

Stanwood Camano School District #401

26920 Pioneer Hwy.
Stanwood, WA 98292-9548
360-629-1200
www.stanwood.wednet

INSTRUCTIONAL SERVICES

Lloy Schaaf

Assistant Superintendent of Teaching and Learning

MEMORANDUM

To: Stanwood-Camano School Board of Directors

Fr: Lloy Schaaf, Ed.D. 

Re: College Ready Math Grant

Date: February 20, 2018

Attached, please find a program plan/grant application for the College Ready Math Grant. This year we applied for the College Ready Grant and are in receipt of the grant. This grant will allow us to implement the Agile Minds Program for students who are struggling in math and are two to three years behind. Agile Minds is an Algebra I course which has been piloted in our district successfully this year.

Recommendation: That the Board approves the grant application/program plan.

/th

804 College-Ready Math Initiative: IA/SY-AYD Cohort 3**Fiscal Year:** 17-18**Milestone: Final Approval Issued** (Printed 2/14/2018)**District:** Stanwood-Camano School District**Organization Code:** 31401**ESD:** Northwest Educational Service District 189**Page 1** **What is the College-Ready Math Initiative and What are the Eligibility Requirements?** (Required Reading)**Declaration of Intent to Apply**

Important! Districts may apply to receive either or both of the following grant options below. Check those that apply.

- School-Year Academic Youth Development Advisory (SY-AYD)** – A program designed to improve student academic performance by helping them develop a growth mindset, become more engaged and motivated, and develop skills for productive persistence, particularly in mathematics. SY-AYD curriculum would be delivered through an 8th, 9th, or 10th grade advisory or other course (Application on Page 2).
- Intensive Algebra (IA)** – A CCSS Algebra I course designed for students 1-3 years behind in mathematics. Using an extended period and a variety of strategies and resources (including those to develop a growth mindset), Intensified Algebra helps students catch up to grade level in one year. Intensified Algebra would be enacted in 8th, 9th, or 10th grade. Students would receive one credit of Algebra I and the remaining credit would be elective credit. (Application on Page 3).

Assurances

Assurances represent specific requirements a sub-grantee [recipient of funds, e.g., school district] must comply with. The general assurance page applies to all federal and state programs housed within the iGrants system. There are required compliance items ranging from fiscal control, fund accounting procedures, and proper record keeping. This single page must be signed and kept on site by all sub-recipients.

For either or both programs, the superintendent, district coordinator and school principal(s) agree to the following conditions for funding and implementation of the program(s).

1. By signing below, we indicate continued commitment to full implementation of the School-Year Academic Youth Development Advisory (SY-AYD) and/or Intensified Algebra (IA) math initiative

project described in this Request for Application for **four years**. Each school year schools are required to complete application to renew funding amounts.

2. A leadership implementation team has been designated for the purposes of this grant at each school that includes a district grant coordinator (with a role in curriculum/instruction), building coordinator, principal/assistant principal, school counselor, lead teacher, and evaluation/data collection coordinator. A single staff member may serve in more than one role.
3. The district leaders, school leaders, and teachers must commit to attend regional and state professional development and technical assistance opportunities including, but not limited to:
 - a. 2 full days of in-person leadership development (March and April 2018),
 - b. 2.5 days of summer training for IA and SY-AYD instructors (Aug 2018),
 - c. 2-3 professional development meetings during school year for leadership team and teachers,
 - d. enactment of the 15-hour (6 hours in-person, 9 hours online) Educator's course in Academic Youth Development (E-AYD) within the first two years of implementation, and
 - e. teacher professional development/collaboration time periodically during the school year.
4. The grantee district/school(s) agree(s) for all staff to attend and participate in ongoing professional development and technical assistance opportunities, but not limited to, site visits, trainings, workshops, conferences, webinars, building staff development and summer trainings organized by OSPI and/or Agile Mind.
5. The grantee district/school(s) is committed to participation in a comprehensive impact evaluation and monitoring. Evaluation activities may include, but are not limited to, site visits, interviews with district and school administrators, staff, teachers, and counselors; focus groups with students and parents; collection and submission of student outcome data; and observation of program activities. Data collection and evaluation activities from UT Dana Center and The BERC Group will be required.
6. The district/school will provide structures for ongoing teacher collaboration around SY-AYD and/or IA during the grant period, including at least one hour of weekly professional collaboration time dedicated to the initiative.
7. **For SY-AYD only:** The grantee district/school(s) must have an established block of instructional time to deliver SY-AYD content with sufficient time allotted for student learning, approximately 30-40 minutes 2 to 3 times per week (advisory class/core class) or the equivalent, and remain committed to full implementation of all key elements for either 8th, 9th or 10th grades. SY-AYD is intended to serve a single grade level. Minimum instruction time for SY-AYD is 30 hours per year. (See [What is the College-Ready Math Initiative and What are the Eligibility Requirements?](#) for more specific information.)
8. **For IA only:** The grantee district/school(s) must have a daily Intensified Algebra I class of at least 80 minutes in length for either eligible 8th, 9th, or 10th grades. (See [What is the College-Ready Math Initiative and What are the Eligibility Requirements?](#) for more specific information. The Intensified Algebra I state course code is 02059.)
9. The application and program plan are approved by the School Board.
10. Ensure that grant funds are used appropriately in a timely manner. A partnership agreement with Agile Mind must be executed within 45 days of notice of the grant award.

11. District/School will provide support and training for any staff changes or new staff relevant to this initiative and will keep OSPI informed about these changes.
12. The grantee district/school(s) remain(s) committed to continuing support for participation in the College-Ready Math Initiative grant program through school administration, school counselors, lead teachers, and school district leadership.

Authorized Representative Sign-Off	
Superintendent:	Dr. Jean Shumate
District Coordinator:	Dr. Lloy Schaaf
Date (MM/DD/YY):	09/12/17

School-Year Academic Youth Development (SY-AYD)

School-Year Academic Youth Development (SY-AYD) is a program designed to improve student performance by helping them develop a growth mindset, become more engaged and motivated, and develop skills for productive persistence—particularly in mathematics. SY-AYD would be enacted in a dedicated class that meets at least 30-40 minutes or more 2-3 times a week or the equivalent, and enacted with students in a single grade. This could include Advisory, Homeroom, or other appropriate dedicated class time for 8th, 9th or 10th grade students to receive SY-AYD and college/career readiness content. It is encouraged that the SY-AYD curriculum be delivered as part of a school's Advisory program to help students with their High School & Beyond Plan.

Also required: Educator's Course in Academic Youth Development (E-AYD) is a professional development experience designed for educators interested in learning about the research and strategies that are most critical to student learning and achievement. Participants explore ideas and strategies that have the power to transform students' attitudes and behaviors, teachers' attitudes and practices, and education systems. E-AYD courses are required for math teachers of students enrolled in SY-AYD and encouraged for other interested educators. Training can be onsite at school.

Budget Information

Funding will be provided to cover the cost of services for SY-AYD program license/curriculum through Agile Mind and related Professional Development including:

1. a 2.5 day annual training for instructors (Advisory teachers) teaching SY-AYD, which takes place in August;
2. a 15-hour Educator's Course in AYD (6 hours in person, 9 hours online) training for math faculty who teach math to students who are participating in AYD (this training will be provided on location at your school or district or may be made available at another host site and does not need to be limited to math faculty); and
3. 2 full days leadership training in Spring 2018 (March and April).

Additionally, participating schools will receive \$10,000 during the first grant-funded implementation to help cover the costs of technology, travel, supplies, and collaboration for the first two years. The duration of the grant is 4 years with the expectation of submitting an updated iGrant application, including a revised budget, for years 3 and 4.

District Contacts	
Superintendent	Dr. Jean Shumate
Superintendent Email	jshumate@stanwood.wednet.edu

Superintendent Phone	360-629-1200
District Grant Coordinator	Dr. Lloy Schaaf
District Grant Coordinator Email	lschaaf@stanwood.wednet.edu
District Grant Coordinator Phone	360-965-8278

Press the "New" button below to complete the questions for each school using SY-AYD.

To avoid losing data, press the save button after completion of each new record.
Allow save to complete *before* pressing the "New" button again.

Please limit each response to no more than 150 words.

<input type="text"/>

Intensified Algebra (IA)

Intensified Algebra (IA) is a CCSS Algebra I course designed for students 1-3 years behind in mathematics. Using an extended period and a variety of strategies and resources (including those to develop a growth mindset), Intensified Algebra helps students catch up to grade level in one year. Intensified Algebra would be enacted in 8th, 9th, or 10th grade. The program is delivered during a minimum 80-minute class period (typically a double block class). Students receive one annualized credit for Algebra I and the remaining credit is elective. The State Course Code for Intensified Algebra I is 02059.

Also required: Educator’s Course in Academic Youth Development (E-AYD) is a professional development experience designed for educators interested in learning about the research and strategies that are most critical to student learning and achievement. Participants explore ideas and strategies that have the power to transform students’ attitudes and behaviors, teachers’ attitudes and practices, and education systems. E-AYD courses are required for math teachers at schools implementing IA and encouraged for other interested educators. Training can be onsite at school.

Budget Information

Funding will be provided to cover the cost of the Intensified Algebra services for program license/curriculum, text/work books, and program modules through Agile Mind and related Professional Development including:

1. a 2.5 day annual training for instructors teaching Intensified Algebra, which takes place in the summer;
2. a 15-hour Educator’s Course in AYD (6 hours in person, 9 hours online) training for math faculty who teach math to students who are participating in AYD (this training will be provided on location at your school or district, or may be made available at another host site and does not need to be limited to math faculty); and
3. two full days leadership training in spring 2018 (March and April).

Additionally, participating school will receive \$10,000 during the first grant-funded implementation to help cover the costs of technology, travel, supplies, and collaboration for the first two years.

District Contacts	
Superintendent	Dr. Jean Shumate
Superintendent Email	jshumate@stanwood.wednet.edu

Superintendent Phone	360-629-1200
District Grant Coordinator	Dr. Lloy Schaaf
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District Grant Coordinator Phone	360-965-8278

Press the "New" button below to complete the questions for each school using IA.

To avoid losing data, press the save button after completion of each new record. Allow save to complete *before* pressing the "New" button again.

Please limit each response to no more than 150 words.

School Name: Stanwood High School	
Building Contacts	
Building Principal	Mrs. Christine Del Pozo
Building Principal Email	cdelpozo@stanwood.wednet.edu
Building Principal Phone	360-629-1300
Building Grant Coordinator	Dr. Lloy Schaaf
Building Grant Coordinator Email	lschaaf@stanwood.wednet.edu
Building Grant Coordinator Phone	360-965-8278
Lead Math Teacher	Mr. John Hildenbrand
Lead Math Teacher Email	jhildenbrand@stanwood.wednet.edu
Lead Math Teacher Phone	360-629-1300
School Counselor	Mrs. Emily Elde
School Counselor Email	eelde@stanwood.wednet.edu
School Counselor Phone	360-629-1300
School Evaluation Counselor	Mrs. Christine Del Pozo
School Evaluation Counselor Email	cdelpozo@stanwood.wednet.edu
School Evaluation Counselor Phone	360-629-1300

Questions

1. Please describe the demographics of your school in the table below.

School Demographics	
School Enrollment	1,400
Grade Levels	4
% Free Reduced Lunch	23
% Migrant/Transitional Bilingual Population	2
High school graduation rate from most recent year	92
% of most recent high school graduates that enrolled in a two-year college	17
% of most recent high school graduates that enrolled in a four-year college	34

2. How many students will participate in Intensified Algebra each year? How will they be selected?

The plan is to offer three sections of IA each year. Approximately 70 students will participate. The teachers will review data to select students for the IA courses. The data will include attendance, discipline, grades, state assessments, and middle school teacher recommendation.

The percentage of free and reduced lunch students will be approximately 40%.

3. It is highly recommended to have at least two IA instructors per campus, or to provide regular opportunities for collaboration with other/regional IA instructors, to ensure meaningful collaboration. How many teachers will be IA instructors on your campus? How will they be selected? For schools with only one IA teacher, how would additional collaboration opportunities be provided for that instructor?

We will have either two or three IA instructors. Teachers will be asked to instruct the IA courses or will volunteer. These teachers will collaborate with other districts in our region who also teach IA. Some of these connections have already been established with Anacortes, Arlington, and Bellingham school districts. Professional development trainings will also be another avenue for these teachers to collaborate with others.

4. IA classes must meet for a minimum of 80 minutes daily, with 25 students as the maximum recommended size of an individual section. How many sections of IA will be offered during each year of this four-year grant? What will be the length of the instructional period?

Three sections will be offered. The length of instruction will be approximately 100 minutes.

5. Please describe the make-up of the campus leadership team – school principal, grant coordinator, school counselor, lead math teacher, and evaluation coordinator - that will support this work. Please include the following information about each individual 1) name/title, 2) their role on the team and, 3) why this initiative is a priority in his/her role for supporting this implementation. How will you communicate with your team about this initiative?

Mrs. Christine Del Pozo, Principal - Mrs. Del Pozo oversees the mathematics department and will monitor the implementation of the IA program and its effectiveness. Mrs. Del Pozo supervises the math instructors and is in charge of student academic success for the high school.

Dr. Lloy Schaaf, Grant Coordinator - Dr. Schaaf will monitor the requirements of the grant to make sure that all commitments are met.

Mr. John Hildenbrand, Lead math teacher - Mr. Hildenbrand will be one of the IA instructors. Mr. Hildenbrand will lead the collaboration time with the other two IA instructors. Mr. Hildenbrand is currently teaching the IA course as a pilot this year and would like to see the program continue.

Mrs. Emily Elde, School counselor and department head - Mrs. Elde seeks out interventions for students and collaborates with staff on appropriate student placement in courses.

We will meet on a monthly basis to review student progress and that the leadership team members will conduct weekly walk throughs in the IA classrooms. We will meet periodically with the Stanwood High School leadership team to keep them updated about the initiative. We will also update the district cabinet (district administrators) on student progress during the school year.

Family communication is conducted before the IA class begins. Families receive information about the IA course and are encouraged to have their children in the class. At the beginning of the school year, the IA teachers will send a syllabus home. Those teachers will send periodic updates to the families on student progress throughout the school year.

6. How does IA align with your school's career and college readiness goals and/or student achievement in STEM courses?

We have established career and college readiness goals for our students. These goals are part of our school improvement plan.

The goals are:

Math: To have 100% of students successfully complete their math requirements for graduation by the end of their senior year.

Graduation Rates: Stanwood High School will achieve a 100% on-time graduation rate for the Class of 2018.

We feel all students need a high school diploma to move on to college or to pursue a career. That means students need to pass a specific number of courses in mathematics (required to take three math classes) and also pass the math state assessment. By offering the Intensified Algebra (IA) course, we are able to provide support for those students who do not have the skill level to be successful in a regular Algebra I course. The plan is for the

students in IA to gain enough knowledge and skills to be successful in completing all three math classes and being on track for graduation. The students in the IA course are students who have struggled with mathematics and, thus, don't like math. We hope the IA course will help students overcome their perception of not being able to "do" math and maybe develop an interest in mathematics.

7. Regular collaboration is critical to the successful implementation of IA. Describe the structures currently in place for teachers to plan and collaborate. Please be specific, including the length/frequency, as well as who plans and facilitates those meetings. How much time will be dedicated for teachers to collaborate around IA?

The IA instructors will have Professional Development Wednesday (PDW) collaboration time each month. At a minimum, that time is 80 minutes. Most months, staff have 160 to 240 minutes to collaborate, just on Wednesday mornings. The mathematics department head, along with the principal, math coach, and dean of students plan and facilitate those meetings. The teachers can also collaborate before or after school for 30 minutes. Additional time before the school year starts will be provided, along with period release time during the school year to review common assessments and plan upcoming units.

8. What initiatives, interventions or structures are in place to support social-emotional learning on your campus? How will you support this work beyond IA classrooms?

Stanwood High School has a graduation intervention specialist, student support advocate, four high school counselors, one co-occurring dependency therapist, a substance abuse counselor, and two mental health counselors. The high school also has two psychologists and a nurse that support students. These staff members, along with administrators, teachers, and classified staff provide support for social-emotional learning.

The graduation intervention specialist identifies students early on to monitor and provide supports for so they don't fall behind in credits. This is done before students start the ninth grade year. The student support advocate connects students and their families with community resources to provide for the students' overall well-being. The other counselors provide academic and mental health support for students.

Teachers follow a list of classroom-based student interventions for academic performance, academic behavior, and social/emotional behaviors. We offer intervention courses, such as resource classes to help students with study skills and homework. We have an English 9 class designed to help students improve their skill level and catch up to their grade level. We have the IA class where students have a block (2 periods) to work on their Algebra skills for Algebra I and receive support in a smaller classroom setting. We offer a summer school program for students who are credit deficient. We have an alternative school on campus if students need to make up credits during the school day or need to try a different setting to be more successful in high school. The district also has an "Open Doors" program for students who, due to either their own or family situation, need to work towards a GED or a high school diploma at a different rate. That program is for students who generally are significantly behind in credits. Open Doors is for students age 16-21.

Some of the students in the IA courses will take a resource class. The teachers for the resource class will work closely with the IA instructors to best support these students.

9. Please describe the professional development structures and resources in place for your mathematics teachers. How often do they attend trainings? Who provides it? Are there specific areas of focus that have guided this work? Do you anticipate any in the future?

We have a math coach who collaborates with the math teachers. The coach observes the teachers to provide feedback and model for the teachers best practices. This person also makes suggestions on supplemental curriculum and material that can be used in the classroom setting. The math coach follows up with administrators to inform them of progress made. This coach also collaborates with planning professional development opportunities.

The IA teachers attended a 3-day training over the summer of 2017, along with the Dean of Students. The training was provided by Agile Minds. Other local high schools in the region attended this training. We will be collaborating with those schools, such as Anacortes, Arlington, and Bellingham. Last spring (2017) we sent teachers and the Dean of Students to visit those schools to get advice and information for starting our own IA program.

Before school started, those same staff, along with three additional teachers and two administrators met to plan for the upcoming school year. At that meeting, the teachers put together a calendar for the Algebra I course and discussed what units to teach based on the common core state standards. The teachers will meet in a couple weeks to prepare for the first common assessment and plan for the upcoming unit. The Dean of Students will help facilitate this work for all the Algebra I teachers.

10. How do you use evidence-based practices for student data at your school to support academic success? What data do you use? (Examples: OSPI Report Card, OSPI K-12 Data and Reports/Data Analytics, ERDC, SBE Achievement Index, local school district student information system such as Skyward, etc.)

Staff gather data by assessing students. The staff review data, such as attendance, assessments, and discipline to identify students starting in the ninth grade that might struggle. Once students are identified, they are put on a "watch" list so we can be proactive and provide them with interventions before they get behind. Based on the data gathered (along with teacher recommendations from the middle school level), students are placed in appropriate intervention courses, such as IA. We have one English 9 class that is smaller and more focused on helping students get back to grade level with their skills. We provide resource courses for students who need study skills and homework help. This year we hired a graduation intervention specialist to monitor the students on the watch list. We also have a variety of other counselors to provide support for students, such as with mental health or substance abuse issues.

The Algebra I and IA teachers collaborate with a math coach and administrators to identify challenges students are having. The staff use common assessments and meet periodically to review student data to identify how to modify and adjust current curriculum and teaching methods. Staff are given the opportunity to watch their colleagues teach, along with observing the math coach deliver a particular concept to students.

These evidence-based practices are in aligned with our teacher evaluation tool, 5 Dimensions of teaching and learning from University of Washington's Center for Educational Learning (CEL). Staff gather data to create a yearly student growth goal. The teachers use the data collected to make adjustments to their instruction to enhance student learning.

Data:

OSPI Report card

OSPI K-12 Data and Reports/Data Analytics

SBE Achievement Index

Skyward – attendance, grades, disparity data, discipline

Surveys - staff, students, parents/guardians

State assessments (including standards based assessment, advanced placement, SAT, ACT, PSAT)

Other data – College in the High School, Tech prep, Running Start



Lloy Schaaf <lschaaf@stanwood.wednet.edu>

Grant award and budget

1 message

barbara.dittrich@k12.wa.us <barbara.dittrich@k12.wa.us>

Wed, Feb 7, 2018 at 2:10 PM

To: lschaaf@stanwood.wednet.edu, lbeckt@stanwood.wednet.edu

Hello Lloy and Lisa,

The grant award is \$57,400. Please complete a budget and submit to OSPI. Thank you.

Barbara Dittrich