

**COVER SHEET**

**Organization Information:**

Organization name: Powerful Schools

Organization address: 3401 Rainier Ave South – Suite C, Seattle, WA 98144

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship:

Washington State Non-Profit Corporation

**Application Components and Checklist (submit in this order)**

- Cover Sheet
- Key People
- Previous Experience
- Tracking to Success
- Women and Minority Inclusion; Non-discrimination

**Contact Information:**

Contact person: Tre' Maxie

(please print clearly)

Title: Executive Director

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Signature: \_\_\_\_\_



Date: 2/10/2012

Additional information is provided in Attachment 3.

## **Key People**

Powerful Schools is led by Tre' Maxie, who has spent over a decade leading non-profits focused on the development of underrepresented children and youth. Tre' was recently appointed to Position 5 on the Washington State Board of Education (SBE), which provides strategic oversight for K-12 education in WA State. The Powerful Schools leadership team includes Education Director, Jeannie Collins-Brandon, Extended Learning Director, Debbie McGibbon and Development Director, Jenn Daly. Jeannie and Debbie, who oversee daily education programs, have over 30 years combined experience in the education field.

## **Previous Experience**

During the 2010-11 school year, Powerful Schools served 4,012 children from 12 public elementary schools and five CDSA pre-schools. Of the 4,012 students we reached during the 2010-2011 school year, 86% of them were children of color, while 28% were English Language Learners (ELL). On average, 68% of the students served by Powerful Schools qualify for free or reduced lunches.

Powerful Schools' mission is to reduce the academic achievement gap by creating strong partnerships with public schools and pre-schools to help children thrive. Through targeted academic intervention, in and out-of-class extended learning, family engagement, transition and readiness, and professional development for teachers we are ensuring that all children succeed both in and out of school. At the core of our strategy are partnerships with high needs pre-schools and elementary schools to provide early academic, enrichment and targeted support to low income and ELL children and their families who are at-risk for failure in school. We empower children and families with effective researched based early academic support and high quality programs that also help young children to develop socially and emotionally. While children who leave elementary school below grade level are less likely to achieve academic success, particularly graduation from high school, the results of our early investment in a child's life are astonishing. The academic and social gains made in the early school years often persist beyond pre-school and elementary school, continuing well into a child's high school and post-secondary years.

Therefore, our expanded learning approach focuses on:

- 1.) Transition and Readiness (Pre-K to Kindergarten and 5<sup>th</sup> to middle)
- 2.) Academic intervention for struggling students
- 3.) Creating extended learning opportunities
- 4.) Professional Development for Teachers

Our theory of change is that when a child is prepared for kindergarten, motivated and engaged in school, receives strong in-class instruction, and is supported by parents and/or guardians who are engaged in their education success, their likelihood of future success in middle and high school dramatically increases.

The programs and results are as follows:

- 1.) Transition and Readiness:** Prepare students/ families for school and transition

**Goal:** *Empower all students with strong academic, social and emotional skills; Engage all students through strong, differentiated instruction; Teach all students to express their ideas and their learning through multiple means.*

**Key Outcome:** *Students and their parents are prepared for transition (Pre-k to Kindergarten and 5<sup>th</sup> to middle).*

**Recent Success:** *87% of children met or exceeded growth goals for their age group. In partnership with Seattle Public Schools, over 660 families attended early enrollment nights at six locations, resulting in 303 students enrolled early for Kindergarten next fall.*

**a.) Pre-K to K Approach:** A key component is to identify low income & ELL preschool students in the spring of their pre-K year that will likely need additional reading supports as they transition into and through kindergarten. If these students matriculate to one of Powerful Schools Title 1 elementary school partners, they will be targeted for early intervention and assessed for our Reading Intervention tutoring program—a 1:1 tutoring program that supports the primary grade students who score the lowest on the State and District reading assessment test. Students served in this kindergarten program will be students also identified for supports through the Family Support Worker (FSW) program. Powerful Schools also partners with Seattle Public Schools at their Early Enrollment Nights to provide families with children entering kindergarten with early transition resources & activities to help them prepare for success in school. The support to families continues by Powerful Schools after children enter kindergarten. In addition to families, we also offer professional development for pre-school teachers and kindergarten teachers to help build a connection between the pre-K and kindergarten curriculum & school environment.

**b.) 5<sup>th</sup> to Middle School Approach:** Powerful Schools helps 5<sup>th</sup> graders and their families prepare for middle school through our Transition Nights, which provide an opportunity for 5<sup>th</sup> graders and their families to ask questions to Powerful Schools alumni (now in middle school) about their middle school experiences, while parents had a chance to engage with other parents and educators. Powerful Schools also planned and executed several middle school field trips in recent years, including a very successful 5<sup>th</sup> grade transition dinner attended by over 65 Hawthorne fifth graders and their families. Participants received information from middle school teachers and students, and were given the opportunity to ask questions. This allows for both students and families to become more familiar with the expectations of middle school, helping to facilitate a smooth transition from 5<sup>th</sup> to 6<sup>th</sup> grade.

**2.) Learning Intervention:** Academic intervention for struggling readers

**Goal:** *Empower the lowest performing students with strong academic skills.*

**Key Outcome:** *Students are proficient on reading MAP.*

**Recent Success:** *68% of students met or exceeded growth goals for their grades. On average, our Kindergarten- 3<sup>rd</sup> grade students gained 17 points between their first and last MAP test, while the national average gain is 11.77*

*points. On average, 80% of our children achieved grade level proficiency or higher within one school year, based on the state reading assessment (MSP).*

**Approach:** Collaborating with Teachers and Family Support Workers, students who score significantly lower on the Reading MSP and/or reading MAP are targeted for our program and receive supplemental reading support from a trained reading tutor for 30 minutes four days a week at school. Students receive intensive individual instruction from the same reading tutor until they graduate out of the program. The tutors follow an explicit curriculum that focuses on skills that are prerequisites for learning to read. These include: **Letter sound correspondence**—learning the names and the sounds of the letters in the alphabet. **Phoneme segmenting**—Students learn how to separate words into their individual sounds. **Decoding**—The most important skill that students learn with their *Sound Partners* tutor is the strategy to sound out words that the student does not already know by sight. **Irregular/sight words**—Students learn to read high frequency sight words that appear often in their early reading texts. **Spelling**—Students practice spelling words composed of letter sounds that they have already mastered. **Reading practice**—Students who are struggling with early reading skills need a lot of oral reading practice. In addition, students earn a book of their choosing at the end of each ten lessons, so valuable home libraries continued to be built across the year. In connection with our tutoring, we provide Literacy Nights for students and families. These evenings provide parents with information about the program and curriculum, the opportunity to meet their child’s tutor and discuss progress, and training for supporting their child’s reading at home.

### **3.) Extended Learning Opportunities**

**After-school Approach:** Powerful Schools offers a variety of school aligned after-school and summer classes that are designed to promote the academic, social and emotional development of children. During the school year we provide a site coordinator at each of our after-school sites to manage classes that are offered 2-3 times per week in two, one hour blocks. After the last school bell, children who registered for after-school classes report to the school cafeteria, where attendance is taken. Students have 15 minutes to eat a snack provided by Powerful Schools, after which our after-school instructors escort their students from the cafeteria to the classroom. Our after-school instructors are high quality and include certified teachers, renowned artists and college professors. Aligning with teachers at the schools has proven to be very beneficial in increasing student accountability in our classes, especially homework center. In order to ensure strong alignment of our classes, Powerful Schools requires regular meetings with a school advisory network (includes Principal, FP, FSW, Counselor, PTA rep) on the selection of class offerings, reserving classroom space, targeting “at-risk” students for specific classes (such homework center and reading classes) and monitoring student progress. Because of the depth of our external partnerships, we provide a wide range of classes such as chess, wacky science, healthy eating around the world, foreign language, basketball,

circus, explorations in math, and the science of boats. Many of our classes culminate in learning field trips. We coordinate every detail of field trips, including transportation. Past field trips have included the University of Washington, Woodland Park Zoo, and Center for Wooden Boats. During the UW field trip, students and parents toured the campus, ate lunch with Dream Project students, and asked questions about college life. For most, this was their first visit to a college campus. Parents and students alike commented on the richness of having the opportunity for their child to tour a college campus for the first time!

**Summer School Approach:** Similar to our after-school classes, site coordinators are assigned to each school-based site to manage after-school classes. The school aligned classes are a combination of enrichment and academic topics. The alignment process includes the School Advisory Network (includes Principal, FP, FSW, Counselor, PTA rep). The classes are offered five days a week for 3-6 weeks at a time. Because of the increased dosage during summer, we provide classes that are also targeted at preventing “summer lost.” Students are assigned to leveled classes based on their end year reading MAP score. Our lowest level students receive more intensive, individual reading instruction. Our summer sessions also include activities that engage families in supporting their child’s education. Our high quality instructors include certified teachers, teaching artist and retired teachers.

**4.) Professional Development for Teachers Approach:** Powerful Schools offers multi-year professional development support to schools, tailoring workshops and in-class coaching to meet the instructional needs of teachers and students. We assign an experienced writing coach to teachers’ classrooms to model and teach effective writing instruction with the teachers’ own students. The most frequent genres include: personal narrative, family stories, how-to books, pattern books, poetry, and persuasive essays. Ideally, our in-class coaching is across every grade-band in the school to help align writing instruction across grades. In this way, students receive consistent instruction as they move through grades, with each year building upon the last and toward the next. Teachers work in grade-band teams as they acquire new instructional skills and deepen their understanding of the work.

References include:

Caryn Swanson	CDSA	caryn@communitydayschool.org
Stan Jaskot	Principal, Northgate Elem.	scjaskot@seattleschools.org
Sonja Griffin	City of Seattle	sonja.griffin@seattle.gov
Awnie Thompson	Principal, John Muir Elem.	ajthompson@seattleschools.org
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The challenges to the children served by Powerful Schools are elevated by circumstances outside of their control, specifically poverty, limited English, and single

parent households. The resources for these students and their schools continue to diminish due to the challenges of the current economic climate. During the 2011-2012 school year, we estimate the effects of more education cuts will increase the demand for our programs and that we will serve well over 4,000 children.

### **Tracking Success**

Our key data points for tracking success include: 1.) Students making annual typical growth of reading MAP 2.) Students achieving grade level proficiency on State reading assessment 3.) student assessment on Peabody Picture Vocabulary Test (PPVT) 4.) Student attendance and behavior 5.) Family participation feedback and participation rates

Each of our programs has multiple assessment and evaluation indicators that map to key outcome goals. Our key outcome goals are researched based and align with the Community Center for Education Results (CCER) "Road Map," a local initiative shared by Seattle Public Schools and all of the S. King County School District's to increase outcomes for kindergarten readiness, 3<sup>rd</sup> grade reading proficiency, middle school preparedness, and college/career readiness. In addition, we review ongoing formal evaluation from parents/guardians, principals, and teachers that are administered after each activity. This information helps us to measure our real-time effectiveness. We use a variety of formal and informal researched-based assessment and evaluation tools that include the following:

**State & District Assessment Tools:** Measure of Academic Progress (MAP) and the Measure of Student Progress (MSP) tests.

**Industry Assessment Tools:** Sound Partners Mastery and Quick Reads test created by the Washington Research Institute.

**National Assessment Tools:** Peabody Picture Vocabulary Test and the 21<sup>st</sup> Century Skills developed by Department of Education and the partnership for 21<sup>st</sup> Century Skills. Starting in the 2012- 2013 school year we will add the WaKIDS assessment, which was recently adopted by WA State to assess children meeting age-level expectations.

**Surveys & Anecdotes:** Student, parent and teacher surveys, created both in-house and by external evaluators, which provide crucial feedback on our programs.

The frequency of data review varies depending upon our program curriculum. However, the most frequent data monitoring is in our reading intervention program. Each segment of lessons includes a mastery test that is given every 10 lessons to monitor student progress. These curriculum-based tests allow the tutor to monitor student mastery of content. Student performance at less than 90% mastery will indicate added review of specific skills. The results of weekly monitoring are that students receive individual instruction at their level, and tutors can accelerate instruction at the pace of the student as they demonstrate increased mastery.

Powerful Schools has adopted and follows the City of Seattle's policy for Women & Minority Inclusion and non-discrimination in hiring.

Powerful Schools  
Sample Data Report

Dunlap Name	Number	FALL	WINTER	SPRING	Starting	16-Dec	Number	#####	Number	4/14/2011	Number	Final	Number	Total			
	of years	MAP	MAP	MAP	Lesson	Lesson	of days	Lesson	of days	Lesson	of days	Lesson	of days	Days	DRA	Comments/Date	Tutor
Grade	In PR	ELL	RIT	RIT	Number	Number	tutored	Number	Tutored	number	Tutored	Number	Tutored	Tutored	Fall/Spring	Exited Program	
1	1		148	163		1	33	28	47	27							
1	1		144	149		1	25	27	39	19				A/			
1	1		148	147		1	30	27	45	25				3/			
2	1		161	182		36	55	30	75	21				3/			
2	1		164	171		40	75	30	104	26				4/	March graduation		
2	1		150	168		27	46	27	56	20				2/			
1	1		137	141		1	36	29	53	23				4/			
1	1		126	156		1	41	36						2/			
1	1		155	186		40	90	25						16/	skipped ahead/Dec. graduation		
2	1		143	159		35	47	11	73	25				6/	started 11/29, compreh. Issues		
2	1		172	183		35	54	26	72	25				6/			
2	1		166	169		40	63	26	84	20				8/	April graduation		
2	1		135	148		23	47	31	53	21				1/	slow progress		
2	1		163	170		37	53	29	70	25				12/			
2	1		165	178		40	60	29	79	21				8/			
2	1		174	187		49	59	11	96	23					March graduation		
1	1		140	159		1	37	27	52	24				2/			
1	1		130	132		1	46	30						2/	1 month vacation		
1	1	NS	148			1	25	19	39	19				2/	started ?		
1	1		146	155		1	35	25	46	17					high reader/dropped in March		
1	1		141	154		1	31	29	46	21				2/			
1	1		145	152		1	40	28	55	19				4/			
2	1		164	176		40	77	22						18/	10/27/10 started/grad. In Feb.		
1	1	NS	160			40	65	26	85	15					started 10/25/10		
2	1		164	166		35			58	20					started 1/6/11		
2	1		161	179		32			84	24				4/	started 1/3/11, grad. In March		
K	1		126	137		1			20	18					started 1/5/11		
K	1		136	141					26	19							
2	1		156	166		43			50	10				10/	started 2/2/11, was sub		
K	1		130	134		1			14	22							
K	1		147	151		27			45	23					started 1/5/11		
1	1		127	151		35			44	19					started 1/5/11		
1															was sub		
2																	

NS = No Score

DRA

A= Beginning Reader (lowest)

4/6 = Beginning 1st grade

14/16 = End of 1st grade

16/18 = Beginning 2nd grade

24 = End of 2nd grade