



SCHOOL BOARD ACTION REPORT

DATE: March 22, 2019
FROM: Ms. Denise Juneau, Superintendent
LEAD STAFF: Diane DeBacker, Chief Academic Officer, 206-252-0180
Cashel Toner, Executive Director of Curriculum and Instruction,
206 252-0093

For Introduction: May 1, 2019
For Action: May 15, 2019

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 \$970,000 for the 2019-2020 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 \$970,000.

4. BACKGROUND INFORMATION

- a. **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 Aki Kurose MS, Denny International MS and Mercer International MS. As a result, the Satterberg Foundation met with District and school personnel to discuss opportunities to partner together to expand that work.

The principals of the three middle schools identified a 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. By intervening at our highest needs elementary schools, we will be able to close the gap even further and earlier on. The Satterberg Literacy Initiative provides grant funds to 10 feeder elementary schools to improve student literacy achievement.

Satterberg Foundation Elementary Feeder School Grant is now in its second full year of implementation. In alignment with the theory of action for the Nesholm Foundation, the Feeder Elementary Grant focuses on: developing teachers’ knowledge, skills and practices in reading and writing instruction; maintaining high professional standards;

applying research tested instructional practice; and developing school leader skills in leading this instructional transformation.

The following are the feeder elementary schools that currently receive grant support:
Aki Feeder Schools: Dunlap, Emerson, Graham Hill, Martin Luther King Jr.
Denny Feeder Schools: Concord, Highland Park, Roxhill, West Seattle Elementary
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, the district purchased literacy materials for several feeder schools and led the hiring of an assistant principal on special assignment and the three literacy coaches in June 2017.

The first full year of implementation of the Satterberg Initiative was the 2017-2018 school year. The 10 schools worked collectively and were grouped in pathways. Each of the schools in the three pathway feeder patterns received highly skilled literacy coaching support from a literacy coach, aimed at supporting the adoption of the new literacy curriculum and in supporting the critical approach of small group instruction in grades 4 and 5. Leading the work was an assistant principal on special assignment whose responsibilities included assessing the strengths and needs in each of the schools, working with the coaches on professional development in the schools, providing leadership and support to the literacy coaches, charting a strategic plan for improving instruction and learning over the next 5 years, delivering professional development for the literacy coaches, principals and teachers, and working collaboratively with building principals on strategic and aligned improvements to instructional practices, formative assessment use, and Tier 2 interventions. 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 department. The schools also received funds for leadership professional development, teacher professional development, texts, materials and program support.

For the 2018-2019 school year a fourth literacy coach was brought on board to specifically support Concord International Elementary school in order to meet that school's unique professional development needs. The literacy coaches continue to work in pathways to support the literacy instructional practices in their schools and to foster teacher leadership through Capacity Builders Professional Development, once again led in collaboration with the Early Learning Department. The grant continues to support an assistant principal on special assignment to oversee the literacy coaches. The grant also continues to support leadership development, teacher professional development, texts, books and materials.

Next year, 2019-2020, during the third year of full implementation, efforts will be expanded to primary grades and will continue to support the ongoing learning needs of intermediate teachers through expert literacy coaching, professional development for teachers, and strengthening alignment of practices, systems and structures that support literacy through coaching support, principal engagement and professional development.

Background on the Satterberg Foundation: Their 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.

Background on the Nesholm Foundation Kids in the Middle Grant: Since 2002-03, the Nesholm Family Foundation has provided over \$7 million to the District 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. These three middle schools have demonstrated strong academic growth in the areas of literacy and math because of the support from the Nesholm Foundation

- b. **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 and Instruction Department and through Title 1. This is not the preferred option due to limited resources available, particularly given the current budget climate and the amplified needs at high poverty schools for high-quality professional development and given the high number of novice teachers serving the students in our Satterberg schools.

- c. **Research:** The Satterberg Literacy Initiative has already seen an impact on teacher practice and student achievement after one year. Seven out of ten schools demonstrated an increase of students meeting standard on the third grade Smarter Balanced Assessment from school year 2016/17 to school year 2017/18. The coaches work with teachers to improve research-driven instructional practices designed to meet all learners. One principal wrote of one of the coaches after she delivered some professional development from her staff, “You did an AMAZING job in helping teachers analyze their students’ data and reflecting on each other’s teaching practices and making plans for next steps.” This improvement and alignment of practice and collaboration is essential for improving students’ literacy skills.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be an acceptance of funds in the amount of \$970,000. Funds are in direct support to the 10 Satterberg Elementary Schools currently being served by the grant funds. Approximately \$810,000 is allocated to support the cost of the 5 staff members (4 coaches and 1 administrator) while the remaining funds support professional development and supplies.

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 continue to implement the grant and improve teaching and learning in the area of literacy at the 10 elementary schools. Through family literacy nights and student conferences, families will learn strategies to support the strengthening of their children's reading and writing skills. This is an identified future focus area in the Satterberg Strategic Plan.

7. EQUITY ANALYSIS

Using the Seattle Public Schools Racial Equity Analysis Tool the following lessons have been identified as next steps:

- 1) Continued partnership between SPS school teams, school communities, and SPS central staff is needed to identify school specific family engagement literacy strategies.
- 2) Intentional coordination across stakeholders (City Levy, SPS initiatives, and Satterberg) is needed to continue to align professional development and instructional practices.

The purpose of this grant is to promote educational equity in our highest poverty, most diverse schools by providing the resources needed (teacher and principal professional development, literacy coaching support, enhanced family engagement, books and materials) 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 the opportunity and achievement gaps in our schools, where students regardless of race, socio-economic status, English Language proficiency and gender achieve 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.

The Satterberg Literacy Initiative is a targeted investment approach that will support SPS's Strategic Plan and other District initiatives. The District will continue to partner with Satterberg schools to ensure that Racial Equity Analysis are fully integrated into the Satterberg Literacy Initiative.

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 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 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) Scholastic Reading Inventory, (3) Systematic Instruction in Phonological Awareness, Phonics, and Sight Words, and (4) 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

Policy 6114 Gifts, Grants, Donations and Fundraising Proceeds, acceptance of grant funds in excess of \$250,000 requires School Board approval.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on April 23, 2019. The Committee reviewed the motion and moved it forward to the full Board with the recommendation for approval.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the District will move forward with setting up the grant funds, as outlined in the attached Letter of Intent.

13. ATTACHMENTS

- Letter of Intent from the Satterberg Foundation (for reference)
- Satterberg Scope of the Work Graphic (for reference)
- Structures to Support Satterberg Goal (for reference)
- Satterberg Roles and Responsibilities (for reference)
- Satterberg Professional Development Flyer (for reference)



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:

Cashel Toner
Executive Director Curriculum & Instruction
cctoner@seattleschoolsorg

Type an abstract of the document here. The abstract is typically a summary of the contents of the document.

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 Intent,

a two-page Satterberg Graphic depicting the Scope of the Work, a document outlining the structures to support the Satterberg Goal, a document detailing the Roles and Responsibilities and a Satterberg / Early Learning professional development flyer.

December 22, 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 2019 - 2020 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 2019-2020 school year. Seattle Public Schools will not charge indirect or other costs to this grant.

Approved Budget for the Elementary Feeder School Literacy Initiative

Item	Description	Total
Salaries & Benefits	Assistant Principal on Special Assignment (Literacy), includes COLA	\$180,000
Professional Development	Professional Development for Leaders and Teachers	\$80,000
Textual Materials	Classroom Libraries, Text Sets, Intervention Materials, texts	\$100,000
Salaries & Benefits	4 Literacy Coaches, includes COLA	\$550,000
Contractual Services	Contractual services with outside providers for PD.	\$20,000
*Consultant Fee	*Consultant to support Satterberg Project	\$20,000
Miscellaneous	Printing, food, mileage, supplies, etc.	\$20,000
	Total Budget, including \$20,000 for Consultant	\$970,000

825 Securities Building
1904 Third Avenue
Seattle, Washington
98101

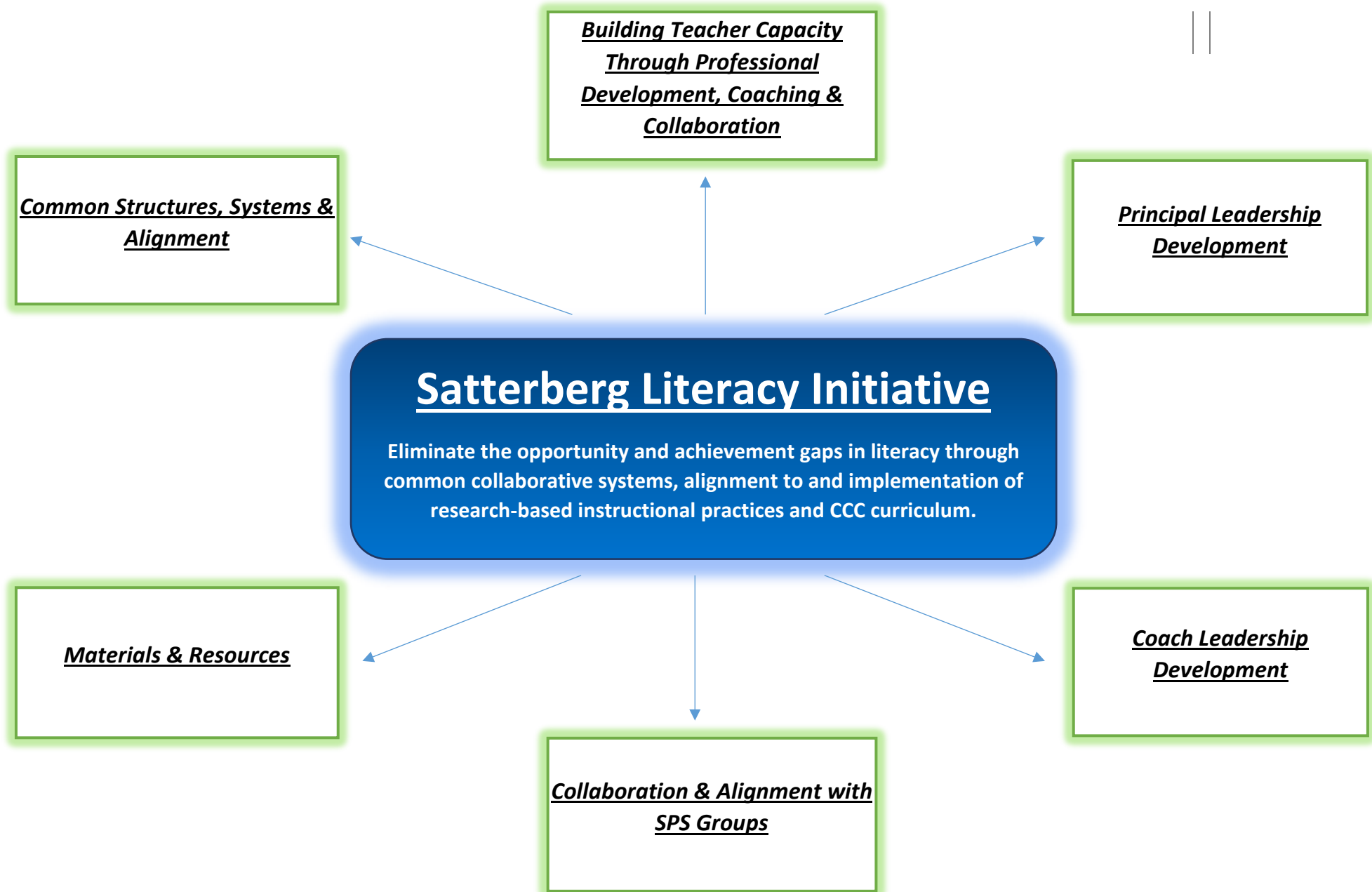
(206) 441-3045 phone
(206) 374-9336 fax
info@satterberg.org

* 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



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Structures to Support Satterberg Goal

Structure	Description	Notes
<p>Capacity Builder PD: 5 Sessions</p> <p>10-10,11-7,1-16, *2-26, *3-26</p> <p>Other lab dates TBD per Capacity Builder Teacher Leader, Coach and the School</p> <p>*Lab Days</p> <p>Additional Coaches' Sessions:</p> <p>Sept.: Virtual Support Oct. 8: Structure & Calibration with videos Nov. 5: Calibration with CB classroom visits Jan. 14: Calibration with CB classroom visits</p>	<p>Participants: Satterberg 3rd-5th grade Capacity Builder Teacher Leaders</p> <p>The purpose of this Professional Development opportunity is to build a cohort of 3rd-5th grade Satterberg Teacher Leaders who will partner with their Satterberg Coach to:</p> <ul style="list-style-type: none"> • Strengthen their own teaching practice • Calibrate Instructional Practices across grade levels and Pathways • Open their own practice and classrooms to other Satterberg teachers • Co-lead and co-plan lab site days starting in February and continuing next year <p>During Lab Days, the Capacity Builder and her/his Coach will demonstrate CCC and small group lessons, collaboratively plan lessons with the participants and provide opportunity for participants to apply their learning from the Lab. The Satterberg Coaches will continue to support the work of the Lab through coaching at each school. The intended outcomes include: alignment, continuing to build capacity of high-quality teaching, and increased student learning to help eliminate the achievement gaps.</p> <p>The Details:</p> <ul style="list-style-type: none"> • Identified Capacity Builder Teacher Leaders from grades 3rd-5th across the Satterberg Schools will participate in 5 days of PD facilitated by REACH Associates • Each Capacity Builder Teacher Leader in partnership with her/his Coach will facilitate a Lab Day with a small group of Satterberg Teachers (second semester) • The Capacity Builder Teacher Leaders and Coaches will have the opportunity to facilitate Lab Days the following year • Capacity Builder Teacher Leaders will be compensated four hours of preparation time for each Lab Day presented • Clock hours available 	<p>Satterberg provides:</p> <ul style="list-style-type: none"> • Coaching support • Capacity Builder PD facilitated by REACH Associates • 4 hours paid time to each Capacity Builder for preparation time for each Lab day the Capacity Builder presents <p>Schools provide:</p> <ul style="list-style-type: none"> • Substitutes for the Capacity Builder Teacher Leader • Substitutes for teachers participating in Lab Days

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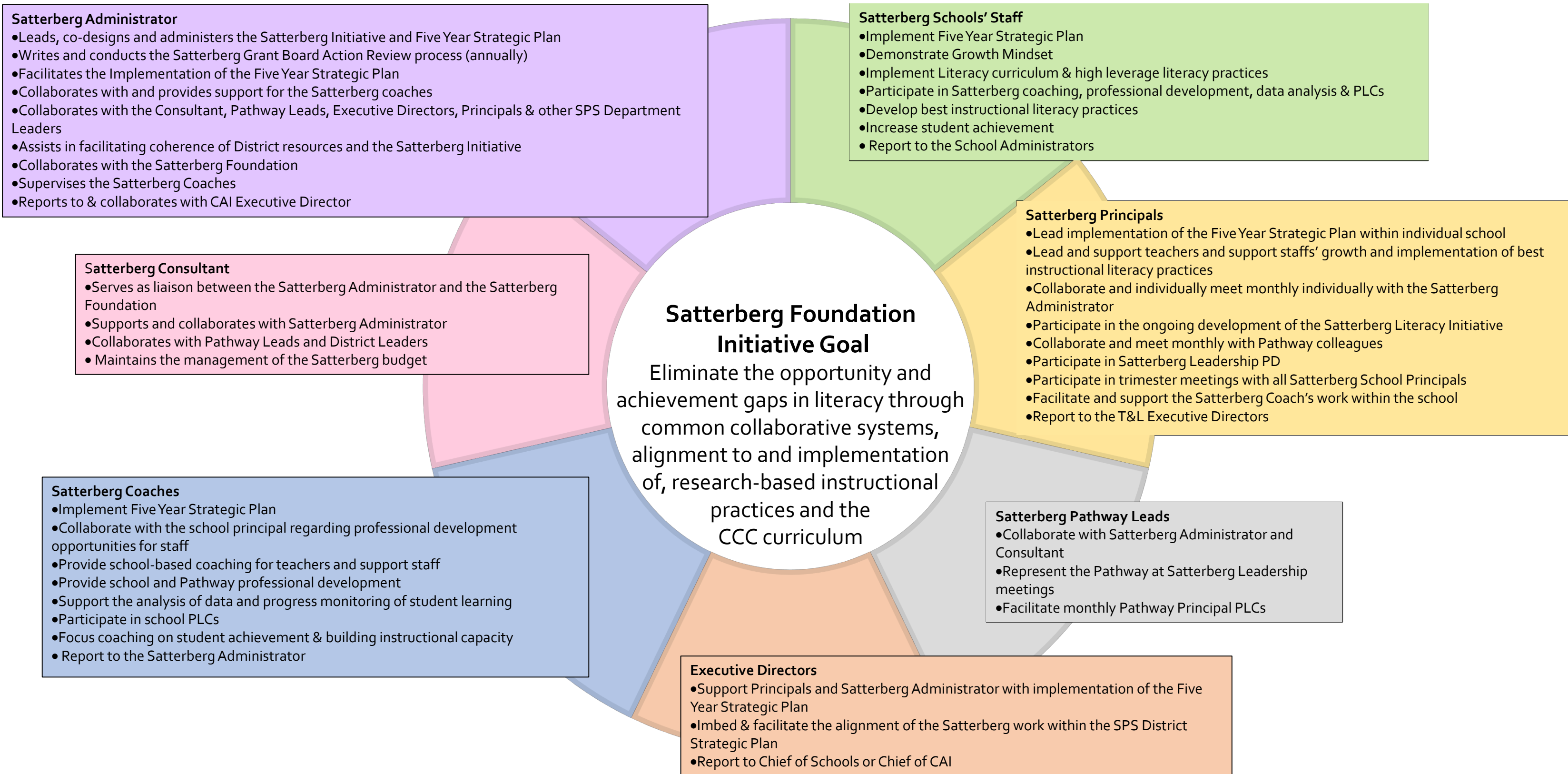
<p>Small Group Instruction Grades 3,4,5</p> <p>3rd grade:</p> <ul style="list-style-type: none"> • 10-9,11-6,1-15 <p>4 & 5th grades</p> <ul style="list-style-type: none"> • 10-11,11-8,1-17 	<p>This three-session PD opportunity for 3rd-5th grade teachers focuses on effective, high-leverage practices in small group literacy instruction. Each session will include demonstration lessons by REACH Associates and collaborative lesson planning and lab lessons.</p> <p>Teachers will participate in 3 sessions:</p> <ul style="list-style-type: none"> • Guided Reading in Small Group: a structure supporting students who are just on- or below-level. Instructional level text is used. • Shared Reading in Small Group: a structure supporting students who are just on- or below-level. Grade level text is used. • Hybrid Lit Circles in Small Group: a structure supporting students who are solidly on- or above-grade level. 	<p>Early Learning Dept. provides full day substitutes</p>
<p>Small Group Instruction Grades 3,4,5 Phase Two</p> <p>2 hours after school 3:30-5:30PM</p> <p>(note change) Grades 3, 4, & 5: Tuesdays</p> <ul style="list-style-type: none"> • 10-9,11-6,1-15 	<p>Participants: Satterberg 3rd-5th grade teachers who participated in the 2017-18 REACH 3rd -5th grade Small Group Instruction professional development sessions.</p> <p>This three-session professional development opportunity presented by REACH Associates is for 3rd-5th grade teachers. Participants will review last year's content while diving deeper into high leverage instructional practices and effective implementation of Small Group Instruction. The sessions will focus on:</p> <ul style="list-style-type: none"> • Fine-tuning participants understanding of Guided Reading, Shared Reading and Hybrid Lit Circles • Diving deeper into the F&P Continuum • Aligning a targeted standard, learning target, instructional language, instructional activities, and formative assessment • Calibrating expectations of student outcomes • Planning collaboratively with colleagues 	<p>Satterberg provides:</p> <ul style="list-style-type: none"> • PD sessions facilitated by REACH Associates • Two hours of extra pay for each session teachers attend • Clock hours (fee paid by participant)
<p>3rd-5th Grade Pathway Grade Level Team Support</p> <p>Weeks: 10-1/10-11; 12-3/12-14; 1-28/2-8;3-11/3-22</p>	<p>Participants: Satterberg Pathway 3rd-5th grade level teachers</p> <p>The details:</p> <ul style="list-style-type: none"> • Scheduled 4 times a year; grade level specific per Pathway; full day • Calendared during a two-week window to match CCC Units; specific dates TBD by Pathway principals and coach • Satterberg coach follows up with school-based grade level PLCs, data teams, team meetings, etc. • Satterberg coach engages in coaching cycles with teachers in support of the 	<p>Satterberg provides:</p> <ul style="list-style-type: none"> • Facilitation and coaching of each Pathway Grade Level Team Work Session <p>Schools provide:</p> <ul style="list-style-type: none"> • Substitutes for teachers participating

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	PLC work	
Pathway Cohesiveness & Alignment Support	<p>Coach may conduct:</p> <ul style="list-style-type: none"> • One Early Release PD in September (Beginning of Year) • One Early Release PD in May (End of Year Celebration) • Other Early Release days TBD by Pathways • Pathway Trimester Celebrations 	<p>Satterberg provides:</p> <ul style="list-style-type: none"> • Satterberg Coach support <p>Schools provide:</p> <ul style="list-style-type: none"> • Support of teachers to attend PD Work Sessions
School Coaching Support	<p>Coach may:</p> <ul style="list-style-type: none"> • Help design and lead professional development • Provide 1:1 and group coaching cycles with a focus on grades 2nd -5th • Support implementation and follow-up of Capacity Builder Lab Days • Support implementation of CCC, best literacy practices, small group instruction, assessments and interventions • Support Grade Level PLCs (determine which grade per school) • Participate in school-based PLCs and MTSS work 	<p>Satterberg provides:</p> <ul style="list-style-type: none"> • Satterberg Coach support <p>Schools provide:</p> <ul style="list-style-type: none"> • Commitment of each school and staff to work fully and collaboratively with the Satterberg Coach
School Based Leadership Support	<ul style="list-style-type: none"> • Trimester Satterberg Principal work sessions for alignment of 10 schools (August Coaching or September Literacy Conference, 10-26,12-7,2-1) • Monthly Pathway Principal PLCs for Pathway alignment (Pathway Principal Leads will schedule) • Monthly individual Principal meetings & learning walks (Satterberg Administrator will schedule with individual Principals) • Satterberg June Celebration • Principal Leadership PD with REACH (12- 7-18 and 2.8.19/TBD) 	<p>Satterberg provides:</p> <ul style="list-style-type: none"> • Satterberg Administrator Support • Conference attendance <p>Schools provide:</p> <ul style="list-style-type: none"> • Principal engagement and participation in Satterberg activities

Satterberg Initiative

Roles & Responsibilities



Satterberg Capacity Builders
Seattle Public Schools
"The Power of WE."
Professional Development Announcement



Participants: 3rd-5th grade teachers and specialists from the 10 Satterberg schools
Focus: The purpose of these sessions is to help teachers deepen understanding of small group reading instruction and structure. Participants will have an opportunity to observe demonstration lessons taught by Capacity Builder teacher leaders. We will also collaborate and plan with colleagues to share expertise, resources, and experiences. Most importantly, we will grow as learners and teachers.

Choose one session below with your assigned Satterberg Coach (in your Pathway).

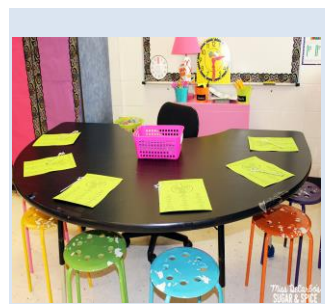
Coach Chelsea Dziedzic	Capacity Builder Karl Gapuz, 5 th Grade, Van Asselt	Capacity Builder Kelly Gillean, 3 rd Grade, Hawthorne
Pathway 1 Emerson Hawthorne Van Asselt	When? April 30 th , 8-3 Location? Van Asselt	When? April 16 th , 8-3 Location? Hawthorne

Coach Regina Carter	Capacity Builder Cayla Corley, 5 th Grade, MLK Jr.	Capacity Builder Tricia Pilapil, 5 th Grade, Dunlap
Pathway 2 Dunlap Graham Hill Martin Luther King Jr.	When? April 2 nd , 8-3 Location? MLK Jr.	When? April 23 rd , 8-3 Location? Dunlap

Coach(es) Monica Sylver Julie Solarek	Capacity Builders Meredith Wilson, 3 rd Grade, Roxhill Neysa Turner, 4 th Grade, Roxhill
Pathway 3 Concord Highland Park Roxhill Sanislo	When? April 23 rd , 8-3 Location? Roxhill @ EC Hughes

All registration and substitute requests will be done through the Satterberg Coaches. To sign up, please register through our Google Doc Link: <https://tinyurl.com/yy6v8vb9>

The purpose of the Satterberg grant is to promote racial equity in ten of our high poverty and most diverse schools by eliminating the literacy opportunity and achievement gaps.



Additional Information
 -Clock Hours Available
 -Each site will host 12 teachers, space is limited
 - You do not need to sign up with your grade level, just make sure to sign up within your Pathway.

Questions?
 Contact Your Satterberg Coach

Regina Carter
 Chelsea Dziedzic
 Julie Solarek
 Monica Sylver