

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

Response ID:50 Data

2. RTT Project 1 RFP Letter of Intent to Apply

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

Kent 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	Renee Gallagher	Kent School District	Elementary Math Coordinator	renee.gallagher@kent.k12.wa.us	253-373-7130
Contact Person 1	Tami Ohoyo	Kent School District	Secondary Math Coordinator	tami.ohoyo@kent.k12.wa.us	
Contact Person 2	Dr. Ann Minckler	Kent School District	Assistant Director, Grants and Special Projectes	ann.minckler@kent.k12.wa.us	253-373-7876
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 2015

4. Summary of Proposal

5. Please provide the name of your project.

Improving Learning for ALL in Secondary Mathematics Classrooms

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.

Kent School District's Secondary Math Grant, in-district called the studio math work, began during the 2013-2014 school year. Prior to this work the district experienced inequity in student math achievement with large gaps between the performance of African American and Hispanic students and that of Asian and White students. Furthermore, students in certain subgroups, including students of color, ELL and students receiving Special Education Services were less likely than others to take algebra by middle school. The first proposal sought to change the situation by developing the instructional capacity of math teachers and the leadership capacity of administrators at our high needs high school, Kent Meridian, and the feed middle schools, Mill Creek and Meridian, to provide effective math instruction to student so they met the Common Core State Standards in Mathematics.

The first round of funding allowed us to begin engaging secondary math teachers in intensive professional development that focused on eliminating the gap. That year instructional staff, including Special Education staff engaged in Best Practice Seminars, Math Studio professional development, resident coaching and they participated in a digital forum called Online Math Collaborative.

During this second round of funding continued to focus on the same high-needs schools as the first. This year an instructional specialist was hired to support the implementations at the school level by connecting the studio work to individual teachers' classroom practice. She increased the consistency and impact of the implementation by increasing the teachers' engagement using the mathematical practices while also increasing accountability among individual teachers by allowing them the opportunity to experiment and apply their learning with her support. All of this work placed an increased focus on implantation of teaching routines and practices across all high-needs math classrooms and impacted more students, more often.

This year we completed the proposed work around leadership coaching, studio sessions and resident coaching. The leadership coaching guided principals through "coached rehearsals" of leadership practices, tools, and structures designed to analyze, support and accelerate teacher and student learning. Teachers, principals and district leaders were released for four days of professional development in Studio where they worked with the Studio Coach to collaboratively plan for instruction, and observe, record and analyze data. Resident coaching days allowed the Studio Coach to work with specific teachers and/or teams of teachers to accelerate and increase the fidelity of implementation across the schools.

We are excited by the changes in instruction that we are beginning to observe. As our data shows, many of the teachers who have participated in this work have internalized the strategies and are beginning to employ them in their daily teaching.

Catalytic Teaching Habits: I ask for justification for the general/special case.

School Cycle 1 Cycle 3

Mill Creek MS 2.25 4

Meridian MS 3.7143 4.6 (Cycle 2 data)

Kent-Meridian HS 3.7857 4.125

Average 3.25 4.0625

Catalytic Teaching Habits: I ask student to use one or more specific Math Habits of Mind.

School Cycle 1 Cycle 3

Mill Creek MS 4.75 6

Meridian MS 3.5714 5.2 (Cycle 2 data)

Kent-Meridian HS 4.0714 4.133

Average 4.130933333 5.0665

Catalytic Teaching Habits: I ask students to use one or more specific Math Habits of Interaction.

School Cycle 1 Cycle 3

Mill Creek MS 5 6

Meridian MS 3.8571 4 (Cycle 2 data)

Kent-Meridian HS 3.5383 4

Average 4.1318666 5

Survey Response Frequency Stages:

- Stage 1: None
- Stage 2: Limited attempts, not effective yet
- Stage 3: Consistent attempts, not effective yet
- Stage 4: Consistent attempts, sometimes effective
- Stage 5: Consistent attempts, frequently effective
- Stage 6: Effective use is a norm for me

(Please see uploaded document for additional data regarding teacher change.)

As we move into the next round of funding we are determined to maintain our course and continue on this important work.

The course changes that we are proposing for this round have been planned since the original grant was written. Two years ago, our K-12 Math Curriculum Coordinator took a leave from our district to work intensively with the Total Development Group (TDG). During that time, through our Race to the Top grant, we partnered with TDG to provide support and training for our Studio Math work. Our former math coordinator, working with TDG, provided a great deal of that support and training to district teachers and administrators. This year, she is returning to the district and will continue to lead the work that TDG has been providing us through their contracted services. As we complete this final year of funding, the Secondary Math Coordinator will play a key role in sustaining the work. She will bring the training and experience from her work with TDG back to the district alleviating the need for the costly contract with our TDG partners.

For this final round of funding we are requesting .30 fte for the Secondary Math Coordinator position. The district is prepared to sustain that position with a full 1.0 fte funded with basic education dollars when the grant ends.

The data below shares a picture of the history of students' math achievement, by demographic at Kent's high-needs high and middle schools and the need for this work. We are looking forward to this year's EOC's data release and expect to see improvement based on our work. We are encouraged by the overall improvement in iReady scores that students have achieved this school year.

Data:

EOC Math

Kent Meridian High School

% Passing All Hispanic/ Latino African American ELL SPED

2011	40%	34%	40%	28%	10%
2012	31%	22%	30%	20%	6%
2013	21%	16%	16%	8%	13%
2014	26%	24%	17%	11%	10%

Mill Creek Middle School

7th Grade % Passing All Hispanic/ Latino African American ELL SPED

2011	91%	100%	88%	100%	100%
2012	94%	71%	100%	0%	80%
2013	77%	50%	0%	0%	0%
2014	84%	81%	80%	-	0%

Mill Creek Middle School

8th Grade % Passing All Hispanic/ Latino African American ELL SPED

2011	82%	81%	85%	34%	100%
2012	62%	45%	53%	34%	0%
2013	51%	43%	29%	20%	0%
2014	43%	27%	27%	34%	-

Meridian Middle School

7th Grade % Passing All Hispanic/ Latino African American ELL SPED

2011 100% 100% 100% - -

2012 100% 100% 100% - -

2013 92% 71% - - -

2014 95% 0% 100% - 100%

Meridian Middle School

8th Grade % Passing All Hispanic/ Latino African American ELL SPED

2011 90% 82% 63% - -

2012 68% 57% 31% 71% 100%

2013 69% 82% 43% 50% 0%

2014 65% 64% 56% 57% 50%

iReady Diagnostic - % on Grade Level

Mill Creek 7th Fall Winter Spring Mill Creek 8th Fall Winter Spring

Hispanic 15% 17% Hispanic 11% 17%

African American 10% 12% African American 14% 21%

ELL 3% 2% ELL 5% 4%

SPED 5% 6% SPED 0% 3%

Meridian 7th Fall Winter Spring Meridian 8th Fall Winter Spring

Hispanic 21% 22% Hispanic 24% 34%

African American 11% 25% African American 21% 28%

ELL 56% 89% ELL 2% 14%

SPED 3% 3% SPED 0% 0%

This proposed work aligns with the following Kent School District strategic objectives and organizational goals:

1. High Student Achievement

1.1 Implement systematic reform in the Kent School District grounded in the research base for high performing school systems

1.3 Each student will meet or exceed established standards

1.4 Each student will experience challenging and engaging learning that builds on their strengths, passions, and interests

1.5 Each student will be prepared for post-secondary education, career success and productive community life

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

For this final round of funding, we will plan that includes the studio sessions, residential coaching and principal leadership sessions. The curriculum and studio coordinators, and instructional coach will work closely to create plans for the professional development and support targeting the specific needs at each site.

We are expanding the project with the addition of our former math coordinator who will now serve as our onsite Secondary Math Coordinator, conducting and overseeing the work that up until now, has been done through our partnership with TDG. Working in conjunction with our instructional coach, who was hired last year, this new position, will allow us to continue support teachers with on-site, job-embedded learning opportunities that meet individual needs and help each teacher implement best practices in mathematics. While this work is similar to the work that was conducted this year, the biggest change will be that we will conduct all this work with district level staff, not through a contract with TDG. In so doing, we are building our capacity to sustain this work when the funding ends next year.

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.

- 1 : Kent Meridian High School
- 2 : Mill Creek Middle School
- 3 : Meridian Middle School

7. Summary of Proposal

9. Check all groups that are relevant.

- English Language Learners (ELL)
- Special Education
- Hispanic
- Black

10. Check all grade levels that are relevant.

- 6/7th-12th (middle and high)

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

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
- 2017-2018

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](#))

The goal areas for students remain consistent with our application for Project 1 Round 2. We believe that strengthening teacher practice by implementing best practices for mathematics instruction will increase student success in mathematics as measured by standardized tests and also classroom performance. Our theory of action is when teachers are provided with high-quality, classroom-based professional learning opportunities they will increasingly implement research-based best practices their classrooms. These practices include planning for all students to be engaged with worthwhile mathematics on a daily basis through structured talk opportunities, use of public records, formative assessment strategies, and habits of mind and interaction. When students engage in these kinds of mathematical experiences in an ongoing basis and all students are seen as capable of creating justifications and generalizations, students build strong conceptual understanding translating into increased success.

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.

Our strategies are the same as our Round 2 application. They are culturally responsive because they are based in the belief that all students, regardless of background, experience or ability level, can engage in productive mathematical work and thinking and can achieve at high levels. Our project has intentionally included ELL teachers and Special Education teachers who are working in math classrooms alongside general education teachers. The habits of mind and interaction are situated in an equity stance as they provide access and accountability for all students to engage in math learning. For example, teachers who use structured talk protocols in their classrooms create equitable air time for students where ideas from all are valued and given the same consideration. Students learn to listen to each other and value each other's thinking. Status in the classroom is equalized allowing for students who are English language learners and students with disabilities to participate as valuable contributors to the class's mathematical thinking.

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?

As stated earlier, we developed a plan when we began this work that would allow us to not only sustain the work that has begun with grant funds, but also, with the addition of the Secondary Math Coordinator, will now deliver all of the professional development in-house, eliminating the costly TDG contract. The professional development is critical to the continued success for changing classroom practice. Also as a way of building capacity that will lead to sustainability, the cost of that professional development will be absorbed by the district this school year.

This year, the Studio Coordinator, instructional coach and the K12 Math Curriculum Coordinator, will develop a plan to roll this work out to other secondary schools in the district. Next year, when we will not receive grant funds to support the two positions funded through this proposal, the Secondary Math Coordinator position will remain an administrative position funded by the district. This individual will work with the K12 Math Curriculum Coordinator to deliver the studio math and leadership work to secondary schools in the district. The instructional coach who will also be funded by the district, will be assigned to a high-needs building where she can provide on-site support to teachers through residential coaching.

12. Summary of Proposal

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

The Standards-based Instruction Department and the education association will continue to collaborate on the work to make it amicable to both parties. We continue to articulate our plans and work together to ensure a focus on teacher development and growth that leads to high student achievement while working within the contractual agreements that are already in place.

The association is in agreement with the project lead and the administrators in the schools that are served by the grant that all involvement in any of the above mentioned work will be voluntary, and that extra time for any work done outside the agreed to contractual day, including meetings will be compensated at the individual's per diem rate.

As course corrections are considered, the Kent Education Association (KEA) will be included on the plans and asked for input to assure we are working within the contractual agreements.

13. Summary of Proposal

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

For this final round of Project 1 funding the Kent School District is requesting \$144,549
One hundred one thousand and nine hundred seven dollars (\$101,907) will be spent in personnel. The .30 fte Secondary Math Coordinator position will cost \$29,877 and the 1.0 fte instructional coach position will cost \$72,030. Fringe benefits that accompany those positions will cost a total of \$31,935, and indirect costs will be \$10,707.

Response ID: 50

Survey Submitted:	Jun 26, 2015 5:24 PM
IP Address:	164.116.193.210

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	(no value)
Page Path:	1 : Introduction (SKU: 8) 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) 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) 12 : Summary of Proposal (SKU: 5) 12 : Summary of Proposal (SKU: 5) 11 : Summary of Proposal (SKU: 4) 10 : Summary of Proposal (SKU: 6) 9 : Summary of Proposal (SKU: 7) 8 : Summary of Proposal (SKU: 11) 7 : Summary of Proposal (SKU: 13) 6 : Summary of Proposal (SKU: 10) 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) 12 : Summary of Proposal (SKU: 5) 13 : Review Submission (SKU: 12) 14 : Thank You! (SKU: 2)
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