



# School Board Briefing/Proposed Action Report

**Informational** (no action required by Board)     **Action Report** (Board will be required to take action)

**DATE:** August 19, 2016  
**FROM:** Dr. Larry Nyland, Superintendent  
**LEAD STAFF:** Kelly Aramaki, Executive Director of Schools – Southeast Region, [kearamaki@seattleschools.org](mailto:kearamaki@seattleschools.org); Michael Stone, Director of Grants, Fiscal Compliance & Strategic Partnerships, [mastone@seattleschools.org](mailto:mastone@seattleschools.org); Michael Tolley, Associate Superintendent of Teaching & Learning, [mtolley@seattleschools.org](mailto:mtolley@seattleschools.org)

## I. TITLE

Elementary Feeder School Grant from the Satterberg Foundation    **For Introduction:** September 21, 2016  
**For Action:** October 12, 2016

## II. WHY BOARD ACTION IS NECESSARY

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.

## III. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be an acceptance of funds in the amount of \$300,000. Funds are in direct support to elementary schools.

The revenue source for this motion is the Satterberg Foundation.

Expenditure:     One-time     Annual     Other Source N/A

## IV. 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.

## V. RECOMMENDED MOTION

I move that the Board authorize the Superintendent to accept the Elementary Feeder School grant funds from the Satterberg Foundation, in the amount of \$300,000.

## VI. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on September 12, 2016. The Committee reviewed the item and moved it forward to the full Board with a recommendation for approval.

## VII. BACKGROUND INFORMATION

The Nesholm Foundation reached out to the Satterberg Foundation this year 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, particular 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 6<sup>th</sup> grade at these middle schools 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 Feeder Elementary Grant would focus on: developing teachers' knowledge, skills and practices in reading and writing instruction; maintaining high professional standards; applying research tested instructional practice; developing school leader skills in leading this instructional transformation.

The following are the feeder elementary schools that would most likely receive grant support:

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

In year 1, each of the 9 schools would receive literacy coaching support from an assistant principal on special assignment for focused literacy instruction to assess current literacy instruction in each building, chart a strategic plan for improving instruction and learning over the next 3-5 years, and begin making strategic and aligned improvements to instructional practices, formative assessment use, and Tier 2 interventions. The "literacy assistant principal" model parallels the Nesholm strategy of hiring assistant principals focused solely on literacy instructional leadership. The schools would also receive funds for leadership development, teacher professional development and books/materials.

Staff anticipate requesting further Board approval in future years for continued grant funds from the Satterberg Foundation. In year 2 and beyond, a literacy coach would be assigned to each feeder pattern (for a total of 3 literacy coaches) in order to lead literacy instructional support and professional development for their schools. The grant would continue to support an assistant principal on special assignment to oversee the literacy coaches. The grant would also continue to support leadership development, teacher professional development and books/materials. Use of the monies would be earmarked for: an additional Assistant Principal to focus on literacy instruction; substitute teachers and professional development time; supplies, travel and other expenses approved by the Satterberg Foundation; and books and materials.

*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 \$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. By giving teachers the support they need to develop crucial skills to narrowing the achievement gap in reading and writing, *Kids in the Middle* enables teachers to better serve students in becoming readers who experience both the pleasure and power of being independent, college and career ready readers.

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 and teacher evaluation; substitute teachers and professional development time; supplies, travel and other expenses approved by the Nesholm Foundation; and textual materials. Additionally, Mercer middle school receives a .2 FTE teacher.

In addition to the grant awarded to the middle schools, the Nesholm Family Foundation provides professional development and instructional coaching for all three of the middle schools through an independent contract with Teachers College Reading and Writing Project Network. The Nesholm Family Foundation also contracts with Sound Mental Health to provide a mental health professional in each school as a means of addressing the socio-emotional challenges students experience that interfere with learning.

#### **VIII. STATEMENT OF ISSUE**

Whether the Board should accept the receipt of grant funds from the Satterberg Foundation.

#### **IX. ALTERNATIVES**

Alternative action would be to not accept the funds. This is not recommended as these funds provide much needed support toward Strategic Plan Goal 1: Ensure Educational Excellence & Equity for Every Student, Strategy 2: Elevate professional practice by investing in effective, culturally responsive teachers, staff and leaders.

#### **X. RESEARCH AND DATA SOURCES / BENCHMARKS**

Appendix A: Satterberg Foundation Elementary Feeder School Literacy Grant Overview

#### **XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT**

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

#### **XII. ATTACHMENTS**

- Letter of commitment from the Satterberg Foundation
- Satterberg Foundation Elementary Feeder School Literacy Grant Overview