goal Areas and Performance Measures: [P8 Goal Areas and Performance Measures](#))

Decreasing Achievement Gaps
AP and IB Enrollment

Identify the school years when the proposed P8 district project is expected to impact student targets in the identified goals areas or performance measures identified above: Please check all that apply.

Please describe the intended Goal Areas and Performance Measures for students and the theory of action about how the project activities will improve student outcomes. How does the project fit into the district's strategic plan? (Please click the following link to access RTT Goal Areas and Performance Measures: [P8 Goal Areas Performance Measures](#))

Please describe how your project strategies are culturally responsive.

How has your district's education association been involved in the planning of your proposed project?

Please describe your estimated budget for the project in the text box below.

5. Summary of Proposal

7. Please provide the title of your project in the text below.

Empowering Students to Increase Access to and Achievement in Advanced Programs

8. Please provide a brief one-two paragraph description of the project.

The FWPS project is specifically designed to support students with access to and achievement in advanced programs: Cambridge at FWHS and AP at TRU. By supporting students with strategies that empower them to access material with deeper understanding, we plan to increase enrollment and success in the advanced programs while having an added side-effect of more students being on track with earning credits toward an on-time graduation. The approach is multi-layered in that it will provide support within the school day for students in advanced coursework at FWHS. Additionally, the plan addresses professional development and collaboration for teachers to better align instruction with the growth mindset that the district's academic acceleration policy implies. Specific training/collaboration topics will include differentiation, scaffolding, AVID strategies, and consistency with Cambridge implementation. The entire project is intended to work toward closing the opportunity gap in regard to under-represented groups in advanced programs and then to also address the achievement gap

once students are in the advanced programs. Our data (chart sent in email) reflects that more advanced program tests are being taken in our district over the last seven years, but our percentage of tests being passed has not shown any consistent increase. As a district, we have moderately increased access (across all ethnic groups) to advanced programs through academic acceleration; however, our students need more support in order to be successful with the course and with the program examinations. Additionally, our students of poverty are not showing an overall increase in access or achievement in regard to advanced courses. Our goal is to provide consistent support that does not require significant extra work from students and teachers outside the school day. The support needs to be embedded within the scope of work during the school day for both students and staff as much as possible.

9. If applicable please describe how this project will be expanded from the Round 2 Project.

We are using the information gathered from Round 2 to inform our next steps. Considering the qualitative data that indicated that students did not like being singled out and pulled from class, and they felt like they were being punished by being asked to stay after school for support, we are now looking at a more consistent, equitable approach. Additionally, we know that overall funding available is reduced in Round 3, so we are focused on prudent use of the funds and ensuring sustainability after the grant; therefore, we are allocating the bulk of funds toward increasing the capacity of our staff versus actual staffing that we would be unable to sustain after the grant.

6. Summary of Proposal

10. Please name the high-needs school(s) involved. (For reference, click the following link to see the list of high-needs schools [RTT High Need Schools List](#))

Federal Way High School (FWHS)
Career Academy at Truman High School (TRU)

11. Will the project continue with the same high-needs school(s) involved in Round 2? If not, please list the high-needs schools involved in the text boxes below. (For reference, click the following link to see the list of high-needs schools: [RTT High Need Schools List](#))

7. Summary of Proposal

12. Check all groups that will be supported by the grant.

English Language Learners (ELL)
Special Education
Low-Income
White
Pacific Islander
Hispanic
Black
Asian
American Indian

13. Check all grade levels that will be supported by the grant.

9th Grade
10th Grade
11th Grade
12th Grade

8. Summary of Proposal

14. Who will be leading the project? What roles will these individuals play in the district(s), school(s) and project partnership(s)?

--Diana Thomas, Director of Advanced Programs and Highly Capable Services will be the lead for Project 8 and will coordinate trainings and collaboration with our district partners. Diana will be responsible for monitoring the budget for expenditures and monitoring the efficacy of the proposal based on observation and collected data.

--Chelsea Gallagher, Assistant Principal at FWHS, will lead the work at FWHS. She will identify and coordinate a team of Cambridge teachers as a Cambridge Advisory Board who will determine trends for student needs and devise appropriate strategies for teachers to implement as support in both Cambridge classes and in seminar classes. Chelsea will also collaborate with the AVID coordinator at FWHS to ensure that AVID strategies are being implemented with fidelity in Cambridge and seminar classes. Chelsea will also collaborate with the Cambridge coordinator to bring Cambridge training to FWHS so that teachers can deepen their understanding of the connection between the Cambridge content and pedagogical approaches we are proposing through UW CEL and the CEL 5D+ Instructional Framework. Building principals will help keep track of quantitative and qualitative data in regard to teacher participation in offered PLC time and trainings.

--Matt Oberst, FWHS Principal, will provide oversight at the building level to ensure overall implementation, to ensure the appropriate teachers are being connected to the professional development opportunities, and to ensure collaboration/Professional Learning Community time is provided and used effectively by relevant groups of teachers. Building principals will help keep track of quantitative and qualitative data in regard to teacher participation in offered PLC time and trainings.

--Christine Corbley, TRU principal, will provide oversight at the building level to ensure that the appropriate teachers are being connected to the professional development opportunities being offered. Building principals will help keep track of quantitative and qualitative data in regard to teacher participation in offered trainings.

--Diana Graddon, Teacher on Special Assignment, will assist with data collection and analysis.

9. Summary of Proposal

15. Check no more than two from list of relevant RTTT-D Goal Area or Performance Measure.

(Please click the following link to access RTT Goal Areas and Performance Measures: [P8 Goal Areas.Performance Measures](#))

Decreasing Achievement Gaps
AP and IB Enrollment

16. Identify the school years when the proposed P8 district project is expected to impact student targets in the identified goals areas or performance measures identified above : Please check all that apply

2016-2017
2017-2018

10. Summary of Proposal

17.

Please describe the intended Goal Areas and Performance Measures for students and the theory of action about how the project activities will improve student outcomes. How does the project fit into the district's strategic plan?

(Please click the following link to access RTT Goal Areas and Performance Measures: [P8 Goal Areas.Performance Measures](#))

Decreasing Achievement Gaps: Federal Way Public Schools has implemented Academic Acceleration to increase access and opportunity in regard to advanced coursework. Intentional supports and scaffolds need to be implemented to increase achievement in advanced coursework, especially for those students who have been academically accelerated and may not be prepared for sudden entrance into rigorous coursework. This aligns with the district's policy #2191: Academic Acceleration. The work we are proposing also aligns with the work surrounding the FWPS Project 1 of RTTT. Performance measures will include but are not limited to the following: enrollment in advanced programs, grades in advanced program classes, credits earned for on-time graduation, attendance in advanced program and/or seminar classes, participation and performance on advanced program exams, and demographics of those accessing advanced programs as compared to the general student population. Additionally the team will review qualitative and quantitative data surrounding teacher participation in PLCs and professional development.

AP and IB Enrollment: By including support for students in 9th and 10th grades, the intent is to increase the number who will be academically accelerated into advanced programs at 11th and 12th grades or who will opt-in to advanced programs. Enrollment numbers will be monitored as will performance in advanced program classes and on advanced program exams. High School Graduation Rates: If students participate in support and learn strategies to empower them to access advanced program material, then theoretically, their performance will increase in all classes as they learn and use strategies that are applicable to all their coursework. Credits earned will be monitored to establish on-track for graduation rates and overall on-time graduation rates for the two buildings will be considered as well.

18. Please describe any changes or course corrections made to the design of the Round 2 Project concerning (1) the goal areas for students and (2) the theory of action that articulates how the project activities will impact outcomes. What changes or course corrections will the Project team be making? Why will the team be making these changes? Please describe how data and evidence inform these changes.

(Please click here to access RTT Goal Areas and Performance Measures: [P8 Goal Areas.Performance Measures](#))

The original two rounds for funding indicated an after school support plan for students in advanced coursework. By examining qualitative data from the interventionist at FWHS, we determined that students did not want to participate when they were pulled out of class or when they had to dedicate extra time to the program after school. Most viewed the after school program negatively as though it were a punishment, and they were embarrassed when they were pulled from class to meet with the interventionist. Additionally, our data indicates that some of our ethnic subgroups are meeting standard in courses and are on-track to graduate at significantly lower percentages than the other groups. Representatives from these student groups will be requested to consult with the Cambridge Advisory board to provide insight into supporting these groups in a culturally responsive way. Additionally, students with IEPs or with ELL status had higher percentages of success indicating that perhaps their support from their specialists has been beneficial. The scaffolding and differentiation they receive during the school day from content mastery or content support classes seems to be making a difference, and it inspired our idea to add a Cambridge Seminar class that will provide similar support with content through AVID strategies, tutorials, etc. Our target group will be those students who are not already supported through participation in AVID. We also noticed significant overlap between Project 8 and the work being done with the Learner First consultants in Project 1. The seminar approach addresses both projects. Our professional development will focus primarily on differentiation, scaffolding, and student-centered instructional strategies in an effort to align with growth mindset, academic acceleration, and empowering students. Not all students, especially those who have been academically accelerated, are prepared for the rigor of advanced courses. The paradigm needs to shift for teachers to provide scaffolding and differentiation along with strategies that empower students instead of just encouraging the student to opt-out of the more advanced course.

19. Please describe how your project strategies are culturally responsive.

Our strategies are culturally responsive because we analyzed the qualitative data from our students to realize that after-school support or pull-out intervention was not serving them well. Students didn't want to feel as though they had to be punished by staying after school to get extra help when they have other responsibilities to their families and/or work.

Additionally, we plan to invite students to advise the Cambridge Advisory Board to build awareness of student perceptions of accessibility and need.

We intentionally are implementing work that has been shown to be effective for student groups affected by opportunity/achievement gaps. This includes AVID strategies, SIOP strategies, etc.

12. Summary of Proposal

20. How has your district's education association been involved in the planning of your proposed project?

Through ongoing meetings with the union president, Mr. Jason Brown and representatives from the Association (ARs), we will work collaboratively to include members on the building teams as well as provide updates on the process.

13. Summary of Proposal

21. Please describe your estimated budget for the project in the text box below.

Cambridge Advisory Board Stipends = \$6000

Lead Seminar Teacher Stipend = \$1500

Seminar Teacher substitute-release/timesheets = \$7000

Professional Development Contracts (AVID, UW/CEL, Cambridge) = \$25,000

FWHS and TRU Teacher Timesheet pay for Professional Development = \$18,000

Cambridge Teacher PLC sub-release/timesheets \$15,000

1 copy of each new Cambridge content textbook = \$4000

SIOP training -- 3 days substitute release for 5 teachers (3 FWHS & 2 TRU) = \$2900

Total = \$79,400