

# Race to the Top- Project 1 RFP Round 3 Letter of Intent (LOI)

Response ID:52 Data

## 2. RTT Project 1 RFP Letter of Intent to Apply

### 1. Please select the district that is submitting this Letter of Intent.

Auburn School District

### 2. Please list any involved partners.

Auburn Education Association

Auburn Public Schools Foundation

Anita Archer

CSTP Consultants

Jeff Utecht (Tech Consultant)

Lisa Horn, Robin Logan, Pili Wolfe and Adriane Hartness (SIP Principal Leadership and Instruction Specialist Support)

Denise Daniels (Cultural Competency Consultant)

### 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	Brendan Jeffreys	Auburn School District	Asst. Director Student Learning	bjeffreys@auburn.wednet.edu	2539314950
Contact Person 1	Heidi Harris	Auburn School District	Assoc. Sup. Student Learning	hharris@auburn.wednet.edu	2539314950
Contact Person 2	Adam Ladage	Auburn School District	Coordinator of Student Learning	aladage@auburn.wednet.edu	2539314950
Contact Person 3					
Contact Person 4					
Contact Person 5					
Contact Person 6					
Contact Person 7					

## 3. Summary of Proposal

### 4. The application will be for a:

Continuing Project of a Round 2 Project ending in 2016

## 4. Summary of Proposal

### 5. Please provide the name of your project.

Developing Personalized Culturally Responsive Learning Environments for Student Success through Teacher and Principal

## 5. Summary of Proposal

### Please provide a description of the project.

#### 6. Please describe any changes or course corrections made from your Round 2 Project.

Funds from Project 1 Round 2 will be expended beginning in August 2015 through July of 2016. The second year of Project 1 Round 2 builds on the successful ATLA model of 14-15 and in 2015-16 incorporates technology leaders into the ATLA 2.0 system. The focus of teacher leadership will be working with adults to integrate instructional technology into the classroom for student learning using high yield learning strategies. This directly aligns with the Auburn School District Strategic Plan, specifically under Goal 1 Objective 4, "Technology will be integral to administration and teaching and learning to prepare all students for career, college, and life beyond high school." In addition to aligning with our Strategic Plan, this work also aligns with the goals of Project 1 in creating personalized learning environments.

Auburn voters passed a 6-year, \$22 million technology levy in February 2014. This levy was put forth to fund recommendations from a 2013 Technology Ad Hoc Committee. The funding from the levy supports the acquisition of infrastructure and hardware. This committee was comprised of a culturally diverse group of community members, parents, teachers and district staff. The committee studied four areas in relationship to technology. They analyzed infrastructure, access by students and staff, high-yield strategies for increasing student learning, and funding of technology and support. (See Technology Ad Hoc Committee Recommendations attachment) The recommendations directly pertaining to the work of Project 1 are below:

#### SUBCOMMITTEE: HIGH-YIELD STRATEGIES FOR LEARNING

Recommendation #1: Provide digital devices to students and teachers to enhance high-yield strategies in the classroom.

Recommendation #2: Provide digital tools to teachers so they can utilize the available Learning Management Systems (LMS) and electronic educational resources to organize and manage their coursework and student data.

Recommendation #3: Provide 24/7 access to electronic resources for teachers (curriculum), students and parents (coursework) that allows for differentiation of learning, programs and support.

Recommendation #4: Provide ongoing professional development for staff in instructional technologies with an emphasis on high-yield strategies.

Recommendation #5: Develop, adopt and teach a comprehensive, embedded Digital Literacy and Citizenship K-12 curriculum.

Recommendation #6: Use technology to facilitate group communication and collaborative learning by students, staff and administrators to enable collaboration between peers.

These recommendations were made after the committee did extensive research on technology in education. Research indicates computer technology supports learning and is especially useful in developing the higher order skills of critical thinking analysis and scientific inquiry. Technology assists students to achieve and benefit from culturally relevant teaching. By definition, technology increases cultural responsiveness by providing translations and allowing anywhere-anytime access to a multitude of culturally relevant resources. In technology enriched instruction, teachers use multimedia and other technologies to facilitate student learning through active engagement and empowering students to tailor their own learning. Multimedia facilitates auditory skill development of English Language Learners by integrating visual and auditory input. Training for teachers and principals is the focus of ATLA 2.0 using the RTT P1 R2 funds.

Sub-component and specific emphasis in ATLA include a focus on Student Engagement; a dimension in the CEL 5D+ framework and technology provides additional tools for student engagement.

To begin expanding the use of technology leadership, teachers in the 2015-16 ATLA 2.0 cohort will be provided with a digital device to use instead of paper handouts for all sessions. This will begin to build proficiency with the technology tools in the District's technology plan. Funding for the digital devices will not be from RTT resources. Monies from the capital technology levy will begin to be available in October 2015. To build capacity for the implementation of

the recommendations, it will be critical to develop instructional technology leaders within the Auburn School District. In the second year of Project 1, Round 2, we will employ the ATLA 2.0 model by infusing technology leadership into the program.

Specifically, a 2-day technology academy in August of 2015 for 150 teachers launches the training series. Additional sessions for the 150 technology teacher leaders in ATLA 2.0 are scheduled for fall, winter, and spring throughout the 15-16 school year to build capacity for instructional technology leadership. This cohort will include teachers from previous ATLA cohorts and others who have not yet participated.

The Technology Ad Hoc committee deemed on-going professional development and teacher leadership essential to build capacity district-wide for teaching, learning and promoting high yield strategies and high levels of student engagement in the learning process through the integration of technology.

Large subjects to be covered during the 15-16 program include moving ATLA 2.0 teachers to a Tier 3 in Educational Technology (OSPI Tiers of Technology). Tier 3 is when teachers have the ability to promote students to be actively engaged in using technology in individual and collaborative learning activities. The goal for the teachers is the program will be positioned to move their colleagues from wherever they are towards Tier 3.

Alignment to English Language Learner Work Group Action Plan Auburn School District's Project 1 Round 2 proposal funding ATLA 2.0 also aligns to the Road Map ELL Work Group Action Plan Instructional Practice component of the Framework. Goal 1: Train all teachers to instruct ELLs and provide ongoing support that aligns ELL instruction with Common Core State Standards (CCSS) and Next Generation Science Standards. This project will create opportunities for ELL and General education teachers to gain knowledge and skills that equip them to support students through technology applications using ELL strategies integrated with CCSS in the classroom and share tools, resources and problems of practice across the district.

The technology goals for language teachers, as excerpted from "Incorporating Technology to Enhance Language Learning" are:

Goal 1. Language teachers acquire and maintain foundational knowledge and skills in technology for professional purposes.

Goal 2. Language teachers integrate pedagogical knowledge and skills with technology to enhance language teaching and learning.

Goal 3. Language teachers apply technology in record-keeping, feedback, and assessment.

Goal 4. Language teachers use technology to improve communication, collaboration, and efficiency.

All of the learning in the 15-16 program will support the above goals.

Additionally, this cohort will seek to meet the following goals:

Learn to use technology to improve student learning.

Learn to use technology to improve teacher learning including collaboration, assessment and instructional practices.

Learn to integrate the use of high-yield strategies with technology.

Develop the capacity to accomplish the aforementioned goals in colleagues.

In addition to the technology focus in year 2015-16, cultural responsiveness is infused into the 2015-16 ATLA 2.0 training plan.

During 2015-16, the ATLA 2.0 cohort selects identified areas of opportunity to infuse cultural responsiveness into the programs with Auburn's Parent Engagement Coordinator. The Parent Engagement Coordinator is scheduled to facilitate training on how to successfully model cultural responsiveness. This also aligns to the CEL 5D Instructional Framework and the district strategic plan.

Additionally, this component of the project aligns with Auburn School District Strategic Plan, Goal 1, and Strategy 2: Provide ongoing cultural competency professional development for leadership, teachers, and providers. The Auburn Teacher Leadership Academy and Auburn Technology Leadership Academy embed cultural competency training into staff training as well as provide training on technology resources that connect culture to learning.

Additionally, outside of Race to the Top, the Auburn School District will be starting a parent leadership initiative and classified staff leadership initiative based on the ATLA model to further expand the skills of stakeholders.

No changes will be made to the course of Project 1 round 2. Rounds 1 and 2 of Project 1 fund through the 15-16 school year the Auburn Teacher Leadership Academy (ATLA and ATLA 2.0). Since the start of this program 250 staff members have received training focused on technology integration, cultural responsiveness, and staff/student engagement and leadership.

## 7. Please describe how this project will be expanded from the Round 2 Project.

The Auburn School District's Strategic plan states, as its primary goal, "All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college."

The Auburn School District believes in the continuous development of teacher and principal leaders. Round 3 of Project 1 funds creates a focused extension (or overlapping) of RTT P1 R1 and R2 by focusing on deepening the leadership capacity in Principal and Teacher Leaders at our High Needs Schools.

Teachers and their administrators at the building level have a high stake in and influence upon changing the complex culture of teaching, learning, instructional practices, and cultural responsiveness. The more skilled they become, the more successful our schools become at addressing preparation gaps, accelerated learning, and improving academic performance for every student they serve.

The goal of our proposal for Round 3 of project 1 is to continue and also enhance the leadership developed through what we are calling the PTLA (Principal, Teacher Leadership Academy), improving teacher and principal skills and abilities to implement personalized learning environments in our high needs schools through partnerships and job embedded professional learning that produces scalable high impact improvements in science, math, English language arts and ELL instruction. This is based on a distributive leadership model beginning with intensive training for the principal and one additional teacher leader who will become system experts in instructional strategies for at-risk learners including students of color, data system development, active engagement strategies, explicit instruction, actionable feedback using the CEL5D+ instructional framework. The teacher leader who attends PTLA will be called an Instructional Specialist. Their role is to collaboratively work with the principal on instructional systems and establish a distributive leadership relationship with all previous ATLA teachers resulting in a change of practice and culture in the high needs buildings of Auburn Senior High School, Dick Scobee Elementary, Olympic Middle School, Washington Elementary, Cascade Middle School, Gildo Rey Elementary, Pioneer Elementary, and West Auburn High School.

The expansion of Round 2 funding into Round 3 will support partnered instructional specialist and administrator training in grades K-8 through 2016-17, and the continuation of technology focused Auburn Teacher Leadership Academy into the 16-17 school year. These two partnerships will support the School Improvement planning process at our high needs schools through SIP team involvement by instructional specialists, ATLA graduates, and building administrators also through 16-17. Expansion of the instructional specialist model to high school occurs through leadership development in ATLA 2.0 16-17 with the expansion of the instructional specialist model to all 4 comprehensive High Schools by the 17-18 school year.

Instructional specialist salaries are funded through Title/LAP resources. Using these funding sources, links the legislative purposes and content area focuses stated in grant guidance with the areas of deficit in our High Need buildings. Coupled with RTT dollars we will be able to create a web of sustainable, embedded professional development, learning and partnerships between administration and teacher leaders creating lasting, sustainable student outcomes far beyond the life of Race to the Top. The investments of RTT P1 R1, R2 and R3 are sustainable beyond the life of the RTT grant because the focus of the funds is on professional development. The leadership development and learning for both teachers and principals continues beyond the grant funds and can continue to be replicated at the building level as part of the new culture and practices.

## 6. Summary of Proposal

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**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](#)) Note: Round 3 proposal funds are to be requested for RTTT eligible high-needs schools only.**

**8. 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](#)) Note: Round 3 proposal funds are to be requested for RTTT eligible high-needs schools only.**

1 : Yes

## 7. Summary of Proposal

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### 9. Check all groups that are relevant.

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

### 10. Check all grade levels that are relevant.

K-12th

## 8. Summary of Proposal

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### 10. Describe the proposed project leadership structure.

## 9. Summary of Proposal

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

Washington State ELA Assessments (Smarter Balanced)  
Washington State Math Assessment (Smarter Balanced) Year 1/Year 2 EOC

### 12. Identify the school years when the proposed P1 district project is expected to impact student targets in the identified goals areas or performance measures identified above :

**Please check all that apply-**

2015-2016  
2016-2017

## 10. Summary of Proposal

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**Please describe the intended goal areas for students and a theory of action about how the project activities will impact outcomes.**

**(Please click here to access RTT Goal Areas and Performance Measures:**

## [RTTGoalAreasPerformanceMeasures.pdf](#))

**Note: As a reminder, this investment fund is focused on Math, Science and ELL Instruction for underserved populations in high-needs schools.**

**13. Please describe any changes to the Round 2 project concerning the goal areas for students and the theory of action that articulates how the project activities will impact outcomes.**

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

There are no changes to Round 2 goal areas for students in Round 3.

Learning indicators commonly used to identify the trajectory of student success include: early reading proficiency, enrollment in algebra and pre-algebra, over and under credited students, college admission test scores, attendance, suspensions, special education enrollment, student engagement, and teacher principal quality. It is the interventions that sit behind these indicators that lead to change in adult practices and ultimately influence positive student outcomes.

It is our theory that teacher leadership partnered with principal leadership can help to bridge the gap that exists between theory and application, building management and classroom success. The Nine Characteristics of High Performing Schools: A research-based resource for schools and districts to assist with improving student learning (Shannon, G.S. and Blysm, P., 2007) identifies the third characteristic as Effective school leadership. The study explains that instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles-- teachers and other staff, including those in the district office, often have a leadership role. Our theory of action is to capture these roles and enhance them through cooperative leadership in developing high student expectations and environments of mastery based student learning both showing high effect sizes in their influence upon student achieve as stated by John Hattie in his book Visible Learning for Teachers.

## 11. Summary of Proposal

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**Please describe how your strategies are culturally responsive and how they align with your district's equity plan or equity efforts. Note: the rubric also asks that district leads (e.g., ELL, Special Ed., family engagement) and families/other community groups that represent the needs of student subgroups be consulted on these practices.**

**14. Please describe how your strategies are culturally responsive if different from your Round 2 Application and how they align with your district equity plan or equity efforts. Note: the rubric also asks that district leads (e.g., ELL, Special Ed., family engagement) and families/other community groups that represent the needs of student subgroups be consulted on these practices.**

Historically the ATLA program has provided sessions on Culturally Responsive Teaching focused on the following activities: Process Cultural Competence definitions and terminology; Practice and prepare opening school days activities; Discuss building relationships with staff, students, and families; Begin discussion of culture and its impact on teaching; Make connections to CEL 5D Instructional Framework; and Practice multiple modes of reflection and response.

It is our intention within round 3 to maintain past history of cultural competency training embedded in the ATLA program.

We intend to enhance this training by bringing in National presenter Anita Archer for our Principals, ATLA teachers and Instructional specialists specifically at our High Needs schools. During this one week training called, Trainer of Trainers Explicit Instruction and High Expectations; staff including, both teachers and administrators will learn to promote a culture of high learning expectations designed to meet the needs of students of color, English Language Learners and students receiving Special Services.

We also intend to utilize our family and student engagement Coordinator Denise Daniels as a consultant/presenter for training on racial equity and family partnerships to support student success. Instructional specialist support personnel, outlined in our budget, will analyze CEE survey and SBA data in support of instructional specialist and administrator analysis of building responsiveness to students of color, ELL, and Special Services(PTLA meetings). This analysis will be incorporated into building Student Improvement Plans (SIP) laying foundations of support and awareness to areas of weakness, strength and/or areas for improvement and growth.

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**Please describe your approach to ensuring sustainability of the project after the life of the grant.**

**15. Please describe your approach to ensuring sustainability of the project after the life of the grant. What key components would you keep/maintain and how would they continue to provide the impact you desire?**

The focus of Round 3 dollars sits solely on the concept of sustaining best practices and developed leadership within Auburn beyond RTT. Through incorporating our successful ATLA 2.0 program with instructional specialists (PTLA), administrative leadership (PTLA) and SIP we are building a web of success supported by personnel that exist outside of RTT funding locations within the Auburn School District. Principals, teachers, support personnel and others will be able to build lasting relationships around leadership, high student expectations, and responsiveness to culture, English Language Learners, and students receiving special services.

The key lasting components being maintained will include: K-12 Instructional specialists, consultative services for SIP team work, cultural competency, explicit instruction, high expectations, and the integration of technology to enhance and create personalized, sustainable, and successful school houses within the city of Auburn.

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## 12. Summary of Proposal

**16. How has the education association been involved in the planning of your proposed project?**

All RTT projects proposed for the Auburn School District seek the feedback and support of the Auburn Education Association.

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## 13. Summary of Proposal

**17. Please describe your estimated budget in the text box below.**

Our budget requests will be for two years 9/1/15-8/31/16 and 9/1/16-8/31/17.

For the 15-16 year we are requesting the following:

\$37,800 -Bi-Monthly PTLA Meeting Substitutes.

\$80,000 -SIP/Principal Leadership and Instructional Specialist Support Personnel

\$15,000 -Anita Archer Trainer of Trainers Explicit Instruction and High Expectations

\$82,500 -Teacher Stipend for 5 days of Attendance during Anita Archer training (5 staff members per building)

\$17,224 -8% indirect

Total Ask 15-16: \$232,524

For the 16-17 year we are requesting the following:

\$37,800 -Bi-Monthly PTLA Meeting Substitutes.

\$80,000 -SIP/Principal Leadership and Instructional Specialist Support Personnel

\$28,000 -CSTP consultants to develop, deliver, tabulate, and interpret teacher leadership assessments and provide content for 7 Teacher Leadership full-day sessions.

\$22,500 -Substitutes for Teacher Leadership Academy Participation 2016-2017 (3 days), 50 Participants.

\$72,000 -Compensation at per diem for Teacher Leadership Academy participation during August 2016 four-day Institute.

\$24,000 -3 Full days of tech consultation and leadership from Jeff Utecht.

\$8,000 -Racial Equity and Family Partnership Consultant Denise Daniels

\$21,784 -8% Indirect

Total Ask 16-17 \$294,084

Sum Request \$526,608

## Response ID: 52

<b>Survey Submitted:</b>	Jul 10, 2015 3:32 PM
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14 : Thank You! (SKU: 2)

**SessionID:**

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