

**City of Seattle Department of Education and Early Learning
Families and Education Levy**

**Elementary School Innovation
2016-17 School Year
Request for Investment
Intent to Apply Application
(Phase I)**

INTRODUCTION

The Department of Education and Early Learning (DEEL) is requesting plans from Seattle Public Schools' public elementary schools that seek an investment from the City of Seattle Families and Education Levy (Levy) approved by voters in 2011.

DEEL will award elementary school Levy Innovation investment funding for up to four schools beginning in the 2016-17 school year. **Elementary Schools seeking an Innovation investment are responsible for submitting a Request for Investment (RFI) Intent to Apply Application to be considered for funding.**

DEEL 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. The table below summarizes the three phases of Part 2, and detailed information about the RFI is included in Exhibit A.

Part 2: RFI Process Timeline

Item	Timeline
Phase I: Intent to Apply Application (includes cover sheet, school narrative, data sample, principal and SPS executive director commitment letters, school staff, and community partners participating in RFI process)	Applications due June 8, 2015 Notifications in July 2015
Phase II: Workshops and Technical Assistance to Develop RFI <ul style="list-style-type: none"> • Information Session • Workshop #1: Data Access and Analysis • Workshop #2: English Language Learner, PreK-3 Alignment, and Social, Emotional, Behavioral, and Family Support Plans • Workshop #3: Developing Work Plan • Workshop #4: Management and Oversight Plan 	Information Session: fall 2015 Workshop #1: fall 2015 Workshop #2: fall 2015 Workshop #3: winter 2016 Workshop #4: winter 2016
Phase III: Final Review and Approval	Winter 2016

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 **four Innovation** Elementary Schools during the 2016-17 school year. Elementary schools that are successful in the Request for Investment (RFI) Intent to Apply Application 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 its students. DEEL will 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 and fidelity of implementation of the Levy contract.

Innovation Schools are schools that have large concentrations of low-performing students and/or students with multiple risk factors (see "Focus Students" in Exhibit C: Key Terms of this RFI Intent to Apply Application).

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

1. A school receives Title I.
2. A school has an overall Segmentation Level of Level 1 or Level 2 based on the 2014 SPS Segmentation Report.
3. A school has an overall 2014 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.

Elementary and K-8 schools chosen to be moved on to Phase II must meet the following criteria to maintain their eligibility:

Elementary and K-8 schools scheduled to be phased-in in the 2016-17 school year that meet the following conditions will receive their award if:

- Applying principal and/or assistant principal is still at school during the 2015-16 and 2016-17 school year;
- School still meets eligibility requirements listed above;
- School principal or designee and key Levy team members attend required RFI technical workshops during the 2015-16 school year.
- School submits a completed RFI in February 2016.

If a school does not meet the above conditions, the City may reassign funding to a different school in the next RFI grant cycle. Elementary and K-8 schools still meeting eligibility requirements may then reapply for the Innovation investment funds.

For the 2016-17 school year, **Tier 1¹** Innovation schools will be awarded **between \$226,000 and \$326,000** and **Tier 2 (Licton Springs only)** Innovation school will be awarded **between \$140,000 and \$170,000**. Of these amounts, 25% will be contingent on meeting the school-specific outcome and indicator targets. The amount awarded to each 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.

**ELEMENTARY SCHOOL INNOVATION RFI INTENT TO APPLY APPLICATION
TIMELINE**

EVENT	DATE
RFI Intent to Apply Application Issued	May 12, 2015
RFI - Intent to Apply Application Information Session #1 2100 Building, Room A 2100 24 th Avenue South Seattle, WA 98144	May 21, 2015 4:00-5:30 p.m.
RFI - Intent to Apply Application Information Session #2 2100 Building, Board Room 2100 24 th Avenue South Seattle, WA 98144	May 26, 2015 8:00-9:30 a.m.
Final day to ask questions	June 1, 2015
Responses Due*	June 8, 2015, 4:30 pm
Review Panel and School Interviews	June 25 - 26, 2015
Notice of Intent to Award	July 2015

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

INFORMATION SESSION AND RESOURCES

RFI Intent to Apply Information Sessions

The City will conduct optional information sessions. Schools are highly encouraged, but not required, to attend. The information sessions provide an opportunity for DEEL to review the RFI Intent to Apply submission requirements and for schools to ask questions and clarify any issues. Schools should review the RFI Intent to Apply Application process prior to attending the information session(s) and be prepared to raise any concerns at the meetings.

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

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 these sessions and bring a copy of the RFI Intent to Apply Application with you.

Date	Time	Location
May 21, 2015	4:00-5:30 p.m.	2100 Building Room A 2100 24 th Avenue South Seattle, WA 98144
May 26, 2015	8:00-9:30 a.m.	2100 Building Board Room 2100 24 th Avenue South Seattle, WA 98144

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 DEEL’s website (<http://www.seattle.gov/education/about-us/community-partners>) to view a list of approved providers and their Request for Program Information (RFPI) and one-page overviews, if provided.

RFI Intent to Apply Questions and Answers

If you need further information or have additional questions regarding the RFI Intent to Apply Application, please email Isabel.Munoz-Colon@seattle.gov. All RFI Intent to Apply questions must be submitted via email by June 1, 2015. DEEL 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/education/about-us/funding-opportunities>.

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 Intent to Apply Application submission:

- 1) Attachment 1: Cover Sheet
- 2) Attachment 2: School Narrative
- 3) Attachment 3: Data Sample
- 4) Attachment 4: Signed Principal Commitment Letter
- 5) Attachment 5: Signed Letter from SPS Executive Director (ED)
- 6) Attachment 6: School Staff Participating in Phase II of RFI Process
- 7) Attachment 7: Signed Letter from Community Partners

ATTACHMENT 1: COVER SHEET

ELEMENTARY SCHOOL INNOVATION RFI

School Information:

School name:	
School address:	

Principal's Contact Information:

Name:	
Day/Work phone:	
Email address:	

Additional Staff Member's Contact Information:

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

ATTACHMENT 2: SCHOOL NARRATIVE

*Responses to the School Narrative are to be between **2 to 5 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 5 pages will not be read.*

The School Narrative serves three 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.
2. To help reviewers understand the schools' successes and challenges.
3. To help determine a school's ready and willingness to participate in the RFI process, implementation of gap closing strategies and on-going collaboration with DEEL and other Levy-funded schools.

Please include any background information that will help reviewers better understand your school context and proposed levy strategies. Applicants should address the following in the School Narrative section:

- What are your current goals and/or outcomes for your students and your school?
- What groups of students would be the focus of your Levy investment and why? Describe the academic and nonacademic needs of the students and the barriers faced by the school to address those needs.
- What are the unique qualities of your school that should be considered by reviewers when evaluating your readiness to participate in the RFI process? What should be known about the school leadership including the principal, career ladder teachers, and other key staff, that reflects a willingness and capacity for working on significantly closing the gap?
- 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?
- What is a specific example of when you have used data to diagnose student needs, developed and implemented an intervention strategy, monitored progress, and, if applicable, made course corrections? Then describe the results you achieved.

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 SAMPLE

Schools **must provide some examples** that demonstrate how the school uses data to identify student needs, assess student mastery, and/or measure progress towards goals. **The data sample(s) does not have a 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 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 Intent to Apply Application.

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

- Insert a header titled "[Applicant Name] Attachment 3: Data Sample" onto each page.
- Staple data samples in order with the other attachments.

ATTACHMENT 4: PRINCIPAL COMMITMENT LETTER

The document below highlights the Elementary Innovation School RFI process expectations. The purpose of this document is to identify the 2016-17 school year requirements. Review the requirements below and discuss them with your school community. Please email Isabel.Munoz-Colon@seattle.gov with any questions.

By signing this document, the principal agrees to the terms and conditions of participating in the RFI process.

1. Designated Levy Contact Person(s) and Oversight Team

- The principal will manage or designate a key individual(s) to participate in the Levy RFI process as described Exhibit A.
- The principal or his/her designee(s) will **meet at least once a month** with the Elementary School Levy Consultant to work on the school's Levy RFI separate from the Technical Work Sessions. Each school will be responsible for bringing information and materials such as student data to the monthly meetings that will assist in the completion of the RFI.

2. RFI Technical Work Sessions, Retreats, and Professional Development

- Attend the information session in August 2015 that will describe Phase II of the RFI process.
- The principal/assistant principal and other key member of the Levy team must attend all four RFI technical workshops described in Exhibit A.
- The principal may attend the four Principal Professional Learning Communities (PLCs) coordinated and led by Elementary School Levy Consultant.
- School staff members may participate in additional Levy-funded professional development opportunities throughout the year.

3. Collaborating with Step Ahead and Health Providers

- The principal will identify a key school contact person who will collaborate with on-site or feeder City of Seattle Step Ahead preschool providers (as applicable) in Phase II development of the RFI process.
- The principal will identify a key staff contact person(s) who will collaborate with the Levy-funded school-based health provider (as applicable) in Phase II development of the RFI process.

Principal Name _____

Principal Signature _____

Date _____

ATTACHMENT 5: SPS EXECUTIVE DIRECTOR LETTER

The SPS Executive Director is an important partner in the success of a school participating in the Elementary Innovation RFI process. For this reason, DEEL is asking the SPS Executive Director to play an integral part in supporting Insert School Name Here as it develops its RFI application.

Signing this letter confirms that you, as the SPS Executive Director, believes that Insert School Name Here meets the following characteristics of a strong RFI process participant:

- Principal has a track record of success leading a multidisciplinary team in providing interventions for struggling students.
- Principal has a history of managing a system of interventions that have led to the improvement of student academic performance.
- Principal or assistant principal is staying for the 2015-16 school year and likely the 2016-17 school year.
- Principal and school team have the capacity to take Phase II Levy planning process over the course of the 2015-16 school year.
- Principal continually demonstrates a growth mindset and willingness to collaborate on examining gap-closing strategies.

As the SPS Executive Director, you commit to support Insert School Name Here in the following ways:

- Participate (or send designee to participate) on the review panel that will review, discuss, and recommend to the Mayor’s Office the schools to move into Phase II of the RFI process.
- Attend the information session in August 2015 that will describe Phase II of the RFI process.
- Review and provide feedback on the final RFI submitted by the school to DEEL in winter 2016.
- Partner with DEEL team on a plan to support the school if there are any leadership changes.

SPS Executive Director Name _____

SPS Executive Director Signature _____

Date _____

ATTACHMENT 6: SCHOOL STAFF PARTICIPATING IN RFI PROCESS

Please include the name, staff role, and email that will likely participate in Phase II (Workshops and Technical Assistance) of the RFI process.

	Staff Name (Last, First)	Staff Role	Email Address
Ex.	<i>Example, Jane</i>	<i>Lead Teacher</i>	<i>jpexample@seattleschools.org</i>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

ATTACHMENT 7: COMMUNITY PARTNERS PARTICIPATING IN RFI PROCESS

If applicable, please identify the community partner(s) that will be part of Phase II (Workshops and Technical Assistance) in the table below.

	Agency Name	Current or New Partner	Staff Name (Last, First)	Staff Role	Email Address
Ex.	<i>ABCD Tutoring</i>	<i>New</i>	<i>Example, John</i>	<i>Site Coordinator</i>	<i>John.example@abcd.com</i>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

**PROCESS AND CRITERIA FOR EVALUATING RFI
INTENT TO APPLY APPLICATION**

Part I: Technical Compliance Review

An Intent to Apply Application for RFI submission must contain the Technical Compliance 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. DEEL 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 RFI – Intent to Apply applications where clarification is needed. DEEL reserves the right to screen applicants without further discussion of the application submitted.

Compliant	Technical Compliance Checklist
<input type="checkbox"/> Yes <input type="checkbox"/> No	Submitted on time (by 4:30 p.m., June 8, 2015)
<input type="checkbox"/> Yes <input type="checkbox"/> No	Submitted 6 hard copies to DEEL
<input type="checkbox"/> Yes <input type="checkbox"/> No	Submitted electronic copy to Education@seattle.gov on time
<input type="checkbox"/> Yes <input type="checkbox"/> No	Submitted electronic copy correctly: PDF or Word
<input type="checkbox"/> Yes <input type="checkbox"/> 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
<input type="checkbox"/> Yes <input type="checkbox"/> No	Attachment 1: Cover Sheet - Cover sheet completed
<input type="checkbox"/> Yes <input type="checkbox"/> No	Attachment 2: School Narrative does not exceed 5 pages
<input type="checkbox"/> Yes <input type="checkbox"/> No	Attachment 3: Local School-Level Data Sample is completed.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Local School-Level Data Sample does not include identifiable student information and meets the guidelines outlined in Attachment 3.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Attachment 4: Principal Commitment Letter signed.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Attachment 5: Executive Director Letter signed.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Attachment 6: School Staff Participating in RFI Process is completed.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Attachment 7: Community Partners Participating in RFI Process is completed.

Part II: Rating RFI Intent to Apply Applications

All technically compliant RFI Intent to Apply Application 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. School Narrative – Attachment 2	
<ul style="list-style-type: none"> • School identifies and provides a rationale for choosing specific focus student population. • Demonstrates clear understanding of possible barriers to student success and strong potential for effectively navigating those barriers. 	20

<ul style="list-style-type: none"> 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. 	
2. Data Sample – Attachment 3	
<ul style="list-style-type: none"> 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. Data Sample illustrates either how focus student were identified or how school uses data to systematically track student progress. 	5
3. Other Factors – Not Submitted by School	
<ul style="list-style-type: none"> School’s level of need as defined by student achievement and demographic data. Principal’s past administrative experience. School’s historical student performance. 	25
Maximum Rating	50

Evaluation Process

As part of the evaluation process, DEEL may ask applicants to participate in an in-person interview to provide additional information. Please see the timeline on Page 3 to confirm dates on which these interviews will occur. Schools should bring key people and relevant partners to these meetings. Please limit the number of attendees to 5 people.

SCHOOL APPEALS PROCESS

The Department of Education and Early Learning (DEEL) will notify applicants in writing of the acceptance or rejection of the submittal, and, if appropriate. 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 DEEL’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 the Intent to Apply phase of the RFI process.
- Failure to adhere to published criteria and/or procedures in carrying out the Intent to Apply phase of the RFI process.

Appeals must be sent by mail or by e-mail to:

Holly Miller, Interim Director
 Department of Education and Early Learning
 700 5th Avenue, Ste. 1700
 P.O. Box 94665
 Seattle, WA 98124-6965

OR

holly.miller@seattle.gov

The DEEL 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 DEEL

Director (or her designee) will be sent within four (4) business days of the receipt of the appeal. This decision is final.

RESPONSE SUBMISSION

Paper and electronic responses must be received by Monday, June 8, 2015 at 4:30 p.m. Please mail or hand-deliver **six (6) paper copies** of your RFI Intent to Apply Applications to the address provided below. All RFI Intent to Apply Application 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 Intent to Apply Application.
- Do not include Annual Reports.
- Do not include student-identifiable data.

1. Submit six (6) paper copies:

By US mail: Department of Education and Early Learning
RFI – Elementary School Innovation
P.O. Box 94665
Seattle, WA 98124-6965

Hand-deliver
or FedEx/UPS: Department of Education and Early Learning
RFI – Elementary School Innovation
Seattle Municipal Tower
700 5th Avenue, Suite 1700
Seattle, WA 98104

2. Email an electronic copy to: Education@seattle.gov

- You will submit one file only: (1) RFI Intent to Apply Application in MS Word or Adobe PDF
- Please use the following naming convention for the electronic files:

RFI Intent to Apply: *SchoolName*_ElementaryRFI_ITA.

Example: *XYP_ElementaryRFI_ITA*

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

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

**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 DEEL 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 eligible to partner with Levy-funded schools to assist with the school's 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/education/about-us/funding-opportunities> for additional information regarding the RFQ process and approved entities. Currently approved RFQ organizations are listed on the DEEL website.

DEEL 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/education/about-us/community-partners> 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

DEEL invites schools to apply for Elementary School Innovation Levy funding through the Request for Investment (RFI) Intent to Apply Application 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.

The RFI process consists of the following three phases:

Phase I: Intent to Apply Application

DEEL will release an Intent to Apply Application in May 2015. Eligible elementary schools will submit the following:

- List of staff and community-based organizations (CBOs) on their Levy application team
- Brief narrative of why the school would be a strong candidate for Levy funding

- Signed partnership agreement letter(s) from CBOs, if there is a pre-established partnership.
- Signed SPS Executive Director Letter
- Signed Principal Commitment Letter that acknowledges the need for a collaborative approach with DEEL staff and Elementary School Levy Education Consultants on Levy-related work.

The Intent to Apply Applications from schools will be due in early June 2015. A team made up of DEEL and SPS Staff (Executive Directors and SPS departments' staff: Curriculum & Instruction, ELL, Title I/LAP, Community Partnerships, Early Learning) will review the applications submitted by eligible schools and identify the strongest candidates to move to Phase II.

Before finalizing the list of candidates, the school teams will be interviewed to clarify any outstanding questions and confirm their ability to participate in the next phase of the process. There will be up to six slots available for 18 eligible schools in the 2016-17 school year.

Phase II: Workshops and Technical Assistance to Develop the RFI

DEEL, in partnership with SPS staff, will conduct a series of workshops beginning in mid-August 2015 targeted toward each topic of the RFI Intent to Apply Application. School teams are required to attend all four workshops. Workshops will range from two to three hours depending on the topic area. The first part of each workshop will be a presentation from DEEL and/or SPS staff with the rest of the time devoted to school teams to work on their RFI planning documents. Between workshops, school teams will have access to Elementary School Levy Consultants that will support teams as they finalize their draft plans. An information session with more details about each workshop will be held in August of 2015. Note that dates listed below for workshops are subject to change.

Mandatory Workshops

Workshop #1: Topic – Data Access and Analysis

This workshop will guide schools through analyzing state, district, and school level data, identifying focus students, and diagnosing academic and nonacademic needs that prevent students from being successful. School teams will receive custom data reports from DEEL staff and support from SPS staff on how to access reports in the Academic Data Warehouse and PowerSchool.

In addition, community-based partners will receive information on applying for and gaining access to data of students that they serve. Staff from community-based organizations will also be given training on using Excel for basic data analysis.

Date: Fall 2015 – After October 1 enrollment data is available

Workshop #2: Topics English Language Learner, PreK-3 Alignment, and Social, Emotional, Behavioral and Family Support Plans

School teams will conduct a brief self-assessment related to English Language Learners, PreK-3 Alignment, and Social, Emotional, Behavioral and Family Support Plans and develop a plan to strengthen their work in these areas. Schools can choose one or all of these areas to work on during the workshop. Staff from DEEL, SPS, and Public Health – Seattle & King County will be available to support staff as they identify areas needing improvement and develop strategies to address those needs.

Date: Fall 2015

Workshop #3: Developing Work Plan

This workshop will support schools in identifying appropriate interventions that address needs of focus students, roles and responsibilities of delivering proposed strategies, and how other funds can be leveraged to support implementation. School teams will be given a list of interventions identified by DEEL and SPS staff currently being used in schools successfully supporting similar focus populations.

Date: Winter 2016

Workshop #4: Management and Oversight Plan

Schools will develop a plan on how their Levy team members will monitor progress toward identified goals and modify strategies and approaches based on regular and systematic feedback. Schools will be given examples of how other schools have implemented data monitoring process and systems. They will also identify how data will be shared with community partners.

Date: Winter 2016

Phase III: Final Review and Approval

Schools will submit their final RFI plan in winter 2016 to DEEL. DEEL will convene a panel of outside experts to review the RFI plan submitted by school teams that have completed Phases I and II of this process. Reviewers will use RFI criteria to review RFI plan and provide final feedback on any portion of RFI plan that need adjustments or changes. RFI criteria will be provided during the information session in August and will cover each of the elements of the RFI.

**EXHIBIT B:
ELIGIBLE SCHOOLS**

The following list shows the elementary schools eligible to apply for Levy Innovation investments.

Schools Eligible to Apply for RFI Intent to Apply Application	Schools with Conditional Funding	Schools Funded in 2015-16 SY
Broadview-Thomson Dunlap Hawthorne John Muir Kimball Leschi Licton Springs Lowell Maple Martin Luther King, Jr. Pinehurst Rainier View John Rogers Stevens Van Asselt Viewlands	Emerson Sand Point	Bailey Gatzert Beacon Hill Concord Dearborn Park Graham Hill Highland Park Madrona Northgate Olympic Hills Roxhill Sanislo South Shore West Seattle Wing Luke

**EXHIBIT C:
KEY TERMS FOR RFI INTENT TO APPLY APPLICATION**

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 2016-17 school year.

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

Innovation schools must address each of the following four Key Components in their RFI Intent to Apply 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 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.

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 the list of providers) on:

- Joint preK and kindergarten enrollment nights and other transition events.
- Systems to share information and academic data, as appropriate.
- 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 ELO 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 that require an 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 on Page 19.
- 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.

**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 International School 2820 South Orcas St., Seattle 98108	(206) 725-8771
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 3327 Beacon Ave. S., Seattle 98144	(206) 725-9740
11	Denise Louie Education Center, International District 801 South Lane St., Seattle 98104	(206) 621-7880
12	Denise Louie Education Center, Lake Washington 9061 Seward Park Ave. S., Bldg 16, Seattle 98118	(206) 721-0214
13	Educare Early Learning Center 625 SW 100th St., Seattle 98146	(206) 716-8800
14	El Centro de la Raza José Martí Child Development Center 2524 16th Ave. S., Seattle 98144	(206) 957-4619
15	Hoa Mai Bilingual Preschool 2915 Rainier Ave S., Seattle 98144	(425) 272-5936
16	Little Eagles Child Development Center 1000 2nd Ave. Suite 204, Seattle 98104	(206) 382-9869
17	Neighborhood House High Point 6400 Sylvan Way SW, Seattle 98126	(206) 461-8430 x247
18	Refugee Women's Alliance (ReWA) – Beacon 6230 Beacon Ave. S., Seattle 98108	(206) 723-3304
19	Seed of Life Center for Early Learning & Preschool, LLC 4728 Rainier Ave S., Seattle 98118	(206) 726-6001
20	Seed of Life Center for Early Learning & Preschool, LLC at Martin Luther King Jr. Elementary School 6725 45th Ave S., Seattle 98118	(206) 722-3509
21	South Shore PreK-8 School 4800 S. Henderson St., Seattle 98118	(206) 252-7600
22	Southwest Early Learning Bilingual Preschool 5405 Delridge Way SW, Seattle 98106	(206) 913-2980