Addendum #1 (October 27, 2014): The purpose of this amendment is to clarify that eligible charter schools (specifically First Place Charter School) may apply for Levy funds (Page 1 and Exhibit B on Page 38) and to extend the application deadlines for submission and related dates (Pages 8, 10, 31, 34, and 35). Underlined text represents items that have been added. Strike-through text represents items that have been deleted. All changes are in yellow.

Addendum #2 (October 31, 2014): The purpose of this amendment is to change the date for when questions are due; the change is due to Veteran's Day holiday on November 11. See Pages 8 and 10. Also added John Rogers on Page 14. Underlined text represents items that have been added. Strike-through text represents items that have been deleted. All changes are in blue.

City of Seattle Office for Education
Families and Education Levy

Elementary School Innovation
2015-16 School Year
Request for Investment

INTRODUCTION

The Office for Education Division (OFE) in the Department of Neighborhoods (DoN) is requesting plans from ~~Seattle Public Schools'~~ public elementary schools in Seattle that seek an investment from the City of Seattle Families and Education Levy (Levy) approved by voters in 2011.

OFE will award up to two elementary school Levy Innovation investment funding beginning in the 2015-16 school year. OFE may also conditionally award Levy innovation investment funding through this RFI to up to four additional elementary schools that would begin services in the 2016-17 school year. ***Elementary Schools seeking an Innovation investment are responsible for submitting a Request for Investment (RFI) to be considered for funding.***

OFE is using a two-part process to deliver Levy programming. Part 1 is a Request for Qualifications (RFQ) process to determine which community organizations may partner with funded Innovation Elementary Schools. Schools do not participate in Part 1. Part 2 is a Request for Investment (RFI) process in which eligible elementary schools apply for Levy Innovation funding through a competitive process. Please see Exhibit A for more information regarding the RFQ and RFI processes.

2011 FAMILIES AND EDUCATION LEVY GOALS

Goals of the 2011 Families and Education Levy

- Children will be ready for school
- All students will achieve academically and the achievement gap will be reduced
- All students will graduate from school college/career ready

Levy investments will be used to advance the stated goals, but with a particular focus on closing the achievement gap for low-income students, students of color, and English Language Learners.

INNOVATION ELEMENTARY SCHOOL OVERVIEW

The Levy will invest in up to **two Innovation** Elementary Schools during the 2015-16 school year and conditionally award up to four Innovation Elementary schools for the 2016-17 school year. Elementary schools that are successful in the Request for Investment (RFI) process will receive Levy investments in exchange for achieving specific results related to the Levy outcomes and indicators. Each school will propose its own outcome and indicator targets, based on the needs of their students. OFE will then coordinate with selected Innovation Elementary Schools to finalize outcomes, indicators, and targets based on an analysis of school-specific data and performance trends. Schools meeting their annual performance targets will continue to receive Levy funding for the remainder of the 2011 Levy (through the 2018-19 school year) barring changes to student population served.

Innovation Schools are schools that have large concentrations of low-performing students and/or students with multiple risk factors (see "Focus Students" in the Key Terms section of this RFI).

Elementary and K-8 schools conditionally approved for the 2016-17 school year that meet the following conditions will receive their award without additional review as long as the following apply:

- Applying principal and/or assistant principal is still at school
- School still meets eligibility requirements listed below
- School submits an updated work plan and budget for the 2016-17 school year
- School Levy team attends both the spring 2015 and 2016 Levy retreats

If a school does not meet the above criteria, the school's conditional Innovation funding may be revoked and a new RFI grant cycle issued. Elementary and K-8 schools still meeting eligibility requirements may then reapply for the Innovation investment funds.

Elementary and K-8 schools are eligible to apply for this Elementary RFI if:

1. A school receives Title I.
2. A school has an overall Segmentation Level of Level 1 or Level 2 based on the 2013 SPS Segmentation Report.
3. A school has an overall 2013 Segmentation Level of Level 3 but its Absolute Score is below 60.
4. A new school that has a free and reduced-price lunch population and/or an English Language Learners' population that is above the district averages.

Ineligible schools that meet the eligibility requirements based on the upcoming 2014 Segmentation Report may apply for this RFI. OFE will notify those schools once the official 2014 Segmentation Report has been released.

Tier I[1] Innovation schools will be awarded **between $218,000 and $318,000 for the 2015-16** school year **and Tier 2 (Pinehurst K-8 only)** Innovation schools will be awarded **between $130,000 and $160,000 for the 2015-16** school year with 25% of those funds contingent on meeting the school-specific outcome and indicator targets. The amount awarded to each

[1] A Tier 1 school is defined as one with ***more*** than 100 students that qualify for Free and Reduced Lunch (FRL) based on a head count as of October 1, 2014. A Tier 2 school is defined as one with 100 or ***fewer*** students that qualify for Free and Reduced Lunch (FRL) based on a head count as of October 1, 2014.

school will depend on the level of need and the quality of the RFI plan submitted. The goal of the Elementary School Innovation investment is to provide schools with the flexibility needed to implement the strategies that will best meet the needs of their focus students and ensure positive student results. Levy investments should be integrated into existing school systems to enable schools to align academic interventions and support services with specific student needs.

Innovation schools must address each of the following four Key Components[2] in their RFI application:

1. PreK-3 Alignment and Collaboration
2. Extended In-School Learning Time
3. Out-of-School Time/Expanded Learning Opportunities
4. Social, Emotional, Behavioral, and Family Support

KEY TERMS

Outcomes and Indicators for Elementary Schools

The Levy uses performance measures to determine the impact of Levy-funded strategies on students. "Outcomes" measure progress toward the Levy goals. "Indicators" serve as supporting measures and assess progress toward the outcomes.

*NOTE: All Innovation Elementary Schools **must** have at least two outcomes from the list below.*

Outcomes:

1. Kindergarten students meeting age-level expectations in each domain of WaKIDS (Teaching Strategies GOLD)
2. 1st – 2nd grade students making annual typical growth on reading MAP
3. 1st – 2nd grade students making annual typical growth on math MAP
4. Schools improving the percentage of students meeting standard in 3rd – 5th grade math and/or reading on the state test
5. Schools improving on state tests in 5th grade science and/or 4th grade writing from year to year

Indicators:

1. 3rd – 5th grade students making annual typical growth on reading and/or math MAP
2. 4th - 5th grade students attaining high growth (as defined by the Office of the Superintendent of Public Instruction) in reading or math on the state assessment
3. Students absent fewer than five days per semester, excused or unexcused
4. English Language Learners making gains on state English proficiency test

Important note: All Levy-funded schools must administer the WaKIDS during the fall and winter of 2014-15 school year. Levy-funded schools must also administer the MAP in 1st – 3rd grade in spring of the 2014-15 school year. If a student does not have a 2013 spring MAP score, schools must assess students in the fall of 2014.

[2] See "Key Components" in the Families and Education Key Terms section of this RFI for more information.

Focus Students

Focus students are identified by the following risk factors:

1. Failure to meet age level expectations as measured by the WaKIDS Teaching Strategies GOLD Assessment
2. Failure to meet grade-level standard on state assessments
3. Failure to make typical growth on Measures of Academic Progress (MAP) or the Measurement of Student Progress
4. Failure to make gains on the state English language proficiency test
5. Scoring at a Level 1 or 2 on annual Washington English Language Proficiency Assessment or Placement Exam
6. Poor attendance, defined by missing 5 or more days per semester, excused or unexcused
7. School entry after the beginning of the year

Four Areas of Concentration

The Levy goals are achieved by making investments in four "areas of concentration." Schools develop and implement strategies in these four areas to improve academic results for their students. Schools' efforts are then assessed through outcomes and indicators tied to the following four different areas of concentration:

1. Math/Science
2. Reading/Writing
3. Attendance
4. English Language Acquisition

Key Components

"Key components" refers to elements that are both required and recommended to be incorporated into schools' service delivery models. The key components are research-based elements linked to achieving the Levy goals. The Levy considers the following Key Components as crucial elements to a successful Innovation elementary school model:

1. PreK–3 Alignment and Collaboration

Not all children enter kindergarten ready to learn and not all schools are ready to support these entering students. For this reason, the Levy is making significant investments in early learning programs that help children get ready for kindergarten through high-quality preschool programs that focus on academic, social, and physical development. In addition, the Levy is supporting early learning providers and elementary school teachers to develop a coherent framework of programs and services to improve academic outcomes for struggling students. Innovation Elementary Schools may have:

- Aligned curriculum and assessments across the preK-3 continuum
- Systems for tracking and sharing data and information
- Opportunities for preK providers and kindergarten teachers to share in professional development and collaborate on instructional practices
- Transition processes that systematically places students in the appropriate classrooms and programs at each grade level

- Processes for assessing student progress K-3 and systematically sharing data with early learning providers
- Supplemental academic supports for students not meeting standards for K-3
- Joint professional development that includes teams of preK through 3rd grade teachers and administrators
- Preschool classrooms and after-school care in the building are integrated into the school community
- Process for engaging families in understanding and supporting their child's developmental and academic progress

Elementary schools chosen to receive Elementary Innovation Investments are required to administer the Teaching Strategies GOLD assessment in the fall and spring.

In addition, schools will be required to participate in the Classroom Assessment Scoring System (CLASS) study conducted by the University of Washington's School of Education. CLASS is an observational assessment that will be conducted annually. The Office of the Superintendent of Public Instruction and the Department of Early Learning have contracted with the University of Washington to validate the link between the CLASS and child developmental and academic outcomes. For more information about the CLASS, see Exhibit C.

Elementary schools will form strong partnerships with Step Ahead programs, after-school programs, and community child care providers to ensure effectiveness of kindergarten transition systems and processes.

All elementary schools chosen to receive Elementary Innovation Investments are expected to partner with their Levy-funded Step Ahead preschool programs (see Exhibit D for list of providers) on:

- Joint preK and kindergarten enrollment nights and other transition events
- Systems to share information and academic data, as appropriate, and
- Joint professional development

2. Extended In-School Learning Time

Extended in-school learning time provides students with additional focused instruction from a certified teacher during the week and/or during school breaks. Extended in-school learning should provide:

- More time for students to master targeted academic skills
- Opportunities to build stronger relationships between teachers and students
- More time for planning, data analysis, and appropriate quality professional development for staff
- Opportunities for small group learning
- Standards-based instruction that provides students with the additional math or literacy learning opportunities aligned to their specific academic needs.
- Appropriate assessments daily and weekly to track student learning and determine when modifications in instruction need to be made.

Extended in-school learning time is a particularly effective strategy for improving the academic performance of English Language Learners (ELLs) and students who lack proficiency in academic English. Characteristics of schools effectively serving ELLs include:

- All instructional staff (principal, teachers, and instructional aides) trained in language acquisition instructional strategies.
- A clearly articulated, research-based instructional strategy for English Language Learners. This includes everything from sheltered-immersion programs to late-exit bilingual classes.
- Supplemental materials that fill in gaps in core curriculum programs for English Language Learners.
- Appropriate assessments that allow teachers to monitor gains in English proficiency and content knowledge in subjects like math and science.

3. Expanded Learning Opportunities

Expanded Learning Opportunities (ELOs), such as Community Learning Centers, are learning opportunities outside the structure of the regular school day or year. These are learning opportunities provided by a certificated or non-certificated person outside the structure of the regular school day or during the school day. ELOs recognize that student learning is important both in and outside of the classroom. Schools with effective ELOs programming will include the following:

A. Develop and maintain a system of sharing student information and data between the school and the ELO provider.

B. Implement programs and activities that are aligned with academic content standards and assessments (Common Core Standards).

C. Implement quality assessment tools to improve practice.

D. Provide students with the additional math or literacy learning opportunities aligned to their specific academic needs.

E. Provide opportunities for small group learning (one-on-one tutoring, homework help, targeted small group instruction).

F. Use appropriate assessments daily and weekly to track student learning and determine when modifications in instruction need to be made.

G. Ensure that staff have opportunities for joint professional development and access to materials that support academic interventions for a variety of students including, English Language Learners, immigrants, and refugees.

H. Provide targeted support during student transitions (preK to K and 5th to 6th).

4. Social, Emotional, Behavioral, and Family Support

There are some families who require intensive, consistent, and multi-tiered system of interventions to ensure their children have the support to be successful in school. The Levy intends to provide needed support to focus students by identifying and addressing non-academic barriers to learning, including social/emotional, behavioral or attendance issues. By identifying and addressing the non-academic barriers to learning, schools provide support that students need, particularly at key transition points.

Social, Emotional, Behavioral, and Family Support services should be an integrated part of the school's approach to improving their students' academic outcomes. Generally 10 percent of a school's population might be in need of intensive interventions. Social,

Emotional, Behavioral, and Family Support may include, but is not limited to, the following strategies:

A. Case Management Support
   - Provide intensive case management for focus students with multiple risk factors, as described in the Key Terms section.
   - Provide a multi-tiered system of support through collaboration among principals, teachers, nurses, school psychologists, counselors, school-based health providers, and/or other community-based providers.
   - Connect students and families to social and health resources and supports in the community.
   - Provide support to students and families encountering drug- and/or alcohol-related issues.

B. School and Family Connections
   - Provide ongoing support and sustained follow-up between teachers, students, and parents to ensure that learning goals are met.
   - Ensure families know how to access school attendance and academic data and information on their student (WaKIDS, The Source).
   - Facilitate Internet access for families without home computers.
   - Provide parents with information and resources they can use at home to help their students develop healthy behaviors and build academic skills to improve educational outcomes and be successful in school.
   - Invite families to participate in professional development opportunities that are offered to community and staff.

C. Attendance, Behavior and Discipline Support
   - Equip students with the skills and knowledge necessary to recognize and manage emotions, make responsible decisions, solve problems, and establish positive relationships.
   - Utilize multi-tiered strategies to address attendance and behavior issues of differing severity.
   - Provide students encountering discipline issues with alternatives to suspension.
   - Create structure for instructional staff to collaborate with nurses, school psychologists, counselors, Levy-funded school-based health and/or other community providers to address students' physical and mental health issues.

D. Transition Support
   - Collaborate with Step Ahead preschool programs, other preschool providers, elementary and/or middle school staff to identify students requiring additional support services during transition points (preK to K and 5th to 6th grade).
   - Create intentional strategies to connect students to their school and a consistent adult advocate.
   - Educate students and families about what to expect when transitioning from preschool to kindergarten and from elementary to middle school.

E. Mental and Physical Health Referrals and Services

- Develop a system for screening high needs students for physical or mental health needs and connecting students to health and/or mental health services.
- Create a system for gathering health and mental health information from preschool providers about entering kindergarten students for the purposes of maintaining continuity of care and support.

ELEMENTARY SCHOOL INNOVATION RFI TIMELINE

EVENT	DATE
RFI Issued	August 6, 2014
RFI Information Session Garfield High School Room TBD 400 23rd Ave Seattle, WA 98122	August 14, 2014 4:00-5:00 p.m.
OFE-Issued School Data Reports Available Please email Isabel.Munoz-Colon@seattle.gov to request a School Data Report created by the Office for Education reflecting your students' information.	September 5, 2014
District School Data and Reporting Technical Assistance Session with the Department of Technology Services John Stanford Center for Educational Excellence Room TBD 2445 3rd Avenue South Seattle, WA 98134	September 24, 2014 4:00 – 5:30 p.m. (tentative)
Final day to ask questions	~~October 28~~ ~~November 11~~, Monday, November 10, 2014, 5:00 pm
Responses Due*	**~~November 4~~ Tuesday, November 18, 2014, 4:30 pm**
Review Panel and School Interviews	Week of ~~December 8~~ January, 12, 2015
Notice of Intent to Award	**~~December 19~~ January 21, 2015**

* Dates following Responses Due date are approximate based on best estimates. OFE will publish updates to the timeline if needed.

INFORMATION SESSION AND RESOURCES

RFI Information Session

The City will conduct an optional information session. Schools are highly encouraged, but not required, to attend. The information session provides an opportunity for OFE to review the RFI submission requirements and for schools to ask questions and clarify any issues. Schools should review the RFI prior to attending the information session and be prepared to raise any concerns at the meeting. Failure to raise concerns over any issues at this opportunity will be a consideration in any protest filed regarding such items that were known as of this pre-proposal information session. Please plan to attend the session and bring a copy of the RFI with you.

Date	Time	Location
August 14, 2014	4:00-5:00 p.m.	Garfield High School Room TBD 400 23rd Ave Seattle, WA 98122

District Technical Assistance – Academic Intervention Support and Student Data
The district will conduct a technical assistance event focused on accessing and analyzing student data to assist applicants during the RFI development process. Applicants are strongly encouraged to attend the student data event to learn more about district-provided data reports and resources that may be useful when preparing your RFI response.

District Technical Assistance: Contact Information
Please contact the following SPS staff member with specific content-related questions.

Area	SPS Contact
Data	Cody Smedsrud clsmedsrud@seattleschools.org 206-252-0296
Early Learning	Cashel Toner cctoner@seattleschools.org 206-252-0093
English Language Acquisition (ELL) **Seattle ELL Coaches**	Ellen Barrett epbarrett@seattleschools.org 206-252-0233 Elizabeth Urmenita Elurmenita@seattleschools.org 206-252-0073
Family Support Program	Alesia Jessi amjessie@seattleschools.org 206-252-0850
Finance	Contact school-specific budget analyst: **North East**: Cheryl Klinker clinker@seattleschools.org 206-252-0096 **North West**: Alex Januzzi acjanuzzi@seattleschools.org 206-252-0244 **West Seattle**: Sherry Johnson shjohnson@seattleschools.org 206-252-0246 **Central**: Pat Roe pmroe@seattleschools.org 206-252-0240 **South East**: Vacant 206-252-0094 Call for staff routing
Human Resources/ Labor Relations	TBD

Literacy/Language Arts	Kathleen Vasquez kavasquez@seattleschools.org 206-252-0234
Mathematics	Anna Box ambox@seattleschools.org 206-252-0992
Multi-Tiered Systems of Support (MTSS)	Shauna Heath slheath@seattleschools.org 206-252-0050
Special Education	Zakiyyah McWilliams zbmcwilliams@seattleschools.org 206-252-0083
School Family Partnerships/ Equity and Race	Bernardo Ruiz bjruiz@seattleschools.org 206-252-0693

RFQ Approved Providers

Individuals and organizations must be approved through the Levy's RFQ process to contract with schools for amounts exceeding $5,000 per school year. Applicants are strongly encouraged to visit OFE's website (http://www.seattle.gov/office-for-education/our-partners/community-based-organizations) to view a list of approved providers and their Request for Program Information (RFPI) and one-page overviews, if provided. Updated, optional one-page summaries will be posted to the website above by September 1, 2014.

RFI Questions and Answers

If you need further information or have additional questions regarding the RFI, please email Isabel.Munoz-Colon@seattle.gov. All RFI questions must be submitted via email by ~~October 28 November 11,~~ Monday, November 10, 2014, 5:00 p.m. OFE will make every attempt to post responses to all received questions within 48 hours or two business days on the following website: http://www.seattle.gov/office-for-education/funding-opportunities.

RFI Materials

All RFI materials, including excerpts of previously approved Innovation applications, are available electronically at http://www.seattle.gov/education.

INSTRUCTIONS TO APPLICANTS

Response Guidelines:

Responses to each of the attachments below must follow the page limits identified in the instructions for each attachment. All narrative responses must be on 8½" X 11" paper, typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, with all attachments stapled together.

The following documents, unless noted otherwise, must be submitted to constitute a complete RFI submission:

1) Attachment 1: Cover Sheet
2) Attachment 2: School Narrative – *Optional*
3) Attachment 3: Data Analysis Summary
   - Part I: Kindergarten Readiness Assessment Data
   - Part II: English Language Acquisition Data
   - Part III: Data Analysis

4) Attachment 4: Data Sample
5) Attachment 5: PreK-3 Alignment and Collaboration Efforts
6) Attachment 6: English Language Learner Overview – *Applicable Schools Only*
7) Attachment 7: Social, Emotional, Behavioral, and Family Support Plan
8) Attachment 8: Work Plan Summary
    - Attachment 8A: Math
    - Attachment 8B: Reading
    - Attachment 8C: Attendance
    - Attachment 8D: English Language Acquisition
9) Attachment 9: Management and Oversight Plan
10) Attachment 10: Tier 1 or Tier 2 Innovation Budget

NOTE: Attachments 3 through10 will be used to evaluate your application for Levy funds.

ATTACHMENT 1: COVER SHEET

ELEMENTARY SCHOOL INNOVATION RFI

School Information:

School name:	
School address:	

Principal's Contact Information:

Name:			
Day/Work phone:			
Email address:			
Signature:		Date:	

Additional Staff Member's Contact Information:

Name:			
Title:			
Day/Work phone:			
Email address:			
Signature:		Date:	

ATTACHMENT 2: SCHOOL NARRATIVE – *OPTIONAL*

*Attachment 2 is optional for **ALL** schools. Schools' narratives will be reviewed by evaluators, but not scored.*

*Responses to the **optional** School Narrative are not to exceed **2 pages** (8½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided and stapled with all other attachments. Information provided beyond 2 pages will not be read.*

The School Narrative serves two key purposes:

1. To provide an opportunity for schools to set the context for how Levy investments would further support their strategies and current efforts to improve student achievement, and

2. To help reviewers understand the schools' successes and challenges.

Though this section is not scored, RFI reviewers will read applicants' School Narrative carefully when evaluating their proposals. Please include any background information that will help reviewers better understand your school context and proposed levy strategies. Prompts applicants may choose to consider when completing the optional School Narrative section include:

- What are your current goals and/or outcomes for your students and your school?

- What are the unique qualities of your school that should be considered by reviewers when evaluating your RFI?

- What other 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?

Please feel free to reference your Continuous School Improvement Plans (CSIP) or, if your school is a Priority, Focus, or Emerging School, your Action Plan to the Office of Student and School Success at OSPI when writing your school narrative.

ATTACHMENT 3: DATA ANALYSIS SUMMARY

*Responses to the Data Analysis Summary are not to exceed **6 pages** (8½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, and stapled with all other attachments.*

Each school must analyze its own historical data in order to develop a work plan for the RFI. Please conduct a thorough analysis of your school's data to identify which specific student populations are struggling and in what areas.

Please email Isabel.Munoz-Colon@seattle.gov to request a School Data Report created by the Office for Education reflecting your students' information. Additionally, OFE strongly encourages schools to consult their District Academic Data Warehouse reports, as well as, any school-specific data reports when answering the questions below. Please feel free to insert graphs, tables, or data excerpts into your narrative, as appropriate, to support your analysis.

OFE expects that schools will diagnose the specific academic needs of struggling students. For example, identify specific strands within a content area (e.g. phonemic awareness, number sense, reading comprehension, etc.) that schools need to address later as part of your Work Plan.

Part I: Kindergarten Readiness Assessment Data and Part II: English Language Acquisition Data section asks for information not included on the School Data Report. For help with Kindergarten Readiness you may need to contact Cashel Toner at 206-252-0093 or cctoner@seattleschools.org. For help with English Language Learner information, you may need to contact ELL Coach Elizabeth Urmenita at Elurmenita@seattleschools.org or 206-252-0073 or Ellen Barrett at epbarrett@seattleschools.org or 206-252-0233 to access additional, relevant data.

Please do not include identifiable student information in your submittal. For example, do not include student names, student identification numbers, or birthdates.

You do not need to rewrite the entire question when responding; just list the headings in the following order:

- **Part I: Kindergarten Readiness Assessment Data**
- **Part II: English Language Acquisition Data** (not required for John Rogers, Lowell and Pinehurst K-8)
- **Part III: Data Analysis**

Part I: Kindergarten Readiness Assessment Data

Please carefully review your kindergarten readiness data and answer the following questions:

1. How many of your kindergarten students are meeting age-level expectations in each dimension in the following five domains (social-emotional, cognitive, physical, literacy, and language) on WaKIDS Teaching Strategies Gold Assessment or any other assessments used to measure kindergarten readiness at your school?

2. What do these assessments tell you about the needs of your kindergarten students?

Part II: English Language Acquisition Data – *(not required for John Rogers, Lowell and Pinehurst K-8)*

Please carefully review your English Language Learner (ELL) data and answer the following questions:

1. What language groups make up your ELL populations?
2. What number and percent of your ELL students made gains in English language proficiency on the WELPA?
3. On average, how long are your students enrolled in the ELL program?
4. How many of your ELL students have been in the program four years or longer? If students have been in program for more than four years, explain reasons why?
5. What does this data tell you about the needs or your ELL students?

Part III: Data Analysis

Please analyze your school's data and then answer the questions listed below in narrative form. Feel free to include graphs, tables, and statistics as appropriate.

Schools should address each of the four (4) Areas of Concentration when responding to each data analysis question. Please incorporate analysis of student needs identified in the Kindergarten Readiness Assessments and English Language Acquisition when applicable.

John Rogers, Lowell, and Pinehurst K-8 are not required to respond to *#4 - English Language Acquisition*.

Four Areas of Concentration

1. Math and/or Science
2. Reading and/or Writing
3. Attendance
4. English Language Acquisition **(not required for John Rogers, Lowell and Pinehurst K-8)**

1) **What high-level trends are you observing?** Identify and discuss the key academic and non-academic trends within your school in terms of the Levy outcomes and indicators described in the Key Terms section of this document. In what areas/measures are students improving or declining?

2) **Which subpopulations appear to be struggling?** Describe which specific student populations appear to be struggling and require academic and/or non-academic interventions. Please reference your data in your response.

3) **What are the primary skill gaps or other barriers to success for the subpopulations identified in the previous question?** Please discuss the specific academic and non-academic skills and knowledge your identified struggling subpopulations need.

ATTACHMENT 4: DATA SAMPLE

Schools **must provide at least one example** that demonstrates how the school uses data to identify student needs, assess student mastery, and/or measure progress towards goals. Schools may include samples from quantitative and/or qualitative data reports used to complete Attachment 3: Data Analysis Summary and/or Attachment 8: Work Plan Summary or from existing documents used by school-level staff. **The data sample(s) does not count towards your response page limit**.

Below is a non-exhaustive list of example data applicants may submit.

- Spreadsheets containing student-level academic data (e.g. MAP, MSP, attendance, school level assessments) and non-academic data (e.g. student demographic information, student wellness assessments) used to identify at-risk students and determine appropriate intervention strategies.
- Graphs and data analysis summaries showing show pre- and post-academic and non-academic outcomes for your students or your program as a whole.
- Data from applicant's quality improvement or self-analysis plans.
- Samples of tracking forms and/or learning and service plans used by staff to monitor progress of students.

Please do NOT include the following in your data sample(s):

- Identifiable student information in your submittal (e.g. student names, identification numbers, or birthdates)
- Program flyers and brochures
- Studies or evaluations of your school or programs within your school
- Links to data, studies or reports. Links embedded in the narrative will not be opened and therefore will not be considered as part of the RFI.

Please note the following when submitting your data sample(s):

- Insert a header titled "[Applicant Name] Attachment 4: Data Sample" onto each page.
- Staple data samples in order with the other attachments.

ATTACHMENT 5: PreK – 3 ALIGNMENT AND COLLABORATION EFFORTS

*Responses to preK–3 Alignment and Collaboration Self Efforts are not to exceed **2 pages** (8 ½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, and stapled with the other attachments.*

Please describe your current preK–3 alignment and collaboration efforts and, as applicable, the program improvements you would enact if awarded Levy dollars or by leveraging other funds.

Regardless of whether you are a WaKIDS site or not, please answer the following questions in your 2-page narrative:

1. Do you have a Step Ahead or other preschool providers co-located in your building and, if so, how do you collaborate with these providers in supporting incoming preschool and kindergarten students? Include in your response whether you participate in Seattle Early Education Collaborative (SEEC) or district-led preK-3rd alignment workgroup meetings, joint recruitment efforts, family nights, Jump Start, and open house events. If you do not have a Step Ahead site, please name the preschools in your community that you are collaborating with to improve preK-3 alignment.

2. If applicable, please describe the collaboration that occurs between preK teachers and kindergarten teachers. Include joint professional development, systems for sharing Teaching Strategies Gold (TSG), WaKIDS, and other data, and classroom visits.

3. If you are currently working with preschool providers to align curriculum and assessments, please describe your current status in that process. Please include how you are aligning learning standards across preK-3 (e.g., Common Core).

4. How are you evaluating the success of your preK-3 alignment strategy? Please include any performance measures you use to determine success.

ATTACHMENT 6: ENGLISH LANGUAGE LEARNER OVERVIEW
(Applicable Schools Only)

NOTE: John Rogers, Lowell and Pinehurst K-8 are not required to complete.

*Responses to the questions in the English Language Learner Program are not to exceed **2 pages** (8 ½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, and stapled with the other attachments.*

Please describe your current English Language Learner (ELL) implementation efforts and, as applicable, the program improvements you would enact if awarded Levy dollars or by leveraging other funds. Please provide a rationale for why your proposed changes would improve student outcomes. Please consult your school district ELL coach for support selecting program strategies.

You do not need to rewrite the entire question, just the headings in the following order:

A. Description of ELL Program

B. Other Supports for ELLs

Please describe your current ELL program and, as applicable, the improvements you would enact if awarded Levy or other funds in school year 2014-15. Include in this description the following:

A. Description of ELL Program

1. What instructional model(s) does your school use to support ELLs? How have these models led to improved ELL student outcomes?
2. How is your instructional model designed to support ELLs' acquisition of academic English and to ensure students acquire academic content?
3. In the last three years, what professional development in best instructional practices and strategies to support ELL students has the school principal participated in? How does your school principal provide oversight of instruction for English Language Learners? (Examples: Scale Up 100-300, Sheltered Instruction Observation Protocol (SIOP), and English Language Development Standards)
4. What percentage of your total instructional staff (general education teachers, specialists, and para-educators) received professional development to work with ELL students within the last three years? What kind of professional development have they received? (Examples: Scale Up 100-300, Sheltered Instruction Observation Protocol (SIOP), and English Language Development Standards)
5. How does your school How does your school integrate ELL strategies into core curriculum content delivery? Describe the ways in which your instructional staff (general education teachers and specialists) scaffold lessons and develop appropriate assessments so that, regardless of language proficiency, students may have access to content and be fairly assessed.

B. Other Supports for ELLs

1. What other interventions do you currently provide for ELL students struggling academically? (Example - extended learning opportunities.) What are student outcomes in these programs?

2. How does your school engage linguistically and culturally diverse ELL parents in their child's education? Please give specific examples.

ATTACHMENT 7: SOCIAL, EMOTIONAL, BEHAVIORAL AND FAMILY SUPPORT PLAN

Response to the Social, Emotional, Behavioral, and Family Support Plan are not to exceed ***3 pages*** *(8½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided and stapled with the other attachments.*

You do not need to rewrite the entire questions. Questions should be answered as part of a narrative under the following headings:

A. **Case Management Support**

B. **School and Family Connection**

C. **Transition Support**

D. **Mental and Physical Health Referrals and Services**

Please describe your strategy for providing social, emotional, behavioral, and family support services in your school. In addition, please include the improvements you would enact if awarded Levy or other funds in the 2015-16 school year. Please be sure to explain, when applicable, how the services you provide are linguistically and culturally appropriate to the students you are serving. Include in this description the following:

A. Case Management Support

1. Describe your system for identifying high-needs students to receive intensive case management.
2. Describe who will be providing services to students and families. If community partner is providing services, identify the organization, their role, and specific expertise that will help you achieve results.
3. How many students will you serve?
4. Describe how you identify academic and behavioral outcomes and track progress of case managed students.
5. Describe how you will help struggling families connect with services that address barriers to their child's success.
6. How will you ensure that both academic and non-academic interventions are coordinated within the school and integrated into overall Levy work plan?

B. School and Family Connection

1. Describe how you will provide ongoing communication between the parent/guardian and the teacher regarding students' academic performance.
2. How will you inform parents /guardian about strategies and activities they can do to improve student's academic achievement? What supports will you provide to parents/guardians wanting to implement these strategies and activities?

C. Transition Support

1. Describe your current system for helping families with children in preK transition to kindergarten.
2. How do you collaborate with early learning providers to assist in this transition process?
3. What system do you have in place to get students and parents ready for middle school?
4. How do you collaborate with middle school staff to support families and students during this transition period?

D. Mental and Physical Health Referrals and Services

1. What are the health and mental health needs of focus students in your school currently? When possible, please use data that quantifies the level of need in your school.
2. How do you connect students to needed health and mental health services? If you are receiving Elementary Health services funded by the Levy, please describe how you and your partnering health provider will identify students and share information about their progress?

ATTACHMENT 8: WORK PLAN SUMMARY

*Responses to the questions in the Work Plan Summary are not to exceed **10 pages** (8½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, and stapled with all other attachments.*

Please describe your work plan for improving student results. Make sure to link student needs identified in Attachment 3: Data Analysis with the specific strategies identified in your work plan. Complete the Work Plan Summaries by (1) identifying the specific struggling subpopulations who will serve as your "Levy focus students," (2) describing the strategies you will implement to improve these students' academic performance, and (3) specifying the results you are committed to achieving to measure the effectiveness of your efforts. If focus students represent particular ethnic/racial or ELL populations, please be clear how strategy is particularly effective for the group of students targeted.

#1. Areas of Concentration:

Attachment 8: Work Plan Summary comprises four distinct plans based on each of the four Areas of Concentration. Unless otherwise noted, all Innovation schools must complete the following attachments:

1. Attachment 8A: Math and/or Science
2. Attachment 8B: Reading and/or Writing
3. Attachment 8C: Attendance
4. Attachment 8D: English Language Acquisition **(NOT required for John Rogers, Lowell or Pinehurst K-8)**

#2. Outcomes & Indicators:

All Innovation schools must include at least one but no more than three outcomes and/or indicators under each Area of Concentration. Each outcome or indicator must evaluate the progress of a focus population. Elementary schools must have a total of at least two outcomes in their work plan.

Outcomes:

1. Kindergarten students meeting age-level expectations in each domain of WaKIDS (Teaching Strategies GOLD)
2. 1st – 2nd grade students making annual typical growth on reading MAP
3. 1st – 2nd grade students making annual typical growth on math MAP
4. Schools improving the percentage of students meeting standard in 3rd – 5th grade math and/or reading on the state test
5. Schools improving on state tests in 5th grade science and/or 4th grade writing from year to year

Indicators:

1. 3rd – 5th grade students making annual typical growth on reading and/or math MAP
2. 4th – 5th grade students attaining high growth (as defined by the Office of Public Instruction) in reading or math on the state assessment
3. Students absent fewer than five days per semester, excused or unexcused
4. English Language Learners making gains on state English proficiency test

Important note: All Levy-funded schools must administer the WaKIDS during the fall and winter of 2014-15 school year. Levy-funded schools must also administer the MAP in 1st – 3rd grade in spring of the 2014-15 school year. If a student does not have a 2013 spring MAP score, schools must assess students in the fall of 2014.

IMPORTANT: Schools must complete an Outcome/Indicator table for each required area of concentration. Please read the instructions below for guidance on completing the table. An example of a completed table is included in Exhibit F.

		Previous Results – 2013-14 SY				Projected Results – 2015-16 SY	
(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	*(F) % Levy Focus Students Achieved Outcome/ Indicator*	*(G) # Levy Focus Students Meet Target*	(H) % of Levy Focus Students Meet Target

Instructions:

- (A) Enter an outcome or indicator from the list provided. Schools may use the same measure more than once for different focus populations.
- (B) Identify the specific students or "Levy focus population" you will target for services.
- (C) Enter the number of students in the 2013-14 SY who fall into your Levy focus population identified in (B).
- (D) Divide (C) by the total number of first-time 9th graders enrolled in the 2013-14 SY. Estimate numbers to the best of your ability.
- (E) Of (C), enter the number of focus students who achieved the outcome or indicator in the 2013-14 SY.
- (F) Divide the number of students in (E) by (C) to derive the % of Levy focus students who achieved the outcome or indicator.
- (G) Enter the number of focus students you expect to meet the outcome/indicator in the 2015-16 SY. For this exercise, assume that the total number of Levy focus students served is roughly equivalent to the actual number in the 2013-14 SY (C).
- (H) Divide (G) by (C).

#3) Key Components:

All **Innovation** schools must implement strategies addressing each of the **Key Components**:

- PreK-3 Alignment and Collaboration
- Extended In-School Learning Time
- Out-of-School Time/Expanded Learning Opportunities
- Social, Emotional, Behavioral, and Family Support

Notes:

- If your school is addressing any area of concentration or key component with other funds, OFE may consider an exception to the requirements described in the table above.
- IMPORTANT: Please describe in your narrative how you are leveraging other funds to support strategies addressing any applicable area of concentration or key component.
- Please see Exhibit F for an example of a completed Work Plan Summary table.

ATTACHMENT 8A: MATH and/or SCIENCE WORK PLAN SUMMARY

Area of Concentration A: Math and/or Science

		Previous Results – 2013-14 SY				Projected Results – 2014-15 SY	
(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

I. Focus Students

a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.
b. Include the specific student academic or non-academic barriers you will be addressing with the strategies below.

II. Strategies

a. Describe the strategies you will implement and, if applicable, explain how they connect to one or more of the four Key Components (see "Key Components" starting on page 4).
b. Briefly summarize the frequency and duration of the support.
c. Explain your rationale for selecting your strategies. Include any relevant evidence (e.g. research, studies, results from implementation at similar schools).

III. Key People

a. Describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts

a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
b. Briefly describe your rationale for selecting this partner.
c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

V. Leveraged Funds

a. If you are leveraging other funds to support these strategies, please identify them here.
b. Explain how these supplemental funds will be used to support your strategies.

ATTACHMENT 8B: READING and/or WRITING WORK PLAN SUMMARY

Area of Concentration B: Reading and/or Writing

		Previous Results – 2013-14 SY				Projected Results – 2015-16 SY	
(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

I. Focus Students

a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.
b. Include the specific student academic or non-academic barriers you will be addressing with the strategies below.

II. Strategies

a. Describe the strategies you will implement and, if applicable, explain how they connect to one or more of the four Key Components (see “Key Components” starting on page 4).
b. Briefly summarize the frequency and duration of the support.
c. Explain your rationale for selecting your strategies. Include any relevant evidence (e.g. research, studies, results from implementation at similar schools).

III. Key People

a. Describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts

a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
b. Briefly describe your rationale for selecting this partner.
c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

V. Leveraged Funds

a. If you are leveraging other funds to support these strategies, please identify them here.
b. Explain how these supplemental funds will be used to support your strategies.

ATTACHMENT 8C: ATTENDANCE WORK PLAN SUMMARY

Area of Concentration C: Attendance

		Previous Results – 2013-14 SY				Projected Results – 2015-16 SY	
(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

I. Focus Students

a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.
b. Include the specific student non-academic barriers you will be addressing with the strategies below.

II. Strategies

a. Describe the strategies you will implement and, if applicable, explain how they connect to one or more of the four Key Components (see "Key Components" starting on page 4).
b. Briefly summarize the frequency and duration of the support.
c. Explain your rationale for selecting your strategies. Include any relevant evidence (e.g. research, studies, results from implementation at similar schools).

III. Key People

a. Describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts

a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
b. Briefly describe your rationale for selecting this partner.
c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

V. Leveraged Funds

a. If you are leveraging other funds to support these strategies, please identify them here.
b. Explain how these supplemental funds will be used to support your strategies.

ATTACHMENT 8D: ENGLISH LANGUAGE ACQUISITION WORK PLAN SUMMARY

Area of Concentration D: English Language Acquisition

		Previous Results – 2013-14 SY				Projected Results – 2015-16 SY	
(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

I. Focus Students

a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.
b. Include the specific student non-academic barriers you will be addressing with the strategies below.

II. Strategies

a. Describe the strategies you will implement and, if applicable, explain how they connect to one or more of the four Key Components (see “Key Components” starting on page 4).
b. Briefly summarize the frequency and duration of the support.
c. Explain your rationale for selecting your strategies. Include any relevant evidence (e.g. research, studies, results from implementation at similar schools).

III. Key People

a. Describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts

a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
b. Briefly describe your rationale for selecting this partner.
c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

V. Leveraged Funds

a. If you are leveraging other funds to support these strategies, please identify them here.
b. Explain how these supplemental funds will be used to support your strategies.

ATTACHMENT 9: MANAGEMENT AND OVERSIGHT PLAN

*Responses to the Management and Oversight Plan are not to exceed **6 pages** (8½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, and stapled with all other attachments.*

A school's ability to effectively implement their proposed Levy strategies and achieve their student outcomes depends upon having strong leadership, committed staff members, and systems and structures in place to continuously monitor student progress and make course corrections. Please provide a rationale for why your school is well positioned to be successful if awarded Levy funds.

You do not need to rewrite the question, just the headings in the following order:

A. Leadership, Planning, and Implementation

B. Tracking to Results

A. Leadership, Planning, and Implementation

Please discuss the key staff members and partners involved in the development and implementation of your Levy strategies as well as the barriers to ensuring you achieve your proposed results.

1. Describe the decision-making process you led in your school to secure buy-in from your staff, identify student needs, and determine effective strategies to remediate. Describe the results of your efforts.
2. Describe how you included community partners and/or families in the RFI planning process. Detail the plan you have in place to ensure community partners and/or families continue to have input in program implementation.
3. Who are the key people within your school that will lead your Levy-funded strategies? What is the expertise they possess and the specific roles they will play in helping you achieve your results? Please list someone from each of your partner organizations, including your school-based health providers, if applicable.
4. Discuss the challenges you anticipate facing when implementing your strategies and the steps that you will take to mitigate. Please discuss implementation-related issues, do not discuss student or family-related challenges.

B. Tracking to Results

Please identify the ways in which staff members from building leadership to your classroom instructional teams, as well as, your community partners will continuously monitor progress toward identified goals and modify strategies and approaches based on regular and systematic feedback (e.g., formative assessments, observations, student work). Please describe systems currently in place and/or systems that you will enact if awarded Levy investments.

1. Describe a specific example of when you have used data to diagnose student needs, develop and implement a strategy, monitor progress, and, if applicable, make course corrections to achieve the desired outcome.
2. Describe the data monitoring process(es) and systems you have in place or will put in place to routinely evaluate the effectiveness of implemented strategies and to

make course corrections as needed. Please be specific about any assessments you use/ or will use, the frequency you will collect this data, and the strategies these assessments or data will inform.

3. Discuss the frequency of monitoring efforts as well as staff members responsible for overall tracking of student performance. Please be specific about who will participate in conversations and how frequently.
4. Explain how you determine or will determine on an on-going basis whether focus students are on course to achieve Levy results.
5. Briefly describe how your school and community partners will jointly access, share, and use data to track and monitor your proposed results and adjust implemented strategies as needed.
6. Discuss how you will routinely and systematically collaborate with community partners to share student-level results.

ATTACHMENT 10:
TIER 1 OR TIER 2 INNOVATION BUDGET

Complete the Tier 1 or Tier 2 Innovation Budget Template in Excel format to outline the personnel and non-personnel items you intend to fund with Levy dollars. Itemize commitment items and for each: 1) provide a brief description, 2) specify the low- and high-range budget, and 3) cite the related Levy Area of Concentration, Key Component, and Outcome/Indicator. Additionally, please provide a description of key job responsibilities for all personnel expenditures.

Important Notes:

- Sample innovation budgets for Tiers 1 and 2 are included in the Excel file in tabs "Sample – Tier 1 Innovation" and "Sample – Tier 2 Innovation."
- The budget references two key terms: "**Base Pay**" and "**Performance Pay**". Schools are awarded 75% of their annual investment up front as "Base Pay." Schools will itemize expenditures in Table 1 and Table 2 of Attachment 10: Tier 1 or Tier 2 Innovation Budget Template equal to their anticipated Base Pay. Receipt of the remaining 25% of funds is contingent upon schools meeting their performance targets. Depending upon the outcomes and indicators selected, schools' performance payments may be disbursed following semester one, semester two, or upon SPS' release of state assessment scores in the subsequent fall. Schools should consider the timing of their performance payments when making budget decisions.
- Tier 1 Innovation Budget Template – budget range of $218,000-$318,000: Schools will fill out this template if the total number of students that qualify for Free and Reduced Lunch (FRL) is more than 100 as of a head count on October 1, 2013. Tier 1 Innovation budget template requires you to develop two budget scenarios. One budget scenario should be close to the higher end of the RFI range ($318,000). The second scenario should estimate your costs at the lower end of the RFI range ($218,000). The high-range budget should tie directly to the Work Plan Summaries (Attachment 8)
- Tier 2 Innovation Budget Template **(Pinehurst K-8 only)** – budget range of $130,000-$160,000: Schools will fill out this template if the total number of students that qualify for Free and Reduced Lunch (FRL) is 100 or fewer as of a head count on October 1, 2013. Tier 2 Innovation budget template requires you to develop two budget scenarios. One budget scenario should be close to the higher end of the RFI range ($160,000). The second scenario should estimate your costs at the lower end of the RFI range ($130,000). The high-range budget should tie directly to the Work Plan Summaries (Attachment 8)
- Schools should fill out only <u>one</u> tier innovation budget template (Tier 1 or Tier 2), not both.
- Schools wanting to fund a Family Support Worker or a Family Support Specialist must include the cost of the FTE's salary and benefits in their budget. Please contact Alesia Jessie at amjessie@seattleschools.org or 206-252-0850.
- It is recommended that applicants do not use the average cost for FTE salary and benefits but instead personnel estimates should represent close to the maximum the salary & benefit range for that position. OFE will not cover cost of staff if it exceeds the total Innovation grant amount.
- Please work with your budget and human resources analysts to complete the budget template.
- Personal service contracts must comply with collective bargaining agreements.

PROCESS AND CRITERIA FOR EVALUATING RFIs

Part I: Technical Compliance Review

An RFI submission must contain the checklist items below to be considered technically compliant. If the checklist items are absent or incomplete, the proposal may be deemed not technically compliant and may not be evaluated further. OFE reserves the right to waive immaterial defects or irregularities in any submittal and to conduct follow-up phone calls to obtain additional information from complete RFIs, where clarification is needed. OFE reserves the right to screen applicants without further discussion of the application submitted.

Compliant	Technical Compliance Checklist
☐ Yes ☐ No	Submitted on Time (by 4:30 p.m., ~~November 4~~ November 18, 2014)
☐ Yes ☐ No	Submitted 6 hard copies to OFE
☐ Yes ☐ No	Submitted electronic copy to **EducationOffice@seattle.gov**
☐ Yes ☐ No	Submitted electronic copy correctly: RFI in PDF or Word; Budget in Excel
☐ Yes ☐ No	Attachments are typed, single- or double-spaced, size 12 font, 1-inch margins, page-numbered, single- or double-sided, and all attachments stapled together as one document
☐ Yes ☐ No	Submitted required Attachments

Part II: Rating RFI Applications

All technically compliant RFI submissions are then reviewed by a panel of internal and external evaluators and assigned a score based on the rating criteria described below.

Rating Criteria	Weight
1. Data Analysis Summary and Data Sample – Attachments 3 and 4	
• Demonstrates strong understanding of school readiness for incoming kindergarten students • (If Applicable) Demonstrates strong understanding of current academic performance and needs of school's ELL population • Identifies subgroup-level academic trends • Identifies specific sub-groups requiring interventions • Identifies the underlying academic skills/knowledge and non-academic barriers affecting students' performance and links to data referenced • Substantiates assumptions by citing quantitative and qualitative data • Data Sample illustrates either how focus student were identified or how school uses data to systematically track student progress	**15**
2. PreK-3 Alignment & Collaboration Efforts - Attachment 5	
• Demonstrates a collaboration with Step Ahead and/or other preschool providers • Demonstrates that there is a system in place to share information and data between early learning providers and kindergarten teachers • Demonstrates that there is a system to link curriculum, standards, assessments and joint professional development across preK-3 continuum	**5**

3. English Language Learner Overview – Attachment 6 **(not required for John Rogers, Lowell or Pinehurst K-8)**	
• Plans to or currently demonstrates use of best practice ELL instructional models • Plans to or currently demonstrates capacity (from principal and school staff) to meet the needs of school's ELL population and improve ELL student outcomes consistent with Levy goals • Provides specific examples or clearly articulates plan to provide other appropriate interventions in addition to ELL direct support in the classroom • Provides specific examples or clearly articulates plan to engage linguistically and culturally diverse ELL families in their child's education	**5**
4. Social, Emotional, Behavioral and Family Support Plan – Attachment 7	
• Demonstrates a systematic approach to identify and serve high needs students and their families • Reflects effective and culturally appropriate plan for case management support • Reflects effective plan for engaging culturally and, when applicable, linguistically diverse families • Reflects an effective plan to ensure successful transitions preK to K and 5th to 6th grade • Reflects an effective plan to screen high-needs students for physical and mental health needs and connect them to appropriate services	**10**
5. Work Plan Summary – Attachment 8	
A. Focus Students • Articulates a clear rationale for choosing focus students • Identifies a reasonable number of focus students to serve	**5**
B. Outcome and Indicators • Selects outcomes, indicators and targets that reflect students' needs, RFI requirements, and Levy goals • Proposes targets that are realistic, impactful, and aggressive towards achieving Levy goals	**5**
C. Strategies • Clearly linked to student needs • Fall within stated RFI requirements • Maximize both positive impact on student performance and likelihood of achieving performance targets • Incorporate key components into strategy development and implementation in accordance with RFI requirements and Levy goals • (If applicable) Leverage other resources appropriately and effectively	**20**
D. Key People • Reflects program leadership and key factors that are appropriate, well qualified, and who can drive progress towards achieving Levy goals	**5**
E. Partnerships and Collaborative Efforts • Reflects an approach to partnerships that is well coordinated with clear roles and deliverables for each partner • Utilizes community partnerships effectively to address the needs of focus students	**10**

6. Management and Oversight Plan – Attachment 9	
A. Leadership, Planning, and Implementation • Provides evidence of school and community partner (including early learning provider) buy-in of proposed work plan • Reflects approach that is inclusive and effectively leverages support from school staff, community partners, and early learning provider • Demonstrates how community-based partners are integrated into ongoing implementation of strategies • Identifies appropriate key people to organize and manage implementation Levy investment • Describes systems to routinely evaluate the effectiveness of implementation and to make course corrections as needed. • Demonstrates clear understanding of possible barriers to success and strong potential for effectively navigating those barriers	**15**
B. Tracking to Results • Provides a specific example of previous experience using data to identify a student need, develop and implement a strategy, monitor progress, and, if applicable, make course corrections to achieve the desired outcome • Demonstrates strong capacity to effectively monitor strategy implementation and to make course corrections as needed. • Identifies a coherent monitoring plan including identifying staff members responsible for tracking student performance and the frequency of monitoring efforts. • Explains how school will determine on an on-going basis whether focus students are on course to achieve Levy results • Demonstrates how community-based partners will have access to academic data of focus students • Demonstrates routine and systematic data sharing between school and community partners	**25**
7. Tier 1 or Tier 2 Innovation Budget – Attachment 10	
• Proposes a high-range budget aligned to Attachment 8: Work Plan Summaries • Clearly describes expenditures and makes connections to how they support specific areas of concentration and/or strategies • Prioritizes expenditures to maximize quality and effectiveness of implementation • (If applicable) Leverages other resources effectively	**10**
Maximum Rating	**130**

Evaluation Process

As part of the evaluation process, OFE may ask applicants to participate in an in-person interview to provide additional information and/or clarify elements of their submitted plan. Please see the timeline on page 8 to confirm dates on which these interviews may occur. Schools should bring key people and relevant partners to these meetings. Please limit the number of attendees to 10 people.

Contract Negotiations
If an RFI is selected for funding for either the 2015-16 or 2016-17 school years, the applicant school should be prepared to accept the terms they proposed for incorporation into a contract resulting from this RFI.

RFI applicant schools should be prepared to discuss and negotiate aspects of their RFI prior to completing the contract. These aspects may include but are not limited to the amount of funding, the proposed targets, and/or proposed strategies.

OFE reserves all rights not expressly stated in the RFI, including award of partial funding and negotiating with any applicant regarding the amount of funding and other terms of any contract resulting from this RFI. If OFE and any school selected under this RFI are unable to come to agreement on a final contract, OFE may, in its discretion, choose not to provide funding.

Information about contract requirements is included in Exhibit G.

RESPONSE SUBMISSION

Paper and electronic responses must be received by Tuesday, ~~November 4~~November 18, 2014 at 4:30 p.m. Please mail or hand-deliver **six (6) paper copies** of your RFI to the address provided below. All RFI attachments must be stapled together into one document. You must also send the files by email (see instructions below)**.**

Reminders:

- ☐ Responses should not be sent with covers, binders or computer disks.
- ☐ Links embedded in the narrative will not be opened and, therefore, will not be considered as part of the RFI.
- ☐ Do not include Annual Reports.
- ☐ Do not include student-identifiable data.
- ☐ Do not include Letters of Support

1. **Submit six (6) paper copies:**

By US mail: Office for Education
RFI – Elementary School Innovation
P.O. Box 94649
Seattle, WA 98124-4649

Hand-deliver
or FedEx/UPS: Office for Education
RFI – Elementary School Innovation
Seattle Municipal Tower
700 5th Avenue, Suite 1700
Seattle, WA 98104

2. **Email an electronic copy to:** EducationOffice@seattle.gov

- You will submit two files only: (1) RFI in MS Word or Adobe PDF and (2) RFI Budget in Excel.

- Please use the following naming convention for the electronic files:

RFI: ***SchoolName*_ElementaryRFI**. Ex. *XYP_ElementaryRFI*
Budget: ***SchoolName*_ElementaryRFI_Budget**.
Ex. *XYP_ElementaryRFI_Budget*

- Use the same format for your email Subject Heading: [SchoolName]_ElementaryRFI.

Please direct submittal process questions to Isabel Muñoz-Colón at e-mail Isabel.Munoz-Colon@seattle.gov or phone 206-684-7657.

Please use the following checklist to ensure a complete submission. Please note that the number of required attachments will vary by school.

Complete	**Checklist Item**
☐ Yes ☐ No	**Attachment 1: Cover Sheet -** Cover sheet completed
☐ Yes ☐ No	**Attachment 2: School Narrative – *Optional*** – does not exceed 2 pages
☐ Yes ☐ No	**Attachment 3: Data Analysis Summary** is completed with three sections: 1) Kindergarten Readiness Assessments Data, 2) English Language Acquisition (not required for John Rogers, Lowell, or Pinehurst K-8) and 3) Data Analysis. Section does not exceed 6 pages.
☐ Yes ☐ No	**Attachment 4: Local School-Level Data Sample** is complete.
☐ Yes ☐ No	Local School-Level Data Sample does not include identifiable student information and meets the guidelines outlined in Attachment 4.
☐ Yes ☐ No	**Attachment 5: PreK-3 Alignment and Collaboration Efforts** is complete and does not exceed 2 pages.
☐ Yes ☐ No	**Attachment 6: English Language Learner Overview** (not required for John Rogers, Lowell and Pinehurst K-8) is completed and does not exceed 2 pages.
☐ Yes ☐ No	**Attachment 7: Social, Emotional, Behavioral and Family Support Plan** is completed and does not exceed 3 pages.
☐ Yes ☐ No	**Attachment 8: Work Plan Summary** is completed and does not exceed 10 pages.
☐ Yes ☐ No	**Attachment 9: Management and Oversight Plan** is completed and does not exceed 6 pages.
☐ Yes ☐ No	**Attachment 10: Tier 1 or Tier 2 Innovation Budget** is completed with two budget scenarios – lower end of RFI range and higher end of RFI range
☐ Yes ☐ No	All sections sufficiently completed?
☐ Yes ☐ No	Typed, single- or double-spaced, size 12 font, 1-inch margins, page-numbered, single- or double-sided, and all attachments stapled together as one document.
☐ Yes ☐ No	6 hard copies submitted to OFE by 4:30 p.m., ~~November 4~~ November 18, 2014.
☐ Yes ☐ No	Submitted hard copy correctly with 6 hard copies.
☐ Yes ☐ No	Electronic copy submitted correctly (RFI in PDF or Word, Budget in Excel) to EducationOffice@seattle.gov by **4:30 p.m., ~~November 4~~ November 18, 2014**.
☐ Yes ☐ No	RFI complete

SCHOOL APPEALS PROCESS

The Office for Education (OFE) will notify applicants in writing of the acceptance or rejection of the submittal, and, if appropriate, the level of funding to be allocated. Written notification will be via email to the email address submitted on the cover sheet.

Any applicant wishing to appeal the decision must do so in writing within four (4) business days of the email notification of OFE's decision. An appeal must clearly state a rationale based on one or more of the following criteria:

- Violation of policies or guidelines established in this RFI.
- Failure to adhere to published criteria and/or procedures in carrying out the RFI process.

Appeals must be sent by mail or by e-mail to Holly Miller, Director, Office for Education, 700 5th Avenue, Ste. 1700, P.O. Box 94649, Seattle, WA 98124-4649 or holly.miller@seattle.gov.

The OFE Director (or her designee) will review the written appeal and may request additional oral or written information from the applicant. A written decision from the OFE Director (or her designee) will be sent within four (4) business days of the receipt of the appeal. This decision is final.

EXHIBIT A
OVERVIEW OF RFQ AND RFI PROCESSES

Part I. Request for Qualifications (RFQ) – Community Organizations only

There is no Levy funding tied to the RFQ process. The purpose of the RFQ process is to identify individuals and organizations that meet OFE standards for providing Levy-funded programs. The RFQ process is designed to determine which entities have a track record of successfully achieving positive academic outcomes tied to key Levy outcomes and indicators. Entities approved through the RFQ process are then eligible to partner with Levy-funded schools to assist with their execution of Levy strategies and programming. Individuals and organizations receiving cumulative Levy funding exceeding $5,000 per school year from Seattle Public Schools' Elementary, Middle, and High school Levy funds must be approved through the Levy RFQ process.

Please visit http://www.seattle.gov/office-for-education/funding-opportunities for additional information regarding the RFQ process and approved entities. The approved RFQ organizations are listed on the OFE website.

OFE encourages schools to visit this web page to view a list of approved organizations and individuals, as well as their submitted RFQ and other materials:
http://www.seattle.gov/office-for-education/our-partners/community-based-organizations
Schools should consult the list of approved providers when making community partnership and budget decisions.

Part II. Innovation School Request for Investment (RFI) – Schools only

OFE invites schools to apply for Elementary School Innovation Levy funding through the Request for Investment (RFI) process.

The broad objective of the elementary school investments is to achieve academic results aimed at reducing the achievement gap and promoting student success in school, college, and careers. Through the RFI process, schools will identify their Levy focus students, propose strategies to address these students' academic and non-academic needs, and commit to meeting specific outcomes and indicators to measure the success of their implemented strategies.

Schools may partner with organizations approved through the RFQ process to deliver Levy-funded programming in an effort to improve student results. As noted above under Part I, organizations receiving more than $5,000 in cumulative Levy funding in a school year across all school Levy investments must be approved through the RFQ process. Organizations that expect to receive less than $5,000 per school year in Levy investments across all schools are not required to qualify through the RFQ process.

EXHIBIT B:
ELIGIBLE SCHOOLS

The following list shows the elementary schools eligible to apply for Levy Innovation investments. Elementary schools that are starred are currently receiving funds.

B.F. Day
*Bailey Gatzert
*****Beacon Hill
Broadview-Thomson
*Concord
Dearborn Park
Dunlap
**Emerson
First Place Charter School
*****Graham Hill
Hawthorne
*****Highland Park
John Muir
Kimball
Leschi
Lowell
*Madrona
Maple
Martin Luther King, Jr.
Northgate
*****Olympic Hills
Pinehurst
Rainier View
John Rogers
*****Roxhill
**Sand Point
*Sanislo
*****South Shore
Stevens
Van Asselt
Viewlands
*West Seattle
*****Wing Luke

* Schools with funding in school year 2014-15.

** Schools with conditional funding starting in school year 2015-16.

EXHIBIT C:
CLASS STUDY

The Families and Education Levy is making significant investments in early learning programs through the Seattle Early Education Collaborative (SEEC) that help children get ready for kindergarten through high-quality preschool programs that focus on academic, social and physical development.

In order to understand how children's early childhood education and experiences in early elementary school affect their developmental trajectory and academic achievement at third grade, the University of Washington's School of Education, in partnership with the City of Seattle, is following children and their families from 2012-13 SEEC programs into their K-3rd grade classrooms. This work will inform a larger study that includes districts across Washington State.

Classroom Interactions
In order to understand the classroom interactions in the preK-3rd settings, we will collect the CLASS assessment each year. The Classroom Assessment Scoring System™ (CLASS™) is an observational tool that provides a common lens and language focused on what matters—the classroom interactions that boost student learning.

Based on research from the University of Virginia's Curry School of Education and studied in thousands of classrooms nationwide, the CLASS™ tool:

- helps teachers recognize and understand the power of their interactions with students
- aligns with professional development tools
- works across age levels and subjects

The University of Washington will collect the CLASS K-3 in the elementary classrooms that are serving the children from SEEC programs. We will videotape or live code up to four hours of the school day, as unobtrusively as possible. Video tapes will be coded in 20-minute segments to examine classroom interactions.

Child Outcomes
The University of Washington will also follow all children into kindergarten through 3rd grade and collect fall and spring direct child assessments in the following areas:

- Language and literacy
- Mathematics
- Social and Emotional
- Approaches to Learning

Teacher Reports
In addition, the University of Washington will collect WaKIDS assessment data on all children in the kindergarten year.

EXHIBIT D:
STEP AHEAD SITES

Below are the Step Ahead preschool sites in the district:

#	Program Name & Address	Phone
1	**Causey's Learning Center at Dearborn Park Elementary School** 2820 South Orcas St. Seattle, 98108	(206) 322-9929
2	**Causey's Learning Center at Van Asselt Elementary School** 8311 Beacon Avenue South Seattle, 98118	(206) 723-1860
3	**Chinese Information & Service Center** 611 S. Lane St. Seattle, 98104	(206) 624-5633 x4139
4	**Community Day School Association at Beacon Hill Elementary School** 2025 14th Ave. S. Seattle, 98144	(206) 328-7475
5	**Community Day School Association at Hawthorne Elementary School** 4100 39th Ave. S. Seattle, 98118	(206) 725-2252
6	**Community Day School Association at Highland Park Elementary School** 1012 SW Trenton St. Seattle, 98106	(206) 767-4906
7	**Community Day School Association at Leschi Elementary School** 135 32nd Ave. Seattle, 98122	(206) 323-9465
8	**Community Day School Association at Madrona Elementary School** 1121 33rd Ave. Seattle, 98122	(206) 709-8887
9	**Community Day School Association at Maple Elementary School** 4925 Corson Ave. S. Seattle, 98108	(206) 768-2480
10	**Denise Louie Education Center Beacon Hill Site** 3327 Beacon Ave. S. Seattle, 98144	(206) 725-9740
11	**Denise Louie Education Center International District Site** 801 South Lane St. Seattle, 98104	(206) 621-7880
12	**Denise Louie Education Center Lake Washington Site** 5333 15th Ave S #1K Seattle 98118	206-767-8223
13	**El Centro de la Raza Jose Marti Child Development Center** 2524 16th Ave. S. Seattle, 98144	(206) 957-4619
14	**Little Eagles Child Development Center** 1000 2nd Ave. Suite 204 Seattle, 98104	(206) 382-9869
15	**Neighborhood House High Point** 6400 Sylvan Way SW Seattle, 98126	(206) 461-3857 x247
16	**Puget Sound Educational Service District** **Educare Early Learning Ctr,** 625 SW 100th St., Seattle, 98146	206-716-8800
17	**Refugee Women's Alliance (ReWA) – Beacon** 6230 Beacon Ave. S. Seattle, 98108	(206) 723-3304
18	**Seed of Life Main Site** 4728 Rainier Ave South, Seattle, 98118	206-726-6001
19	**Seed of Life Martin Luther King Elementary Site** 6725 45th Ave. South, Seattle, 98118	206-722-3509
20	**South Shore School** 4800 S. Henderson St. Seattle, 98118	(206) 252-7600
21	**Southwest Early Learning Bilingual Preschool** 5401 Delridge Way SW Seattle, 98106	(206) 913-2980
22	**Hoa Mai Bilingual Preschool** 2915 Rainier Ave S., Seattle 98144	(425) 272-5936

EXHIBIT E:
CHARACTERISTICS OF STRONG RFI APPLICATIONS

A well-written and thoughtful RFI application does the following:

- Ensures implemented programs and activities are aligned with academic content standards and assessments (Common Core Standards).
- Provides a detailed rationale for why the school selected the particular Levy focus students and for why the stated strategies will be effective.
- Uses a tiered approach to intervention that addresses multiple barriers to success for students who are performing below grade level or exhibit other risk factors.
- Links desired outcomes to research-based strategies.
- Demonstrates knowledge of how to insure high-quality implementation of strategies to ensure maximum results.
- Specifies what data elements are reviewed, with what frequency (e.g. daily, weekly, monthly, etc.), and by whom to assess the success of the various strategies implemented.
- Employs systems for tracking and sharing data among school instructional staff, Expanded Learning Providers, and families.
- Details the specific systems and protocols for routinely coordinating with community partners to discuss student progress towards goals and to make programmatic adjustments accordingly.
- Develops a protocol for assessing and serving students who enter a school mid-year; a major risk factor for student success.
- Ensures that staff have opportunities for joint professional development and access to materials that support academic interventions for a variety of students including, English Language Learners, immigrants, and refugees.
- Details how the school will coordinate with community partners and other providers to leverage funds and resources to increase the impact of Levy-funded strategies.

EXHIBIT F:
WORK PLAN SUMMARY EXAMPLE

Area of Concentration A: Math

		Previous Results – 2013-14 SY				Projected Results – 2015-16 SY	
(A) Outcome/ Indicator	**(B) Description of Levy Focus Student Population**	**(C) # of Levy Focus Students**	**(D) Levy Focus Students as % of Total School**	**(E) # Levy Focus Students Achieved Outcome/ Indicator**	**(F) % Levy Focus Students Achieved Outcome/ Indicator**	**(G) # Levy Focus Students Meet Target**	**(H) % of Levy Focus Students Meet Target**
% of 1st – 2nd grade students meeting or exceeding typical spring-to-spring growth in math	**African American and Latino students**	25	15%	12	48%	**20**	**80%**
% of 3rd grade students meeting standard on math MSP	**Entering 3rd graders (focus on students that did not make typical growth on MAP math in 2nd grade)**	40	18%	10	25%	**14.8**	**37%**
% of 4th and 5th grade students meeting or exceeding typical spring-to-spring growth in math	**4th and 5th graders who did not meet standard on MSP the year before**	80	40%	15	19%	**40**	**50%**

Instructions:

- (A) Enter an outcome or indicator from the list provided. Schools may use the same measure more than once for different focus populations.
- (B) Identify the specific students or "Levy focus population" whom you will target for services.
- (C) Enter the number of students in the 2013-14 SY who fall in your Levy focus population identified in (B).
- (D) Divide (C) by the total number of first-time 9th graders enrolled in the 2013-14 SY. Estimate numbers to the best of your ability.
- (E) Of (C), enter the number of focus students who achieved the outcome or indicator in the 2013-14 SY.
- (F) Divide the number of students in (E) by (C) to derive the % of Levy focus students who achieved the outcome or indicator.
- (G) Enter the number of focus students you expect to meet the outcome/indicator in the 2015-16 SY. For this exercise, assume that the total number of Levy focus students served is roughly equivalent to the actual number in the 2013-14 SY (C).
- (H) Divide (G) by (C).

EXHIBIT G:
CONTRACTUAL REQUIREMENTS

In addition to the provisions of the Master Agency Agreement that is in place between the City of Seattle's Office for Education and Seattle Public Schools (SPS), herein referred to as the Agency, the schools selected for FEL investments will need to adhere to the following additional contractual conditions that will be detailed in a Project Agreement with SPS. The Project Agreement will include the following sections.

I. OUTCOMES AND SCOPE OF WORK

Section 100. Outcomes and Scope of Work
Throughout the term of the Project Agreement, the Agency shall further the City's Families and Education Levy Goals included in Exhibit A *(description of overall project outcome and indicator targets)* to the Master Agency Agreement and achieve the outcome and indicator targets described in Exhibit A by providing the Scope of Work that is consistent with the program descriptions set forth in Exhibit B (*detailed project description*).

Section 105. Term
The Project Agreement shall begin on **September 1, 2015** and expire on **August 31, 2016.**

II. PAYMENT, RECORDS, AND AUDIT

In addition to all provisions of Section II of the Master Agency Agreement:

Section 200. Compensation
The City shall pay the Agency up to $XX ("Contract Price"). The total Contract Price includes two types of compensation: $XX (75%) in Base Pay and $XX (25%) in Performance Pay. As used in this Agreement, "Base Pay" means reimbursement for the Agency's actual and approved costs that are identified in Exhibit D *(total project budget)*. "Performance Pay" means payment that is earned only upon Agency's demonstration that the Work timely achieves the Outcome and Indicator Targets identified in Exhibit A. Performance Pay is payable according to the outcome and indicator compensation table in Exhibit D. In no event shall the total Contract Price exceed $XX.

Section 205. Reports and Information
In addition to all requirements in the Master Agency Agreement and the Tracking to Results Requirements described in Exhibit C (*tracking to results requirements*), the Agency shall timely furnish such other reports and information as may be requested by the Director related to this Agreement or the Work, including statements and data demonstrating the achievement of the minimum Outcome and Indicator Targets set forth in Exhibit A (*description of overall project outcome and indicator targets*). The City shall have the right to withhold payment, to the extent that missing or inadequate documentation does not demonstrate entitlement to payment.

III. ADDITIONAL TERMS OF PERFORMANCE

Section 300. Approved Subcontractors
As required by Section 540 of the Master Agency Agreement, the City approves the following subcontractors for the scope of work described below:

- *(list here once known)*

Section 305. <u>Required Subcontract Terms</u>

The Agency shall include the terms and conditions in this Section 310 in all Agency subcontracts for work funded through this Project Agreement.

a. As required by Ordinance 123567, Subcontractor shall comply with all applicable federal, state and City laws and regulations requiring non-discrimination in employment, and Subcontractor shall strive to employ a workforce reflective of the City's diversity.

b. Without limiting the generality of the foregoing, Subcontractor shall not discriminate against any employee or applicant for employment because of race, color, age, sex, marital status, sexual orientation, gender identity, political ideology, creed, religion, ancestry, national origin, or the presence of any sensory, mental or physical handicap, unless based upon a bona fide occupational qualification. Subcontractor shall make affirmative efforts to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, age, sex, marital status, sexual orientation, gender identify, political ideology, creed, religion, ancestry, national origin, or the presence of any sensory mental or physical handicap. Such efforts shall include, but not be limited to the following: employment, upgrading, demotion, or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay, or other forms of compensation, and selection for training.