



SCHOOL BOARD ACTION REPORT

DATE: March 16, 2018
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Sharon Stone, Assistant Principal on Special Assignment,
Satterberg Administrator, smstone@seattleschools.org, (206) 909-1218
Cashel Toner, Executive Director of Curriculum, Assessment and
Instruction, cctoner@seattleschools.org (206) 252-0093
Dr. Kyle Kinoshita, Chief of Curriculum & Instructional Support,
kdkinoshita@seattleschools.org, (206) 252-0050

For Introduction: March 21, 2018
For Action: April 4, 2018

1. TITLE

Satterberg Foundation Elementary Feeder School Grant

2. PURPOSE

This Board Action Report details the grant to be received from the Satterberg Foundation in the amount of \$950,000 for the 2018-19 school year.

3. RECOMMENDED MOTION

I move that the Board authorize the Superintendent to accept the Satterberg Foundation Elementary Feeder School grant funds in the amount of \$950,000.

4. BACKGROUND INFORMATION

Background

Previously the Nesholm Foundation reached out to the Satterberg Foundation to share the widely recognized gap-closing successes from their “Kids in the Middle” investment at the three highest poverty middle schools in Seattle: Aki Kurose MS, Denny International MS, and Mercer International MS. As a result, the Satterberg Foundation then met with District and school personnel to discuss opportunities to partner together to expand that work.

The principals of the three middle schools identified one critical area of need that would greatly enhance the success of our students, particularly as it aligns to our district-wide focus on elevating the academics of our African American Males and other students of color: intervene earlier by focusing on the highest need feeder elementary schools. Although these three middle schools are doing some of the state’s most successful gap closing work, too many students of color are starting 6th grade far below standard in literacy and math. By intervening at our highest needs elementary schools, we should be able to close the gap even further.

In alignment with the theory of action for the Nesholm Foundation, the Elementary Feeder School Grant focuses on: developing teachers’ knowledge, skills and practices in reading and writing instruction; maintaining high professional standards; applying research tested

instructional practices; developing school leader skills in leading this instructional transformation.

The following are the 10 feeder elementary schools supported by the Satterberg Grant:

1. Aki Feeder Schools: Dunlap, Emerson, Graham Hill, Martin Luther King Jr.
2. Denny Feeder Schools: Concord, Highland Park, Roxhill, Sanislo
3. Mercer Feeder Schools: Hawthorne, Van Asselt

During the 2016-2017 school year, The Satterberg Foundation provided initial funding to begin supporting the elementary feeder schools. Using these funds, an SPS Executive Director purchased literacy materials for several feeder schools.

The first full year of implementation of the Satterberg Initiative has been the 2017-2018 school year. In June of 2017, a Certificated Administrator on Special Assignment was hired to develop and lead the Satterberg work, oversee and grow implementation of the initiative at 10 elementary schools and oversee three literacy coaches. To build upon and continue the momentum of the literacy work that the Early Learning Department had been doing, the Satterberg Initiative partnered with the Early Learning Department. In the summer of 2017, the Satterberg Administrator began to assess current literacy instruction in each building and began to chart a strategic plan for improving instruction and learning in the 10 feeder schools. A literacy coach was assigned to each of the three Middle School feeder patterns in order to lead literacy instructional support and professional development at the 10 elementary schools. The grant also supported leadership development, teacher professional development, texts, materials, and program support.

For year 2 (2018-19 school year), after careful analysis of data and feedback from stakeholders, we are considering adapting the model to include a fourth literacy coach. One more coach will allow us to provide more extensive and direct coverage to schools to build teacher capacity. The grant would also continue to support the Certificated Administrator position, leadership development, teacher professional development, building teacher and leadership literacy instructional practices capacity, texts, materials, and program support.

Background on the Satterberg Foundation: The Foundation's mission is to "strengthen our communities by promoting a just society and a sustainable environment." Their vision includes a "world in balance with vibrant communities in which all people enjoy the opportunity to grow and thrive." Included in that vision is access to education.

Alternatives

The main alternative to receiving this grant to enhance supports and resources for teachers and leaders around literacy instruction would be to rely on funds and professional development available through the Curriculum Assessment and Instruction department and through Title 1. Although this is the default option, this is not the preferred option due to limited resources within CAI and Title 1 (particularly given the current budget climate) and the amplified needs at high poverty schools for high quality professional development, materials, books, etc. and given the higher number of novice teachers.

Research

Background on the Nesholm Foundation Kids in the Middle Grant: Since 2002-03, the Nesholm Family Foundation has provided \$6.1M in total to the District, averaging \$475,000 per year, in support of the *Kids in the Middle grant*. This grant, awarded each year to the three highest poverty middle schools, Aki Kurose, Denny International, and Mercer, focuses on literacy improvements as the key to student learning and achievement. To this end, the *Kids in the Middle* initiative works to develop teachers' knowledge, skills and practices in reading and writing instruction; maintain high professional standards; and apply research tested instructional practice. Each of the three schools receives funds to increase reading and writing achievement. Use of the monies is earmarked for: an additional Assistant Principal to focus on literacy instruction at each building, professional development, supplies, texts, travel and other expenses approved by the Nesholm Foundation.

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will be an acceptance of funds in the amount of \$950,000. Funds are in direct support to elementary schools.

The revenue source for this motion is the Satterberg Foundation.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. **COMMUNITY ENGAGEMENT**

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

We have engaged principals and teachers in Tier 1 and Tier 2 community engagement in developing the grant proposal. Tier 3 community engagement with families and staff is an expectation as we implement the grant and improve teaching and learning in the area of literacy at the 10 elementary schools. Through parent literacy nights and student conferences, parents will learn strategies to support the strengthening of their children's reading and writing skills.

7. **EQUITY ANALYSIS**

The purpose of this grant is to promote educational equity in our highest poverty, most diverse schools by providing the resources needed (professional development, materials, books and coaching) to ensure high quality teaching and learning in every classroom and academic success for each and every student. Equitable outcomes desired from this grant are the closing of

opportunity and achievement gaps in our schools, where students regardless of race, Socio-Economic Status (SES), gender are achieving at the highest levels in literacy. We will be accountable for results to our students and families and will work with Research, Evaluation, and Assessment (REA) to monitor and evaluate our efforts.

8. **STUDENT BENEFIT**

As a result of these grant funds, students in the 10 identified schools will be given increased opportunities to experience high quality literacy instruction in every classroom. Students will experience more alignment of high quality instruction and pedagogy as well as assurances that they will be given access to high quality, standards-based core curriculum and intervention programs.

Accountability and Evaluation of Benefit for Students

As a part of this grant, we are committed to measuring progress in implementation and outcomes for students. In connection with the Curriculum Assessment and Instruction evaluation plan for the K-5 Literacy Curriculum Adoption and the Multi-Tiered Systems of Support implementation metrics, we will measure progress within the following categories twice a year (February/June) for the duration of the grant:

- Fidelity of implementation of core curriculum, tier 2 interventions and balanced literacy pedagogy in every classroom (as measured by observation)
- Student progress monitoring mid-year and end-of-year using agreed upon assessments, such as (1) Fountas & Pinnell Benchmark Assessment, (2) SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), and (3) Smarter Balanced Assessment
- Implementation of data analysis and progress monitoring systems in all 10 schools as part of Multi-Tiered Systems of Support initiative
- Improvements in Staff Climate Survey using items such as (1) Staff share a common understanding of instructional best practices; (2) I have access to strategies and materials to support all learners in my classes; (3) The school has a consistent process for identifying students who struggle academically; (4) The school implements a clear plan of action when a student struggles academically

9. **WHY BOARD ACTION IS NECESSARY**

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item

Other: _____

10. POLICY IMPLICATION

Per Board Policy No. 6114, *Gifts, Grants, Donations and Fundraising Proceeds*, Board action is necessary to accept a grant that exceeds \$250,000 per school year.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the C&I Committee meeting on March 13, 2018. The C & I Committee reviewed the motion and moved the item forward with a recommendation for approval by the full board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the District will move forward with setting up the grant funds, as outlined on the attached letter of commitment.

13. ATTACHMENTS

- Letter of commitment from the Satterberg Foundation
- Satterberg Scope of the Work Graphic
- Satterberg Schools Data
- Satterberg/Early Learning PD flyer



Satterberg Foundation Elementary Feeder School Grant

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While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Sharon Stone
Satterberg Administrator/ Curriculum & Instruction
smstone@seattleschools.org

The Satterberg B.A.R. requests the Board accept a \$950,000 grant from the Satterberg Foundation. The goal of the Satterberg Grant focuses on a Commitment to Racial Equity. The purpose of the grant is to promote racial equity in ten of our high poverty and most diverse schools by eliminating the literacy opportunity and achievement gaps. These ten schools were selected because they feed into three SPS Middle Schools: Denny, Aki, and Mercer. This B.A.R. includes the following attachments: Letter of Commitment, a two-page Satterberg Graphic depicting the Scope of the Work, Satterberg Schools data, and a Satterberg & Early Learning PD Flyer.

February 6, 2018

Michael Stone
Director of Grants, Fiscal Compliance and Strategic Partnerships
Seattle Public Schools
2445 3rd Avenue South
Seattle, WA 98124

Satterberg *foundation*

Dear Michael,

On behalf of the Board of Directors at the Satterberg Foundation I am pleased to inform you that a grant has been approved to the Seattle Public Schools for \$970,000 for support of the Elementary Feeder School Literacy Initiative (Satterberg Schools) for the 2018 – 2019 school year. Working with Carmella Dellino, Sharie Stone and the many talented educators in the district has been exciting, engaging and educational for our Foundation. We are very grateful for the opportunity to continue this partnership with you in support of this initiative. Below is the approved budget for the Elementary Feeder School Literacy Initiative during the 2018-2019 school year:

825 Securities Building
1904 Third Avenue
Seattle, Washington
98101

(206) 441-3045 phone
(206) 374-9336 fax
info@satterberg.org

Approved Budget for the Elementary Feeder School Literacy Initiative

Item	Description	Total
Salaries & Benefits	Administrator on Special Assignment (Literacy), includes COLA	\$180,000
Professional Development	Professional Development for Leaders and Teachers	\$100,000
Textual Materials	Classroom Libraries and Intervention Materials	\$100,000
4 Literacy Coaches	4 Literacy Coaches, includes COLA	\$550,000
Contractor	Project Oversight Extra Pay *	\$20,000
Miscellaneous	Printing, food, mileage, supplies, etc.	\$20,000
	Total Budget, including \$20,000 for Contractor	\$970,000

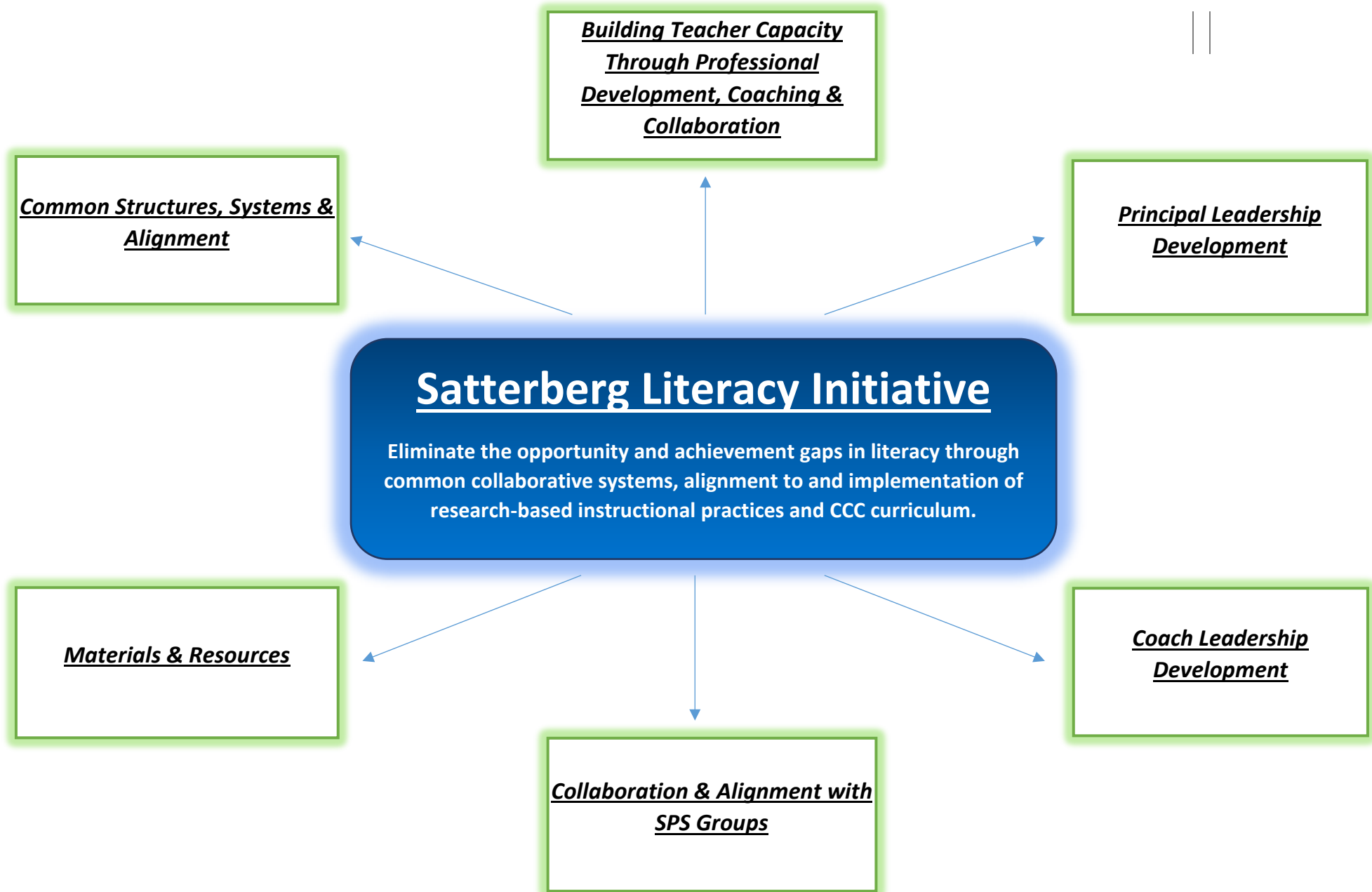
* Not included in SPS budget, but is paid directly by Satterberg Foundation

If you wish to discuss this grant please contact me at 206-441-3045 or sarahw@satterberg.org.

Sincerely,



Sarah Walczyk
Executive Director



The Satterberg Initiative

Goal: Eliminate the opportunity and achievement gaps in literacy through common collaborative systems, alignment to and implementation of research-based instructional practices and CCC curriculum.

- Develop teachers' knowledge, skills and practices in reading and writing instruction
- Maintain high professional standards
- Apply research tested instructional practices
- Engage community, families and staff
- Promote educational equity in our highest poverty schools
- Ensure high quality teaching and learning in every classroom and academic success for each and every student

Participants:

Scholars and families from 10 schools
Satterberg Foundation
10 Principals (monthly collaboration with Satterberg Administrator)
3 Principal Pathway Leads (monthly collaboration with Satterberg Administrator)
4 Executive Directors (monthly collaboration with Satterberg Administrator)
1 Consultant (continuous support)
3 Coaches (each supports 3 or 4 schools, weekly collaboration with Satterberg Administrator)
1 AP on Special Assignment as Satterberg Leadership Administrator

Common Structures, Systems and Alignment:

- Collaborative planning (Essential Standards, Assessments, Learning targets, Unit, Week, Day)
- Pacing Guide
- Data Protocols
- Small group instruction (K-5)
- Aligned Instructional Practices
- Common Pathway Professional Development
- Common Literacy Curriculum
- Ongoing collaboration between all participants

Building Teacher Capacity

Coaching:

- CCC Classroom Implementation support
- Small Group Instruction coaching and planning
- Using data analysis to inform instruction
- Embedded coaching: cycles per grade, 1:1 support, grade level team support

Professional Development Content:

- "In-time" PD
- Unit planning
- Small Group Instruction (REACH & follow up coaching & planning)
- Aligned Instructional Practices PD
- Data Analysis
- CCC Suites
- Balanced Literacy

Professional Development Collaboration:

- Pathway: Schools gather on one Early Release Day per month to collaborate
- Grade level teams & coach
 - Within a building
 - Across Pathways and all 10 schools
- Modified Lesson Study Labs
- Small Group Instruction Labs
- Embedded coaching

Coach Leadership Development:

- Professional Study during Team Meetings/ walk throughs with Satterberg Administrator
- REACH Coaching PD
- CCC Coaching PD
- Conference & Institute attendance

Principal Leadership Development:

- Pathway Collaboration (monthly)
- 3 Lead Pathway Principals represent each Pathway at planning meetings
- Satterberg Principal collaboration: focus on alignment and implementation (monthly)
- Individual monthly collaboration with Satterberg Administrator, including walk throughs
- REACH Literacy Leadership PD
- Conference attendance

Collaboration and Alignment with SPS Groups:

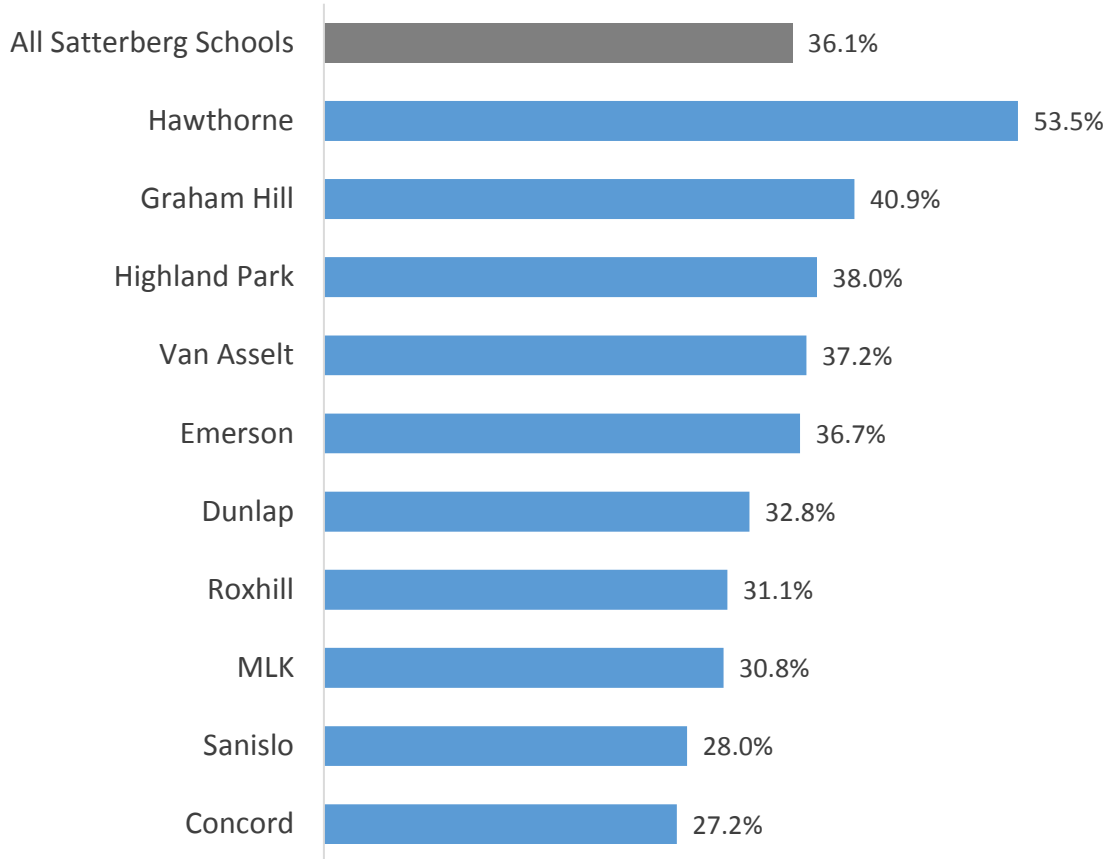
- C & I Depts.: Early Learning, ELA
- Grants: Title 1, Levy
- ELL and International Schools
- Student Support Services
- Strategies and Partnerships
- Executive Directors of Schools
- Middle School Leadership

Materials & Resources

- \$10,000 per building to purchase approved literacy materials (2017-2018)

Seattle Public Schools - Satterberg Schools 2016-17 Smarter Balanced and MAP Results

2016-17 Smarter Balanced ELA Results Satterberg Schools (Grades 3-5)



By Grade

	Grade 3	Grade 4	Grade 5	Grades 3-5 Combined
Concord	20.0%	30.4%	32.7%	27.2%
Sanislo	18.6%	28.0%	36.1%	28.0%
MLK	42.9%	31.3%	18.6%	30.8%
Roxhill	38.8%	29.2%	23.7%	31.1%
Dunlap	29.3%	44.1%	27.3%	32.8%
Emerson	40.0%	36.0%	33.3%	36.7%
Van Asselt	32.9%	39.3%	39.0%	37.2%
Highland Park	36.5%	29.3%	47.5%	38.0%
Graham Hill	48.9%	46.0%	23.1%	40.9%
Hawthorne	59.2%	56.9%	44.6%	53.5%
All Satterberg Schools	36.6%	37.6%	34.0%	36.1%

By Race/Ethnicity (Grades 3-5 combined)

	Asian	Black	Hispanic	White	Two or More	Native American	Pacific Islander
Concord	38.5%	42.9%	20.4%	30.1%	n<10	n<10	n<10
Dunlap	50.0%	19.3%	37.9%	n<10	n<10	n<10	n<10
Emerson	65.4%	26.8%	36.4%	33.3%	25.0%	n<10	n<10
Graham Hill	57.7%	15.8%	32.3%	69.0%	40.9%	n<10	n<10
Hawthorne	65.2%	36.4%	46.2%	78.4%	56.3%	n<10	n<10
Highland Park	54.8%	30.0%	23.6%	50.0%	47.8%	n<10	n<10
MLK	46.5%	26.0%	13.6%	n<10	27.3%	n<10	n<10
Roxhill	42.9%	33.3%	30.2%	30.0%	21.4%	n<10	n<10
Sanislo	42.3%	15.6%	20.0%	30.0%	50.0%	n<10	n<10
Van Asselt	52.4%	20.7%	10.5%	72.7%	30.8%	n<10	n<10
All Satterberg Schools	52.4%	25.1%	27.0%	53.1%	40.4%	18.2%	23.8%

By Program (Grades 3-5 combined)

	ELL	Not ELL	SPED	Not SPED	Low Income	Not Low Income
Concord	14.8%	40.0%	4.2%	30.9%	23.5%	40.5%
Dunlap	10.5%	43.2%	0.0%	37.1%	25.8%	57.7%
Emerson	16.2%	45.6%	33.3%	37.6%	30.8%	52.8%
Graham Hill	10.5%	51.4%	19.2%	45.5%	29.4%	66.0%
Hawthorne	29.0%	59.0%	22.2%	59.4%	35.6%	81.8%
Highland Park	16.1%	48.7%	14.3%	45.7%	32.0%	55.8%
MLK	8.3%	43.5%	16.7%	33.0%	22.1%	46.8%
Roxhill	5.3%	41.2%	20.0%	35.0%	28.8%	41.7%
Sanislo	0.0%	31.1%	13.8%	32.6%	20.5%	50.0%
Van Asselt	12.7%	46.2%	11.1%	41.9%	33.9%	48.2%
All Satterberg Schools	13.1%	45.7%	16.2%	40.6%	28.8%	56.3%

2016-17 MAP Results – Percent of Students Making Typical Growth

Fall to Spring

	KG	1st	2nd	3rd	4th	5th
Concord	<i>No Data</i>					
Dunlap	50.0%	35.0%	53.0%	-	-	-
Emerson	-	22.8%	10.7%	-	-	-
Graham Hill	<i>No Data</i>					
Hawthorne	-	36.1%	46.2%	-	-	-
Highland Park	<i>No Data</i>					
MLK	42.3%	41.7%	48.8%	35.0%	50.0%	16.7%
Roxhill	-	32.4%	17.3%	-	-	-
Sanislo	-	48.8%	33.3%	40.7%	47.6%	50.0%
Van Asselt	37.5%	55.1%	37.5%	36.5%	48.3%	21.4%
All Satterberg Schools	42.5%	39.4%	36.5%	38.7%	47.9%	33.8%

Spring to Spring

	KG	1st	2nd	3rd	4th	5th
Concord	-	18.0%	61.4%	35.1%	38.3%	-
Dunlap	-	25.8%	51.5%	22.2%	-	-
Emerson	-	18.2%	36.0%	66.7%	-	-
Graham Hill	-	40.7%	63.8%	58.3%	-	-
Hawthorne	-	48.7%	74.0%	25.0%	-	-
Highland Park	-	64.2%	-	-	-	-
MLK	-	36.1%	51.3%	28.2%	-	-
Roxhill	-	40.0%	44.7%	-	-	-
Sanislo	-	55.9%	56.1%	39.1%	-	-
Van Asselt	-	47.3%	38.0%	50.0%	30.4%	45.2%
All Satterberg Schools	-	40.6%	53.8%	38.5%	34.7%	46.0%

Department of Early Learning/Satterberg Literacy Initiative
Seattle Public Schools
Professional Development
2017-2018



School Year 2017- 2018

High Quality 3rd Grade

Participants: 3rd grade Early Learning Partnership Schools/Satterberg Literacy Initiative Schools

Focus: Teachers will participate in 3 Lesson Study Lab sessions that are based on current research, methodology, and instructional practices of small group reading instruction. The first session, Small Group Guided Reading Instruction, will focus on guided reading using instructional level text. The 2nd session, Small Group Guided Instruction with On-Grade Level Text will focus on small group instruction for students who are reading below benchmark. The 3rd session, Hybrid Lit Circles, will focus on small group instruction for students reading on and above benchmark. Each session will include demonstration lessons led by REACH, lesson planning and collaborative lab lessons.

Session 1	Cohort 1	Cohort 2
Small Group Guided Reading Instruction- using instructional level text	Date: Sept. 26, 2017 Location: Bailey Gatzert Time: 8:00am-3:00pm	Date: Sept. 28, 2017 Location: Martin Luther King Time: 8:00am-3:00pm

Session 2	Cohort 1	Cohort 2
Small Group Reading Instruction with On-Grade Level Text – for students reading below benchmark	Date: Oct. 17, 2017 Location: Bailey Gatzert Time: 8:00am-3:00pm	Date: Oct. 19, 2017 Location: Martin Luther King Time: 8:00am-3:00pm

Session 3	Cohort 1	Cohort 2
Small Group Reading Instruction Hybrid Lit Circles - for students reading on and above benchmark	Date: Dec. 5, 2017 Location: Bailey Gatzert Time: 8:00am-3:00pm	Date: Dec. 7, 2017 Location: Martin Luther King Time: 8:00am-3:00pm

Early Learning Vision

Children are in classrooms with a positive climate and with teachers who are ready and able to meet their needs by articulating and implementing high quality learning environments and instruction across PreK-5.



Additional Information
-Clock Hours Available

Questions
Katy Hestad
Department of Early Learning
PD Coach
kmhestad@seattleschools.org
206.252.0220

Department of Early Learning/Satterberg Literacy Initiative
Seattle Public Schools
Professional Development
2017-2018



High Quality 4th and 5th Grade

Participants: 4th and 5th grade teachers in Satterberg Literacy Initiative Schools

Focus: Teachers will participate in 2 Lesson Study Lab sessions that are based on current research, methodology, and instructional practices of small group reading instruction. The first session, Small Group Guided Reading Instruction, will focus on guided reading using instructional level text. The 2nd session, Small Group Guided Instruction with On-Grade Level Text will focus on small group instruction for students who are reading below benchmark. Each session will include demonstration lessons led by REACH, lesson planning and collaborative lab lessons.

Session 1	4 th Grade	5 th Grade
Small Group Guided Reading Instruction- using instructional level text	Date: Nov. 28, 2017 Location: Graham Hill Time: 8:00am-3:00pm	Date: Nov. 30, 2017 Location: Highland Park Time: 8:00am-3:00pm

Session 2	4 th Grade	5 th Grade
Small Group Reading Instruction with On-Grade Level Text – for students reading below benchmark	Date: Jan. 16, 2018 Location: Graham Hill Time: 8:00am-3:00pm	Date: Jan 18, 2018 Location: Highland Park Time: 8:00am-3:00pm

Building Aligned Instructional Practices

Participants: Satterberg Literacy Initiative School Teachers in Grades Kindergarten-5th Grade

Description: This session is designed for teachers to participate in professional development to help build vertical alignment of instructional practices across grade levels and across schools. Each month 1 teacher from each grade level will participate as a member of their school-based team. After each session, the participants will share the content from the session with their grade level team.

Session	Date	Time	Location
1	October 17, 2017	4:00-5:30	OVA (Original Van Asselt)
2	December 5, 2017	4:00-5:30	OVA (Original Van Asselt)
3	January 16, 2018	4:00-5:30	OVA (Original Van Asselt)
4	March 6, 2018	4:00-5:30	OVA (Original Van Asselt)

Early Learning Vision

Children are in classrooms with a positive climate and with teachers who are ready and able to meet their needs by articulating and implementing high quality learning environments and instruction across PreK-5.

Additional Information
-Clock Hours Available



Questions
Katy Hestad
Department of Early Learning
PD Coach
kmhestad@seattleschools.org
206.252.0220

3rd Grade Cohort 2	4th Grade	5th Grade
Concord	Concord	Concord
Dunlap	Dunlap	Dunlap
Emerson	Emerson	Emerson
Graham Hill	Graham Hill	Graham Hill
Hawthorne	Hawthorne	Hawthorne
Highland Park	Highland Park	Highland Park
Martin Luther King	Martin Luther King	Martin Luther King
Roxhill	Roxhill	Roxhill
Sanislo	Sanislo	Sanislo
Van Asselt	Van Asselt	Van Asselt