

SECTION 1: School Narrative

IMPORTANT NOTE: The School Narrative was submitted in Phase I: Intent to Apply and is an unscored component. Schools may choose to revise their Phase I submission in compliance with the instructions below.

*Responses to Section 1: School Narrative are to be no more than **2 pages** (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Applicants are strongly encouraged to use the submission template provided.*

The School Narrative serves three key purposes:

1. To provide an opportunity for schools to set the context for how a supplemental Levy school-based investment would support existing strategies and/or expand efforts to improve student outcomes and achieve Levy goals.
2. To help reviewers understand the school's unique needs, successes, and challenges.
3. To help determine a school's readiness to participate in the RFI process and ultimately implement gap closing strategies in collaboration with DEEL and other Levy-funded schools.

In your narrative, consider addressing one or more of the following questions and use this as an opportunity to convey why supplemental FEPP Levy funding is needed at your school and well suited to the achievement of Levy goals.

- What are your current goals and/or outcomes for your students and your school?
- What group(s) of students would be the focus of your Levy investment and why? You may describe the academic and non-academic needs of students and the barriers faced by the school to address those needs.
- What are the unique qualities of your school that should be considered?
- What strategies and partnerships are you currently employing to address the academic and non-academic needs of struggling students and how would Levy dollars further support these efforts?

Notes/Comments/Questions:

Appendix D: Scoring Criteria

Section	Criteria	Score
1. School Narrative	The School Narrative was submitted in Phase I: Intent to Apply and is an unscored component intended to provide context for reviewers. Schools may choose to maintain their Phase I submission with no change or revise their Phase I submission in accordance with the guidelines named in Instructions to Applicants, Section 1: School Narrative.	N/A
2. Data Analysis and Use	<p>Part A: Historical Performance and Identification of Need</p> <ul style="list-style-type: none"> - Includes evidence of three-year historical data analysis - Data analysis clearly connects to stated Levy outcomes - Demonstrates strong understanding of school’s data and corresponding student needs - Identifies the underlying academic skills/knowledge and non-academic barriers affecting students’ performance - Identifies subgroup-level academic trends (e.g. by grade level, race/ethnicity, ELL status, etc.) and subgroups requiring additional services/support - Substantiates assumptions by citing quantitative and qualitative data <p>Part B: Data Culture and Practice</p> <ul style="list-style-type: none"> - Demonstrates a clear mechanism for collecting meaningful data or identifies areas where additional data is needed - Reflects an effective plan to: <ul style="list-style-type: none"> ▪ identify students in need of academic and non-academic support ▪ connect identified students to appropriate services ▪ monitor student performance and progress ▪ gauge the effectiveness of services provided - Identifies the roles and responsibilities of various staff in analyzing and acting upon data <p>Part C: Focus for this investment opportunity</p> <ul style="list-style-type: none"> - Articulates a clear rationale for the focus of this investment - Prioritizes student needs consistent with school’s data and Levy goals - Demonstrates an expectation of progress toward Levy goals in early to later years of the 6-year investment - Clearly states how services and students served will be prioritized over the course of the investment 	20
3. Past Experience and Demonstrated Ability	<p>Part A: Implementation Experience</p> <ul style="list-style-type: none"> - Provides a specific example of a successful implementation experience with Levy focus students that: <ul style="list-style-type: none"> ▪ illustrates how targeted population was identified ▪ demonstrates how data was utilized to inform implementation ▪ demonstrates how progress was monitored and what adjustments were made as a result ▪ provides evidence of achieving desired results <p>Part B: Partners and Partnerships</p> <ul style="list-style-type: none"> - Demonstrates experience in providing student services through strategic partnerships - Utilizes community partnerships effectively to address the needs of focus students - Reflects an approach to partnerships that is well coordinated with clear roles and deliverables for each partner - Provides evidence of leveraging partnerships to provide out-of-school time and/or college and career readiness programming - Provides evidence of results achieved through strategic partnerships <p>Part C: Student and Family Engagement</p> <ul style="list-style-type: none"> - Provides evidence of success in partnering with students/families to achieve a specific result 	18

	<ul style="list-style-type: none"> - Utilizes culturally responsive communication techniques and methods for engaging families and community - Reflects on and articulates lessons learned from past experience - Provides evidence of efforts to seek and incorporate feedback 	
<p>4. Organizational Capacity and Commitment</p>	<p>Part A: Collective Commitment and Communication Plan</p> <ul style="list-style-type: none"> - Demonstrates how school staff and community participated in RFI workplan development - Provides evidence of school and community partner buy-in of proposed workplan - Reflects approach that is inclusive and effectively leverages support from school staff and community partners - Articulates a plan for ongoing communication and engagement related to Levy goals, actions, and impact <p>Part B: Organizational and Administrative Capacity</p> <ul style="list-style-type: none"> - Identifies appropriate key people to organize and manage implementation of Levy investment and their corresponding responsibilities - Describes systems to routinely evaluate the effectiveness of implementation and to make course corrections as needed - Articulates staff responsibilities for tracking student performance - Plans to or currently demonstrates structure for collaborating with partners to analyze and act on data - Articulates plans for recruiting, developing, and retaining staff - Articulates alignment between and among initiatives working toward common goals <p>Part C: Preparing for Implementation</p> <ul style="list-style-type: none"> - Outlines a six-month plan to prepare for implementation that: <ul style="list-style-type: none"> ▪ identifies key people and specific responsibilities ▪ demonstrates clear understanding of how to transition the RFI workplan into practical implementation ▪ articulates a communication plan - Applicant acknowledges possible challenges to implementation and how they plan to overcome them 	<p>12</p>
<p>5. Cultural Responsiveness</p>	<p>Part A: Culturally Responsive Learning Environments</p> <ul style="list-style-type: none"> - Demonstrates a school climate that is culturally responsive and driven by equity - Demonstrates cultural competency in instructional practices and articulates a system of culturally relevant teaching practices - Demonstrates ability to work effectively, functionally, and respectfully in cross-cultural situations - Articulates a student-centered approach that builds relationships with students and includes methods for addressing barriers - Utilizes culturally responsive methods representative of the communities being served - Provides evidence of culturally responsive engagement with families and includes multiple opportunities and mechanisms for families to engage in decision-making processes <p>Part B: Professional Learning and Development</p> <ul style="list-style-type: none"> - Provides evidence of culturally responsive professional learning plan for staff - Plans to or currently demonstrates structure for providing opportunities for educators to reflect on implicit biases and engage in culturally specific instructional practices - Plans to or currently demonstrates opportunities that create a culture of tolerance, empathy, and equity - Applicant identifies areas of growth and learning 	<p>20</p>

<p>6. Workplan</p>	<p>Part A: Strategy Description</p> <ul style="list-style-type: none"> - Incorporates components, key elements, and areas of concentration into strategy development in accordance with RFI requirements - Strategies proposed demonstrate clear alignment with data analysis and stated investment focus in Section 2 - Strategies supplement (do not supplant) basic education curricula - Identifies a realistic number of focus students to serve for the strategies proposed - Strategies proposed incorporate cultural relevancy and responsiveness - Reflects effective plan for providing expanded learning and academic support inclusive of both academic and enrichment experiences - Reflects effective plan for providing extended in-school academic support that includes opportunities for additional hours of academic instruction - Reflects an effective plan (grade level specific: elementary-K-8, middle, or high school): <ul style="list-style-type: none"> ▪ for providing out-of-school time programming ▪ for providing summer learning program(s): elementary/middle school summer programs should be focused on supporting students in meeting standards on state math/ELA assessment; high school summer programs should provide students with opportunities to meet graduation requirements; all summer programs should provide students with college- and career-focused enrichment ▪ to ensure students have college knowledge ▪ to ensure students receive guidance and advising to support post-secondary readiness ▪ for providing students with career connections and career exploration opportunities and preparing students for future careers ▪ for engaging families positively in student’s current work and future planning ▪ for engaging employers or community-based organizations around career skill development <p>Part B: Proposed Budget</p> <ul style="list-style-type: none"> - Presents a two-tier budget request that is consistent with Workplan - Demonstrates effective use of resources that prioritizes expenditures to maximize quality and effectiveness of implementation - Clearly describes expenditures and makes connections to how they support key components and proposed strategies - Leverages other funding sources to maximize impact 	<p>30</p>
<p>Section 7: Labor Harmony</p>	<p><i>See Section 7: Labor Harmony are to be completed using the template provided and submitted with all other sections. Attachments are to be submitted as a separate file.</i></p>	<p>N/A</p>
<p>TOTAL POINTS POSSIBLE</p>		<p>100</p>

School Presentation

Background

Stakeholder and community engagement surfaced a strong desire to include a mechanism for applicants to communicate investment proposals in addition to the written application. The inclusion of School Presentations as part of the RFI application evaluation process will allow applicants the opportunity to speak to their unique context, express their needs, state their goals for FEPP Levy funds, and highlight their strategy to meet those goals. The School Presentation also offers an opportunity for RFI Review Panel members to pose any clarifying questions that arose following their review of the applicant's written application.

Format

Timeframe	School Presentations will take place in January 2020
Delivery	Schools may send up to 3 participants for their Levy team to delivery the presentation and engage in the question/answer period
Presentation	School applicants will be asked to provide a ten-minute verbal presentation that includes: <ul style="list-style-type: none">▪ An overview of their school's RFI application and proposal for using Levy funds▪ An explanation of how their proposal fits within school-wide efforts to close opportunity gaps and increase college and career readiness▪ An explanation of how partnerships enhance school's overall programming
Q&A	Review Panelists will then have five minutes to pose clarifying questions based on what was presented and their review of written applications.

A Few Resources to Get You Started...

Core Content/Academic Support

TNTP: [The Opportunity Myth](#)
What Works Clearinghouse: [Find What Works](#)
OSPI Math Menu of Best Practices: [Math Menu](#) (2019)
OSPI ELA Menu of Best Practices: [ELA Menu](#) (2019)
[Everyone Graduates Center](#) @ John Hopkins University

College & Career Readiness

RoadMap Project Report: [Let Us Succeed](#)
High School and Beyond Plan: [What is a HSBP?](#)
Ready WA - <https://readywa.org/>
RoadMap's Discover U: <https://discoveruwa.org/>
Career Ready Practices: www.careertech.org

Attendance

OSPI: <http://k12.wa.us/attendance/>

Attendance Works:
<https://www.attendanceworks.org/>

Family & Community Engagement

IES Report: [Taking it to the Next level](#)
Strengthening and Sustaining Family Engagement through Integrated, Systemic Practice

Flamboyant Foundation:
[Improving Family Engagement](#)

Summer & Out of School Time

[Washington State Quality Standards for Afterschool and Youth Development Programs](#)

[Every Hour Counts](#)

[RoadMap Summer Exploratory Study](#)

Social & Emotional Skill Development

Collaborative for Academic, Social, and Emotional Learning: [CASEL](#)
OSPI Menu of Best Practices: [Behavior](#) (2019)
OSPI SEL in WA's K12 public schools: [Report/Resources](#)
OSPI culturally responsive practices: [Implementation Brief](#)
[National School Climate Center](#)
OSPI Office of System and School Improvement (OSSI):
[K12 Tiered Supports](#)