

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

Response ID:48 Data

2. RTT Project 1 RFP Letter of Intent to Apply

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

Highline Public Schools

2. Please list any involved partners.

University of Washington, Department of Science Education

Techbridge

Teachers Development Group

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	Carmen Gonzales	Highline Public Schools	STEM Director	carmen.gonzales@highlineschools.org	206-631-3154
Contact Person 1	Bethany Sjoberg	Highline Public Schools	Secondary Science Specialist	bethany.sjoberg@highlineschools.org	206-631-3199
Contact Person 2	Susan Wood-Megrey	Highline Public Schools	Science Specialist	susan.wood-megrey@highlineschools.org	206-631-3194
Contact Person 3	Ammi Spencer	Highline Public Schools	Math Specialist	ammi.spencer@highlineschools.org	206-631-3197
Contact Person 4	Marni Campbell	Highline Public Schools	Executive Director of Instruction and Innovation	marni.campbell@highlineschools.org	206-631-3150
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 2015

4. Summary of Proposal

5. Please provide the name of your project.

STEM Academy

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.

Because we have seen success in our STEM academy work in student outcomes in math and science, we will narrow our focus for round 3, deepening our work with upper elementary grades where we feel we will have a lasting impact on students' awareness of STEM opportunities and hence their STEM achievement. Specifically, we will focus on continuing and deepening the work with departmentalization at upper elementary grades for math and science, professional learning in math and science to support teachers involved in departmentalizing, and providing extended learning opportunities through Techbridge. Other key changes include: a) Increased support in math, as well as continued support in science, b) Strengthening partnership with Techbridge, which provides more systemic support, and ending partnership with TAF at a single school (Mount View), c) Moving job-embedded STEM support in middle school from Race to the Top to more long-term system structures, and d) Moving High School STEM supports from Race to the Top to more long-term system structures.

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

In round 3 we will a) Expand departmentalization for Math and Science at two additional grade levels at two schools initially identified in the project, b) Add a new focus on building teacher leaders as part of our professional learning strategy through job-embedded coaching (several teachers will have had 2-3 years of implementation learning and support and will be prepared to help lead the work as we continue to take this strategy to scale throughout the district), and c) Expanding our work around supporting implementation walks and developing observation tools in order to support principal leadership in math and science.

6. Summary of Proposal

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.

7. Summary of Proposal

9. Check all groups that are relevant.

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

10. Check all grade levels that are relevant.

4th-8th

8. Summary of Proposal

Describe the proposed project leadership structure.

9. Summary of Proposal

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

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

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

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](#))

Theory of action: If we increase support for 4th-6th grade teachers in five of our high needs elementary schools with job-embedded coaching and professional learning opportunities we will elevate teacher practice which will lead to increased student success in Math and Science.

To support this work, we will do the following:

- 1.Our STEM teachers will have access to new or modified science units which include instructional activities with high levels of rigor based on the Next Generation Science Standards and digital tools in mathematics to accelerate learning for students.
- 2.Techbridge joined our efforts last year at our STEM Academy schools. Techbridge provides weekly extended learning opportunity with STEM enrichment activities for fifth and sixth grade girls. An external evaluation of the impact of this strategy will be completed by August 2015.
- 3.Departmentalization will expand to additional grade levels at two of the STEM Academy schools.
- 4.We will deepen our work with school leaders, including principals, by supporting the implementation of routines and tools that align with the Danielson instructional framework.
- 5.To build sustainability, our STEM Academy teachers will develop portfolios of evidence of implementation of effective teaching practices. These artifacts will be instrumental in our efforts to sustain and scale-up our strategies.
- 6.Our current STEM Academy teachers will serve as a teacher leader cadre to support implementation of effective STEM teaching practices across the district. We will continue to open up our after school professional learning opportunities to all teachers and provide access to our new or modified science units.
- 7.STEM specialists will support teachers at our STEM Academy schools in inquiry cycles around effective teaching strategies for our language learners. This will be an enhanced effort resulting from our partnership with the Language Learning Department.

11. Summary of Proposal

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.

The primary vision for Highline Public schools is to ensure all students are prepared

for college, career and citizenship. Our equity policy requires that targeted action is used to ensure access to opportunities for high quality education so that all students are prepared for college, career and citizenship. STEM Academy is a specific targeted action to improve the opportunities for STEM learning for students in high needs schools.

The Science Ambitious & Equitable Teaching Practices from the University of Washington and Math Best Practices from the Teachers Development Group are culturally responsive because teachers utilize students' prior knowledge, interests, skills and/or past experiences to enhance student learning. These practices engage the rich cultural makeup of our district.

Furthermore, our partner for the extended learning opportunity, Techbridge, strives to "inspire girls in underserved communities to discover a passion for science, technology and engineering." They provide hand-on learning and real-world exposure to STEM fields. They also engage families through family science nights, and role-models in the after-school sessions, and community partners through field trips.

Another equity focus of our work in STEM Academy has been a focus on supporting learning for ELL Students. Science and math specialists (TOSAs) professional development this year has been on meeting the needs of ELLs, led by ELL Director and ELL specialists. Science and math specialists (TOSAs) engaged in action research in partnership with Language Learning department. We will continue to collaborate regularly with the ELL Director and ELL Specialists.

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?

1. New NGSS-aligned units for 5th and 6th grade science will be shared with all of the schools in the district and the out of school PD (including after school workshops and school-based planning sessions) will be available to all teachers. By sharing these with additional schools, we will extend our implementation of NGSS and teaching practices that support these changes. We will also be building capacity for collaborative planning among teachers.

2. We believe that engaging administrators in learning walks will continue to develop shared understanding and common language about high-quality science and math instructional practices and how these practices are aligned to the Danielson Instructional Frame and the district's strategic plan. These learning walks will also provide data to help ensure that the professional learning for teachers is targeted to the strengths and needs of each teacher.

3. We will also continue to provide coaching support for math and science in the STEM Academy schools. We will work with the STEM Academy teachers to collect artifacts of evidence of implementation of effective teaching practices. These artifacts will be instrumental in our efforts to sustain and scale-up our strategies. We believe that this strong focus on evidence will result in transferable instructional practice that will permeate the district.

12. Summary of Proposal

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

We have surveyed teachers at our STEM Academy schools on successes, challenges, needs, and impact of project strategies for teachers and students. Throughout our work with Project One we have worked in partnership with the Highline Education Association to ensure that teacher voice was honored in our proposals. We have met with the vice president of the association to vet the scope of the project and agreed on a timeline for reviewing the grant and examining additional data as it is

available. We will incorporate their suggestion to include GLAD strategies in our resources and professional learning opportunities.

13. Summary of Proposal

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

For Round 3, the main strategies we are going to continue is STEM Academy and extended learning opportunities through our partnership with TechBridge for 2015-2016 and 2016-2017. For the STEM Academy, this is departmentalizing math and science with 5 high-need elementary schools in grades 5-6 and in some schools it will extend to grade 4. In this strategy it includes professional learning opportunities in the summer for teachers, math and science studios during the school year as well as more regular job-embedded coaching for teachers at each school; per principal request. Each school will also provide extended learning opportunities for students, specifically girls of color, to participate in STEM modules throughout the school year. This weekly opportunity will not only provide more than 20 hours more of STEM opportunities but will provide trips to tech industries and model mentors. As we build capacity within the system, Year 1 ask is approximately 200K and Year 1 is 115K; the total two-year request is 315K.

Response ID: 48

Survey Submitted:	Jul 6, 2015 5:45 PM
IP Address:	216.186.51.175
Language:	English (en-US)
User Agent:	Mozilla/5.0 (Windows NT 6.1; WOW64; Trident/7.0; rv:11.0) like Gecko
Http Referrer:	http://www.surveygizmo.com/s3/2154991/Race-to-the-Top-Project-1-RFP-Round-3-Letter-of-Intent-LOI
URL Variable: snc	1435184389_558b2d05c6a581.86865323
Page Path:	1 : Introduction (SKU: 8) 2 : RTT Project 1 RFP Letter of Intent to Apply (SKU: 1) 3 : Summary of Proposal (SKU: 14) 2 : RTT Project 1 RFP Letter of Intent to Apply (SKU: 1) 3 : Summary of Proposal (SKU: 14) 4 : Summary of Proposal (SKU: 3) 5 : Summary of Proposal (SKU: 15) 4 : Summary of Proposal (SKU: 3) 3 : Summary of Proposal (SKU: 14) 4 : Summary of Proposal (SKU: 3) 5 : Summary of Proposal (SKU: 15) 6 : Summary of Proposal (SKU: 10) 7 : Summary of Proposal (SKU: 13) 8 : Summary of Proposal (SKU: 11) 9 : Summary of Proposal (SKU: 7) 10 : Summary of Proposal (SKU: 6) 11 : Summary of Proposal (SKU: 4) 10 : Summary of Proposal (SKU: 6) 11 : Summary of Proposal (SKU: 4) 12 : Summary of Proposal (SKU: 5)

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