

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

Response ID:23 Data

2. RTT Project 8 RFP Letter of Intent to Apply

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

Renton School District

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 applicant(s).

	Full Name	District	Title	Email	Telephone Number
Lead Applicant	Damien Pattenaude	Renton School District	Area Instructional Chief	damien.pattenaude@rentonschools.us	425-204-2459
Contact Person 1	Dr. Shannon Harvey	Renton School District	Area Instructional Chief	shannon.harvey@rentonschools.us	425-204-2399
Contact Person 2	Giovanna San Martin	Renton School District	Principal, Renton High School	giovanna.sanmartin@rentonschools.us	425-204-3408
Contact Person 3					
Contact Person 4					
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](#))

Renton Senior High School

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](#))

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.

Continuing the Positive Momentum--2nd Year Implementation of the International Baccalaureate Diploma Programme

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

This project seeks to continue build upon Renton High School's successful first-year implementation of the International Baccalaureate Diploma Programme. Therefore, many of the strategies are similar to what was implemented in Round 2. Specifically, the staff at Renton High School remains committed to opening up access to IB to all students. Thus, there is a focus on preparing students during 9th and 10th grades for IB. Additionally, IB ELA and Social Studies courses at the 11th and 12th grades are the default curriculum.

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

As noted in #8, our Round 3 application builds upon the work that has taken place in Rounds 1 and 2.

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](#))

Renton Senior High School

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)?

Area Instructional Chiefs Damien Pattenaude and Dr. Shannon Harvey will lead the project at the district level. Renton High School Principal Giovanna San Martin will lead efforts at the school level. Mr. Pattenaude and Dr. Harvey will monitor budgets and provide systemic leadership while Ms. San Martin will closely monitor implementation at RHS. This leadership arrangement mirrors what has taken place the last two years we have partnered with the ESD for Project 8 during the implementation of IB at RHS.

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](#))

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](#))

The Renton School District will continue to focus on increasing student access to and success in International Baccalaureate Diploma Programme courses. This area of focus is guided by a theory of action that is based on a thorough analysis of current empirical research related to three promising strategies designed to improve student achievement in schools with similar demographics as Renton High School: increasing curricular intensity; implementing an externally developed college-prep curriculum; and increasing college access. Furthermore, this project aligns with Goals 2 and 3 of our district's Continuous Improvement Plan. Goal 2 is College and Career Readiness and there are specific metrics designed to ensure that we are monitoring student progress so that they graduate college eligible and ready. Goal 3 is Equity and Access. This goal area has a metric related to increasing the number of historically underrepresented students accessing IB/AP courses.

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](#))

There has not been a change or course correction related to the goal areas for students or our project's theory of action. Instead, changes and course corrections are due to qualitative data we have collected during the 2014-15 school year. Specifically, data from Student and Parent Surveys have definitely led to conversations about potential course corrections for both this year and next. Student responses indicated that they are not attending after-school tutorials designed to support their academic progress in IB classes. Additional conversations with students revealed that some feel the tutorials are not helpful because they cannot get direct support from their IB teacher and/or there is not a teacher at the tutorial that can help them with that just in time support in a particular content area. While the leadership at RHS has provided teachers with incentives to stay beyond their contracted day, it has at times been a struggle to staff the tutorials with teachers from all content areas. Therefore, the leadership at RHS is reaching out to the UW and other organizations to help ensure that an expert in each content area is available for after-school tutorials. A second area of focus that came about after reviewing the student survey data is related to students experiencing high-levels of stress. While the leadership at RHS is working with teachers to improve the coordination of assignments, homework, and assessments, staff, students, and district leadership are meeting to discuss how to support students' social and emotional health as they take on a more rigorous course of study. Mentors and the implementation of lessons regarding time and stress management are two of the early ideas for additional support. The parent survey data suggest an opportunity for improving parent understanding of the IB program. In response to this finding, additional parent outreach sessions were offered during the month of February for both the parents/guardians of current students as well as incoming 9th graders. The implementation of IB Ambassadors and Community Cafés modeled after the work at Rainier Beach High School are additional strategies that are being considered to increase parent understanding and support of the IB program. The leadership at RHS is also exploring ways to increase parent participation in the PTSA as an avenue for keeping them informed so that they can serve as advocates for their students, the school, and the IB program.

11. Summary of Proposal

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

This project's strategies are culturally responsive as they specifically address three strategies that George Theoharis posits are critical to leading for social justice. First, this project seeks to increase access to core learning experiences for all students (e.g., 85% of all juniors in at least 1 IB class). Second, this project seeks to improve core learning for all students (e.g., grade data suggest that students are performing just as well in IB courses as they did in previous years when in standard-level courses). Third, this project seeks to create a climate of belonging (e.g., IB for all stance and preparing all 9th and 10th grade students for IB).

12. Summary of Proposal

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

The Renton Education Association has been involved during both previous rounds of Race to the Top Project 8. We will continue our partnership with REA during this third round.

13. Summary of Proposal

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

While we are still finalizing the budget for Round 3, below are our current estimates for a 1-year budget. Obviously, the potential to carry over funds from Round 2 might impact the amounts listed below. We also understand that each district might have to modify the amount requested due to limited funds.

*Substitution Costs and Certificated Extra Hours = \$25,000

*IB Extra Hours for 11th and 12th Grade Student Support = \$25,000

*IB Extra Hours for 9th and 10th Grade Student Support = \$15,000

*IB External Travel and Lodging = \$35,000

*IB Textbooks and instructional Materials = \$30,000

*Incentives for Family Outreach and Publicity = \$5,000

*Translators for Family Outreach and Publicity = \$2,000

*Printing Costs = \$1,000

*IB External Training Registration (11th and 12th Grade Teachers) = \$10,000

*IB Preparation Training (9th and 10th Grade Teachers) = \$5,000

*IB Extended Essay and Community Service Field Trips = \$3,000

*Student Support: IB Registration and Exam Fees = \$19,000

*6th or 8th Grade College Visit = \$25,000

TOTAL = \$200,000