Holmes Elementary – Gonzaga University, and Whitworth University

Implementation Progress Report– October 6, 2017

Introduction

The Holmes/Gonzaga/Whitworth University Partnership project supported by the CSIS grant is beginning its sixth and final year. Upon completion of the pilot year and the first four years of implementation, there have been many structures put in place to support student, teacher candidate, and teacher learning across all organizations. As well, there have been many lessons learned regarding this type of partnership work for all of the organizations. The report that follows is framed by the nine categories outlined by OSPI and PESB. In addition to this framework, we have added an overview and a summary to the report that addresses the categories for the progress from RCW 28A.630.106 (in particular lessons learned, suggestions for expanding use of best practices to a larger scale). It should be noted that, differently from the other two CSIS funded partnership projects, this partnership includes two Institutions of Higher Education (IHE – Gonzaga and Whitworth Universities). In addition, our partnership has chosen to focus first and foremost on the needs of the Holmes community (students, teachers, staff, administration and families) as the priority of our work and as a result have privileged the Holmes community through the distribution of our grant resources. As such, roughly 70% of the grant funds are being utilized by Holmes with the remaining 30% being shared by Gonzaga (15%) and Whitworth (15%). This is offered just to caution against a comparison of activities across all three partnerships given the unique structure of our partnership with two higher education institutions and our distribution of the grant dollars.

The remainder of the report will outline our work through the prescribed categories, but below is a brief and general timeline to help frame the progress across the lifespan of this partnership. While this information is not exhaustive of our various initiatives, it provides a helpful overview of the main themes and activities since the inception of our work together:

Year 1: Planning Year– Completed Comprehensive needs assessment, worked on process of establishing/ building relational trust.

Year 2: Began process of Professional Learning Communities– aligning curriculum to standards, focusing instruction. Included Social/Emotional Professional Learning Communities and Parent Community Professional Learning Community.

Year 3: Started Extended Learning Opportunities (Run in Collaboration with IHE)/ Targeted push-in intervention. Refined our Systems of support– (Social/Academic/Behavior).

Implemented Attendance Review Committee, Resource Management Team. Piloted Integrated University Classes within the school house. Served 60 students in ELO with specific content focus. Created dual university MIT PLC group consisting of all MITs at Holmes, their supervisors and the key university faculty.

Year 4: Introduced specific Mentor Training, fully integrated three university classes within the school house, Increased ELO services to nearly 300 students

Year 5: Increased ELO support from undergraduate programs at GU and WU, continued situated methodology courses, increased alignment of ELO interventions to school day curriculum and instructional practices; developed sustainability model in preparation for the reduction of resources for grant related activities.

Year 6: Continue development of the ELO program with specific curricula (literacy and math) developed, by grade-level, in support of current and future ELO programming; ongoing development and identification of sustainable components beyond the life of the grant; dissemination through articles and presentations regarding the lessons learned from partnership work.

Overview

The CSIS partnership in Spokane is anchored in the notion of learning communities aligning work to improve student achievement as well as the preparation for new teachers. This is a major theme that will emerge throughout the discussions and evidence provided in the subsequent report. In addition to this theme, there are two other themes that are woven throughout the report as exemplars of our work: Aligned Systems of Support for Student Achievement; and Field-Situated Learning for Teacher Preparation. Throughout all of the various categories, we have aligned our work to reflect these two evidence-based practices and new approaches for the partnership work. In some cases, these themes are presented as discrete initiatives at the school level or the Institution of Higher Education (IHE) level, and in some cases they are indistinguishable from one another as they are in service to both student achievement and performance as well as teacher preparation.

While it is difficult to capture the entirety of a partnership of this depth and breadth in the limited space provided by this report, we believe that the material included will provide an important overview of the work and also provide evidence of progress made due to the support of the grant funds.

As part of the initial Pilot year of the grant (fall, 2012) a Comprehensive Needs Assessment was completed by Dr. Jenny Lebeau (Washington State University Learning and Performance Research Center). This Needs Assessment was required by the CSIS grant parameters, but was also conducted to provide evidence, information and guidance for the project, particularly related to the needs of the Holmes community. Below is a brief summary of the finding from the needs assessment which has directly impacted our approach to the change process at Holmes Elementary.

The primary source for identifying the needs of Holmes Elementary School students were one-on-one and focus group interviews. It is also evident that in order for changes in student achievement to occur, changes in the structure and function of Holmes Elementary School, including relationships among teachers as well as between the school and families, must first be addressed. Such changes may impact student achievement and help increase the percent of students meeting standard in reading, math, writing, and science at all grade levels (Lebeau, 2012).

As a result of these findings, our challenge was to create systems of alignment at a building level, integrate our community and families into the culture at Holmes as well as build a culture of trust and support among staff, students, families and all stake holders. It should be noted that the above comment, in the report from Dr. Lebeau indicated that "…changes in the structure and function of Holmes Elementary School, including relationships among teachers as well as between the school and families…" must happen in order for improvement to occur. This has been a core target for our work these last five years as a result of this feedback and we believe that the following report will help to showcase how this change is under way as we begin our sixth year of implementation. The results of the Center for Educational Effectiveness (CEE) Education Effectiveness Survey provide important data that illustrates the progress that the partnership has made toward addressing the issues that emerged from the original needs assessment at the beginning of this project. In particular, the comparative results from the administration of the analyses from 2013 to 2015 showed growth across all 11 categories analyzed. We believe this represents important data that supports the progress that the partnership has made toward a strengthened school culture.

Section I: Innovative Practices

The work of our partnership is innovative in that it looks to leverage both environments (elementary school and teacher preparation programs) in service to one another through a reciprocal relationship anchored in student, candidate and teacher learning. In addition to the partnership innovations, the school (Holmes) and programs (GU and WU) have unique innovations that are the focus of this effort. In the case of the school, the school improvement model, under the guidance of Dr. Chuck Salina, is focused on a success plan that integrates the work of professional learning teams with systems of support around academic, attendance, behavior and social/emotional success metrics. In the case of the teacher education programs, the use of co-teaching within a saturation model, as well the field situation of teacher preparation coursework and the involvement of early teacher education candidates in providing additional student supports are innovative efforts to support student, candidate and teacher learning.

School Change Process
Holmes has developed a team of staff members that meets on a bi-weekly basis for the purpose of evaluating the needs of the school, the development of the systems of support

and advancing the mission and vision of the school. We refer to this team as "The Accountability Team" (the A team) and it is composed of the school administration, counselor, school community specialist, and outside consultant Dr. Chuck Salina. The model included in Figure 1 is an infographic that frames our work at Holmes.

In addition to the "A Team", Holmes has developed case managers. The purpose of this team is to directly support students who have been identified as the most "At Risk" based on their academic, behavior and attendance data. Each case manager is assigned two to three grade levels to focus on. Case managers are responsible for personal one-on-one connections with students, supporting teachers in dealing with student behavior and attendance and connecting students with additional supports for academic concerns. There are four case managers responsible for students at their identified grade level band (K, 1-2, 3-4, 5-6). The list of students on each grade levels case load can vary from time to time based on student behavior, academics and attendance. If a student shows growth, they can be removed from the most "at risk" list, as well as students who have moved in, or the case managers have seen a change in their behavior. At any given time there are approximately 40-45 students on our list of most "at risk", this is approximately 10% of our student population. The table below shows the information for one case manager with the number of office referrals as well as other information for students who have been on her case load for two consecutive years. As you can see, there has been some significant growth, as well as some additional need for intervention. The data presented is the same time range for both years.

Case Load Drill Down
Behavior Watch Comparison

2017-18 Grade	Student Name	Disc Referrals 2016-17	Disc Referrals 2017-18	Comparison*
5th	-	6	7	+1
5th	-	0	6	+6
5th	-	3	6	+3
5th	-	5	4	-1
5th	-	2	3	+1
5th	-	3	2	-1
5th	-	2	1	-1
5th	-	8	1	-7
5th	-	0	1	+1
5th	-	10	1	-9
5th	-	6	0	-6
6th	-	4	4	0
6th	-	0	2	+2
6th	-	0	2	+2
6th	-	1	2	+1
6th	-	1	0	-1

*From Start of School to Oct 17- both school years

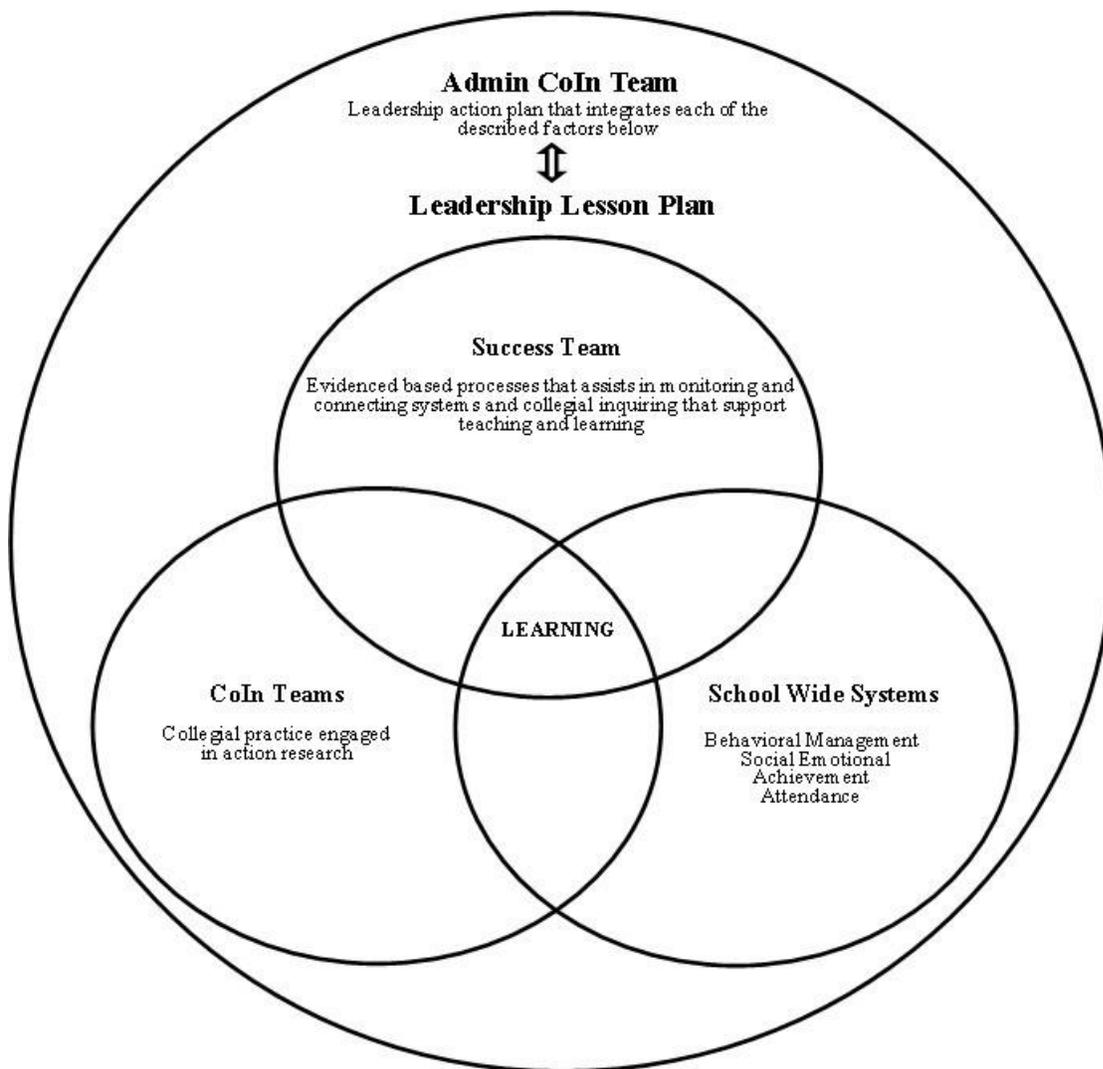More than 2
2017-18 Behavior Case Load
Same, within 1, or Improvement- same date range

Case managers are a critical component to the School Support Systems as demonstrated in the CoIn model, found in Figure 1 on the next page.

The outer circle of the model depicts the collaborative inquiry process (CoIn) of the Administrative Team. The Administrative Team planning process, or 45-day plan, describe specific targets and related action steps that support the work of five specific goals. These five goals focus on:

- Creating a collaborative culture that promotes student achievement and focuses on the connection of curriculum, instruction, and assessment practices.
- Utilizing data to refine systems of social support and academic press for each student.
- Developing and implementing more opportunities for students to help connect to school and envision their future.
- Engaging our local and school community.
- Implementing the student teacher saturation model that supports improved teaching and learning.

Figure 1: Collaborative Inquiry (CoIn) School Change Model

Admin CoIn Team
Leadership action plan that integrates each of the described factors below

⇕

Leadership Lesson Plan

Success Team
Evidenced based processes that assists in monitoring and connecting systems and collegial inquiring that support teaching and learning

LEARNING

CoIn Teams
Collegial practice engaged in action research

School Wide Systems
Behavioral Management
Social Emotional
Achievement
Attendance

Embedded in each 45-day time period are formative assessments, or quick wins. Quick wins require the Administrative Team to collect evidence that can be used to evaluate if each action step has been accomplished. Each person on the Administrative Team has

specific goals and action steps within the 45-day plan that he/she is accountable to achieve. The Administrative Team meets twice weekly regarding the 45-day plan. During these meetings the Administrative Team members discuss and engage in collaborative inquiry (CoIn), review problems of practice within a given goal area, and provide evidence that support their work. Specific action plans are developed and implemented to ensure that the 45-day planning cycle is dynamic, continuous and moves to immediate action.

The inner circles of the model depict the dynamic relationship between the 45-day planning process, the implementation of school-wide systems, evidence collection, and the work of teachers in their learning teams. Each of these factors is described below.

Success Team is an evidenced based process that collects and monitors achievement, social/emotional, behavior and attendance data on each student. The success team's primary function is connecting students and teachers to school-wide systems and monitoring the successes that relate to the specific needs of individual students.

School-Wide Systems are specific process and structures that support the behavioral, achievement, attendance and social emotional needs of students. Many of these systems of support are embedded in this report.

Learning Teams engage in collaborative inquiry (CoIn). Grade level bands meet weekly to ensure student-learning targets, common assessments and teaching practices are aligned. Student work and related evidence is reviewed to ensure that student learning is achieved. Learning teams have routine conversations with the Success Team to ensure system support is in place for specific students.

The interaction of each of the different factors described become synergistic through a systems approach to change. Thus, the leadership team acts on their 45-day plan; the success team monitors and connects teachers and students to system supports; and teachers act on their learning team goals.

As a result of the implementation of the model described above, Holmes has successfully developed and implemented systems of support for the areas of Academic Achievement, Social Support and Behavior Management. By evaluating the effectiveness of each of these systems on a bi-weekly basis, the school has seen a decrease in office referrals, and an increase in attendance and academic achievement. In the subsequent section on "Assessments" we will share select data as exhibitors of these improvements.

IHE Programs

The work of the Gonzaga and Whitworth teacher preparation programs has been anchored in the implementation of field situated preparation practices. This theory of teacher preparation focuses on engaging our teacher education students in work at Holmes with students, families and teachers. One of the strengths of the partnership is that the resources provided by the CSIS funds have supported increased collaboration and

coordination of services to the Holmes community through the work of the IHE faculty and students while also providing a powerful learning environment for these same faculty and students. From the beginning of the partnership, we pursued a saturation model (placing as many MIT students as possible in classrooms for their one-year practicum) that utilizes the co-teaching model of student teaching thus allowing for an increase in the trained person power involved in the work at the school. It should be noted that this is a component of our model that was not sustained. This will be discussed in the subsequent section on sustainability, but in general, due to personnel issues (such as new teachers, mismatch between candidate and cooperating teachers, teacher fatigue at the expectation of having an MIT annually) this was a component of the model that has not continued. We have continued to saturate the school with university personnel in the forms of MIT teacher candidates, undergraduate pratica and methods class members, ELO assistants and MIT and undergraduate intercultural field experience students.   In addition to the placement of student teachers, the access our programs have to the ELO as an opportunity to be involved in working with students is a key component of our pathways initiative described later in the report. Data from MIT PLCs as well as exit surveys and debriefing meetings with participants from the methods classes, practica and ELOs each indicate that involvement in Holmes alongside university peers has provided multiple benefits not identified at traditional practica and student teaching placements. University students repeatedly reported benefits such as: a feeling of strength in numbers, a greater sense of belonging at the school site, a greater willingness to speak up in staff and grade level meetings, and formal and informal opportunities to collaborate with university students from the partner university.   Additionally, university candidates spoke to the value of multiple groups of support - university and school-based, a feeling that their voices were heard through multiple opportunities to speak into the ongoing improvement of services at the school, regular interactions with teachers other than their mentors, and multiple opportunities to be engaged in the school community outside of class activities.

As described briefly in the opening overview of our progression of activities over the life of the partnership, each university has situated an entire methods course or two at Holmes during the day, over the course of the last 3 years. In the case of Gonzaga, the EDTE 401 course (undergraduate math methods) is being taught at Holmes and includes working with the second grade team of three teachers. In the case of Whitworth, the General and Language Arts Methods courses were taught at Holmes each of the past three years. The 22 candidates enrolled in these classes received instruction in theory and strategy and then had the opportunity to apply this in six classrooms - kindergarten, 2nd & 3rd - by completing assessments, interventions and individual and small group instruction. The math methods course continues to be taught at Holmes and is described in greater detail below. The Whitworth courses will not be taught at Holmes during the sixth year of the grant due to the lack of physical space within the building for a class of this size and available coordination to place teacher candidates in classrooms to support this literacy initiative.

The EDTE 401 (Math Methods) situated at Holmes is taught by faculty member Kathy Nitta and includes students (spring 2017 – 7, fall 2017 = 7) and working with 2nd grade team at Holmes. By situating the course in the field, the course is able to focus on a framework which works with the "Learning Cycle and Core Practice Model" (McDonald, Kazemi & Kavanaugh, 2013) around eliciting and responding to student thinking through mathematical discourse. Kathy Nitta is using this experience to anchor her PhD research and so will also be analyzing data related to candidate and student performance.   In addition, we believe that these same instructional strategies that Kathy and her students are working on are high-leverage practices for teaching mathematics and so have come to call this "Incidental Professional Development" for 2nd grade team as they are so involved in the work that Kathy and her students are doing with Holmes students. This initiative took an additional step toward developing and increasing the capacity of a learning team made up of the GU teacher educator and teacher candidates, in partnerships with the second grade team, attended an NCTM Interactive Institute in the summer of 2016. As a team they had opportunities to broaden their pedagogical content knowledge around number and operations. In addition, the mathematics teaching practices outlines in Principles to Actions: Ensuring Mathematical Success for All (NCTM, 2014) became a common frame to investigate and develop mathematical instructional practices of the in-service, preservice, and university teacher educator within the context of the Holmes second grade classrooms.

Section II: Research/ Evidence

The work at Holmes, Gonzaga and Whitworth is well-aligned to the research and evidence base in school improvement, student achievement, and in teacher candidate recruitment and preparation. For the purposes of this section of the report, we have selected to share components supported by the research and evidence around providing additional support services to students, families and teachers at Holmes (Balfanz, 2013) and efforts to situate courses in the field (Zeichner, 2012; McDonald, Kazemi, et al, 2014). While there are many other research-based initiatives in our partnership, these two are exemplars of our efforts.

Extended Learning Opportunities

The past two years, the Partnership launched an Extended Learning Opportunity Program in the after-school time. This work aligns well to the work out of John Hopkins University which was disseminated in the White Paper: "Overcoming the Poverty Challenge…The Crucial Role of Student Supports" (Balfanz, 2013). The key strategy outlined and advocated for in this report is the development and delivery of aligned student supports (p. 17). This has been a key effort over the past three years and as a result has led to a much strengthened ELO program offered two days per week for two hours after school.

The structure of the ELOs has followed the same format since inception. The first hour is focused on academics and the second hour is considered enrichment activities. Some of these enrichment activities include disc golf, sculpting, scrapbooking and other engaging activities. By attaching enrichment activities to the ELO, we increased attendance significantly. According to our attendance data, of the 80 students signed up to attend ELO, we have and average attendance of 90% for students who are consistency attending our ELO program for the 2017-2018 school year. This is in comparison with the first year, during the 2013-2014 school year, where we had 40 students participating and only 50% attendance rate.

A significant step, which will be discussed in the section on sustainability, has been to create mechanisms to recruit GU and WU students to support the ELO program which will carry on beyond the life of the grant. Similarly, the academic interventions (literacy in the fall and math in the spring), have been developed by faculty over the course of the past year so that there is a well-designed academic enrichment curriculum that will remain available to Holmes to utilize for ongoing ELO activities beyond the life of the grant.

One standout quote from a recent MIT candidate who was also heavily involved in the ELO program is that "Working in the ELO program has been extremely influential in helping to build my confidence in this role…I have truly felt that the confidence I'm gaining from the ELO has transferred over to my role in the classroom and I am so grateful for that." Similarly, the following MIT also described the importance of the ELO to helping her to develop her skills as a beginning teacher "…I've noticed growth within my management skills and confidence because of it." These examples are important indicators of the value of the ELO experiences for the development of new teachers' skills and knowledge. This is, in part, why we have scaled-up this initiative so that we can include more of our teacher candidates in this partnership. One way that we accomplished this was by placing clusters of undergraduate students at Holmes to complete early level practica. These practica can be scheduled just prior to the start time for the ELO thereby allowing students to participate in both a classroom and an ELO experience without adding significant travel time to their very full daily calendars. As well, a natural "cascading mentorship" situation has emerged as the "teacher leads" for the academic enrichment (math and literacy) are staffed by candidates who have been involved in the ELO as a volunteer in the past or as a member of a site-situated methods class. These leaders are typically juniors and seniors in our programs. In addition, there are volunteers (typically freshman and sophomores) that help the teacher leads. This has developed into an organic mentorship and collaboration that our students have enjoyed.

Section III: Partnerships

Family Engagement Initiatives

One of the main criteria identified in our Comprehensive Needs Assessment was a need for strong collaboration with families and outside organizations. While Holmes has always had

strong family engagement at our evening school activities, it became evident that we needed to involve our families in the day-to-day school initiatives. This work is led by a staff member with the title of School Community Liaison/Interventionist, which it is important to note is a position that is funded by the CSIS grant. This person connects students and their families to community resources such as mental health therapy, access to food banks, child care, affordable housing options, clothing banks, and free or low cost medical or dental clinics. The School Community Liaison is deeply connected to our local community. He attends community partnership meetings, seeks out new resources and frequently conducts home visits. He directs a regularly occurring Family/Community Professional Learning Team where families and community members strategize how to maximize support for students. Additionally, he actively supports students' attendance at school. If a child misses considerable time from school, he will follow-up with the family to problem solve how to remove barriers to getting the child to school. He conducts the Attendance Review Team with students, families, teachers and community members to strategize how a child may more readily attend school. Below are additional explanations regarding these efforts.

Some of the ways we have been able to accomplish this goal is through creating and growing out Parent/Community Professional Learning Team. We have invited multiple local community members to join our team on a monthly basis to collaborate and provide support and feedback around the needs of the Holmes students, families and community.

Our September meeting included the majority of our community partners, including by not limited to;

St. Andres Church
Rotary North-Support all student by purchasing books/t-shirts for all Holmes Heroes to promote our Character Education Program every month.
Bite2 Go -100 students served weekend food every week.
2nd Harvest- Mobile food bank attends two student events every year and distributes food.
At the core
One Heart Spokane
Communities in Schools-Collaborates to provide 10 volunteers a week to help distribute food for students, as well as collaborates to provide 15 mentors (so far this year), as well as provided a large amount of "back to school supplies".
Spokane Transit Authority- Donated School supplies/backpacks, clothes and boots for students.
Northwest Harvest- provides additional support for food.
Spark Central- Community organization who supports students inside and outside of Holmes in collaboration with Spokesman Review and The Inlander- Currently working with 25 students on site in after school program.
West Central Youth for Christ- Provides mentoring and support for approximately 30 students after school.
Life Center Church- Provides mentors, collaboration support for 20-mentored students.
Whitworth University- Multiple collaboration projects, including after school programs,

MIT mentorships, student teacher mentorships, outside agency collaboration and support, etc.

Gonzaga University - Multiple collaboration projects, including after school programs, MIT mentorships, student teacher mentorships, outside agency collaboration and support, etc.

River City Youth Ops- Provides mentoring for students outside of the school day.

YMCA- Community support

Growing Neighbors- Community organization

West Central Community Center- Community organization for before school and after school care for students and families.

This continues to be an organic process of partnership. These are all community members who support our students/families throughout the school year.

We have also implemented the first elementary Attendance Review Board in Spokane Public Schools (referred to as ART). The team is composed of the School Community Specialist, administration, teachers, the school counselor and parents/leaders in the community. Once a student has been identified as having attendance difficulties, the team's purpose is to find ways to support the family. The team meets with the family of the student who is having attendance issues to create a plan that will support the student's success. As a result, students who have been brought to this team have increased their attendance rate to an average of 95% weekly attendance. Please see Figure 4 below for attendance rate increase.

In addition to the ART program, Holmes has collaborated with the Spokane Regional Health District to implement the Walking School Bus. This is a program that relies on community volunteers, who walk designated routes, picking up students along the way. This ensures on-time daily attendance, increases student safety, and engages our local community members in our mission to have a 95% attendance rate.

Another outcome of the CSIS grant, is the development of the RMT (Resource Management Team). The goal of this team is to provide specific services through agencies outside the scope of the school. Members of this team vary in expertise and work together to provide outside support to our most at risk students. These members include, but are not limited to, local mental health agencies (Frontier Behavioral Health, Native Project and, DSHS office). We also work with our local food banks, crisis shelters, and public transportation office. Along with these outside services we have a full time mental health therapist on site who works with a number of our students.

The past three years we have also put an emphasis on home visits. These home visits are intended to be non-threatening and allow parents to communicate needs and concerns for their child with our teachers and community specialist. Home visits occur on an "as needed basis" and typically involve the community specialist and occasionally a member of the administrative team.

Lastly, we have continued our Parent Connection Activities which are events where we invite parents into the school to learn about the curricula their students are using in their classrooms. We also hold Pastries for Parents Activities. These two events are an effort to invite our families into the school community and involve them in the process of creating a whole community school.

Section IV: Stakeholder Equity

At the risk of being redundant, we would refer readers to the partnership section. This section outlined our significant improvements in reaching out to both parents, representing the student communities served, as well as neighborhood and community-based organizations that have become much more involved in the work at Holmes and in service to Holmes students and families in the neighborhood.

One example of innovative community involvement was the partnership that the two universities and Holmes developed with SPARK Central, a relatively new neighborhood center whose mission highlights the belief "that everyone, regardless of income, deserves access to creative learning opportunities and innovative technologies." A story writing event involving a third grade class from Holmes, Whitworth University students enrolled in a Literacy course and SPARK staff members was piloted. During this half-day event the third graders used puppetry, story-telling and technology to create individually authored stories. Each student author walked out of the session with their published story captured in a high quality bound book that included their biography and photo. This highly successful endeavor resulted in plans for four more sessions in the current grant year, and more importantly, a powerful introduction to a local free resource for these students and their families.

Section V: Cultural Responsiveness

In addition to the culturally responsive practices that are fundamental guideposts to our work in the classrooms and especially with the families and community members with whom we have increased our collaborative efforts, we have also focused on improving our (IHE) recruitment of students of color into our teacher preparation programs. It should also be noted that the CEE survey showed growth (from 2013-2015) in all seven categories of Cultural Responsiveness.

Over the course of the grant, coursework at both universities has been added or reformatted to allow MITs to learn additional strategies for working with culturally and linguistically diverse populations, often resulting in credits toward certification in ELL and TESOL. To increase cultural competence, all Whitworth teacher candidates complete a three week full-time field placement in a culturally diverse setting unlike any the student has experienced in the past. Every year during the months of January and April, Holmes hosts several MIT and undergraduate students who are focused on serving the Holmes community while completing assignments specifically designed to help them recognize

personal biases, increase intercultural communication capabilities and work more effectively with traditionally marginalized students. Written reflections from these students indicate a deeper understanding of the culture of poverty, an awareness of the complexities of the West Central neighborhood and a questioning of previously held beliefs about students in high need schools. Connections to Maslow's hierarchy and the effects of complex trauma on the learning process are themes repeatedly found in the students' writing.

Teacher Recruitment Initiative

A key initiative of this project is to diversify the teacher candidate pool. As reflected in the recent study (Washington Student & Teacher Demographics Report, July 2014) commissioned by the Professional Educator Standards Board (PESB), the students in our Northeast ESD (101) are far more diverse than our teaching corps (5% teachers of color as compared to 21% students of color). This is an important initiative at both Gonzaga and Whitworth and is well-aligned to our mission to engage these populations in service to their communities. To this end, we have developed several partnerships and initiatives that we believe will increase the diversity of our respective teacher-candidate pool.

Gonzaga and Whitworth Universities are both involved in the Act Six program that recruits students of color and students from non-traditional college attendance backgrounds. Gonzaga just recently admitted its fourth cohort while Whitworth has just admitted its tenth cohort. At both universities we coordinate with the Act 6 program to find opportunities to engage the Act 6 scholars in the work at Holmes. This aligns well to the types of activities outlined in the other recent PESB report: Best Practices for Recruitment & Retention of Underrepresented Populations (June, 2014). Specifically, the approaches of providing Career Explorations and Outreach Activities as well as Targeted Recruitment Activities (PESB, 2014) are two strategies that Gonzaga and Whitworth are employing. Another example of this is the partnership that is being formed between the School of Education at Gonzaga and the Multicultural Honors Society (MCHS) that will engage students who are in the MCHS in supporting mentoring and tutoring activities at Holmes. This is a value-added proposition both for the diverse students and families at Holmes as well as for the improved capacity to target recruitment of diverse teacher candidates. Finally, this past year, the department of Teaching English to Speakers of Other Languages moved into the Teacher Education department. As such, that has increased our access to international students, some of whom have become involved in the ELO program at Holmes.

Section VI: Assessment

Holmes Assessment Data

As was mentioned earlier in this report, the results of the CEE Educational Effectiveness Survey provide important data for comparison to the beginning of the project. In

particular, the school culture was identified as a major area for growth in the needs assessment. The data from the CEE report as of January, 2016, shows marked growth across many measures from the 2013 survey data. In particular, across every measure analyzed by the survey there was growth from the 2013-2016 data. We believe this is important evidence of the progress of the partnership.

Similarly, we have seen growth in our state assessment data. Both with the transition to SBAC from MSP, and continued growth in some areas according to SBAC data. Figure 2 shows 3years of SBAC Data in the area of ELA and Figure 3 shows SBAC data in the area of math. While we have not seen the growth we had hoped for, we did see some great growth in some areas and have used that data to influence the supports and interventions provided to grade levels that did not have the growth anticipated.

We have included select assessment data for academics (SBAC data), attendance (average attendance and sample data from attendance review team (ART); and behavior (reduction in step 4 referrals to the office) that we believe provide evidence of improvement.

Figure 2 and Figure 3 represent the year over year SBAC scores.

Figure 2: ELA year over year SBAC Results

Grade	2014-2015	2015-2016	2016-2017
3rd	16.6	41.0	33.0
4th	50.0	21.0	38.0
5th	25.6	41.0	24.0
6th	42.39	28.0	33.0

Figure 3: Math year over year SBAC Results

Grade	2014-2015	2015-2016	2016-2017
3rd	33.3	41.0	33.0
4th	34.0	28.0	41.0
5th	31.5	30.0	11.0
6th	35.2	23.0	28.0

Holmes Attendance Data

A key data point that reflects progress at Holmes is the improvement in the attendance of Holmes students (See Figure 4). The past three year trends are showing improvement. While it is flat at the "Satisfactory" level, there is improvement across the other three data

points and a corresponding decrease in number of Moderate and Severe Chronic attendance issues. We believe this reflects a specific focus on improving attendance as a part of the school change process.

Figure 4: Holmes Attendance Trends

Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Satisfactory (95%+)	36.5%	38%	36.4%	37.1%	33.8%
At-risk (90-95%)	31%	32.5%	35.4%	34.6%	25.5%
Moderate Chronic (80-90%)	24%	23.3%	21.5%	20.5%	19.28%
Severe Chronic (<80%)	8.8%	6.2%	6.7%	6.4%	8.52%

Holmes Behavior Data

Figure 5 displays the significant drop in data referrals over the course of the last year. This has been a key target area on the part of the entire school staff, but also for the Administrative team, the caretakers of the 45-day planning process.

Figure 5: Holmes Behavior Data Screen Shot
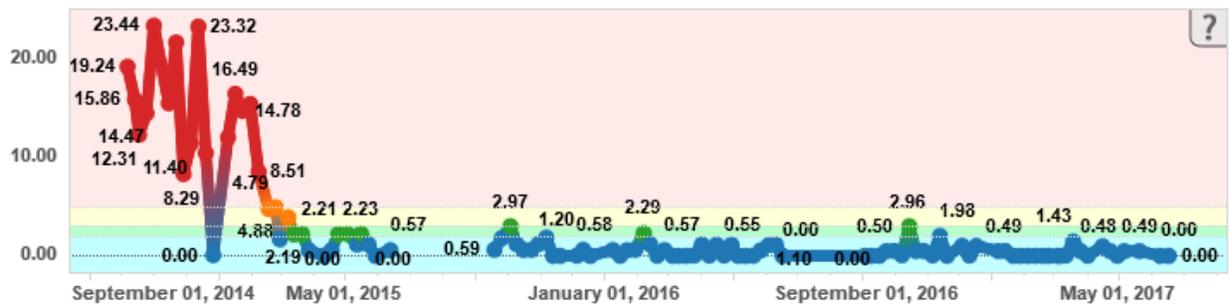
As the screen shot above illustrates, Holmes has experienced a significant drop in average office referrals in a month September: 2013–2014 Average 200 Office Referrals; September 2014–2015 Average 150 Office Referrals; September 2015–2016 Average 80 Office Referrals; September 2016-2017 Average 90 Office Referrals, and the September office referrals for 2017-2018 were 65.

IHE Program Data

A major target area for this partnership was to use the resources that the grant provided to make program changes and recruitment initiatives that would increase the number of our

elementary candidates who are graduating with additional endorsements. In particular, both Gonzaga and Whitworth have taken specific steps to increase the numbers of candidates graduating with an ELL endorsement.

Figure 6 includes a graphic that highlights data showing this growth at Gonzaga:

Figure 6: IHE Data (Gonzaga) on Increases in Endorsements

Year	ESOL Endorsement	Reading Endorsement
2012-2013 (pilot)	2	5
2013-2014 (yr. 1)	3	7
2014-2015 (yr. 2)	13	12
2015-2016 (yr. 3)	11	8
2016-2017	5	14

We continue to see this growth curve in our program and believe it is due to both the program changes (reduction in stand–alone courses needed to complete the endorsement) as well as the culture shift (it has become a "de facto" expectation that candidates pursue this additional endorsement).

As noted in prior reports, the CSIS grant provided the impetus for the Whitworth faculty to rework the MIT course sequence in order to imbed ELL-focused courses, thus providing all candidates (40–45 per year) access to this info. Additionally, an interdisciplinary TESOL endorsement program was developed to prepare education and non-education majors for engaging effectively with families for whom English is not their primary language.   This training is accessible to non-education students engaged in volunteer opportunities at Holmes and schools with similar ELL needs.

Two additional endorsement foci were identified as needs by Holmes staff. In response, Whitworth offered professional development support in the areas of social emotional learning and working with underachieving gifted and talented students. Three of the Holmes teachers went on to complete master's degrees in these areas: two in Gifted and Talented and one in Social Emotional Learning. In this final year of the grant, Whitworth is co-sponsoring a workshop with WSASCD on mitigating the negative effects of trauma. Whitworth will also be offering a workshop on "Attending to the Social Emotional Needs of All Children." Participation of Holmes candidates' and educators in these events will be prioritized.

Initial analysis of quantitative data collected by both universities on standardized measures such as the edTPA and WEST-E tests showed no significant differences between candidates at Holmes and those completing their internships in other local schools; although in both universities, all candidates who completed their preparation at Holmes passed the edTPA on their first submission. Conversely, qualitative measures such as interviews, perception surveys and data collected at PLCs indicate recurring themes. Among them two worth

noting are: Candidates involved in the grant work at Holmes participated in and valued collaboration efforts across grade-level and building-wide teams to a greater degree than their peers. Educational experiences at Holmes increased candidates' expectations of traditionally marginalized students.

Section VII: Implementation/Progress

According to the Innovation and Success Plan submitted in 2014, the planned activities for the implementation of the CSIS grant over a five-year period are divided into three phases:

Phase 1, 2013-2015: Continue development and implementation of systems and strategies to address identified goals within Holmes, the West Central Community and the partner universities. Develop data management systems to measure impact of ISP implementation. Analyze data to inform subsequent action steps.

Phase 2, 2015-2017: Continue implementation, assessment and revision of systems and strategies in response to data. Develop processes for scaling up and expanding successful practices borne out of the implementation phases.

Phase 3, 2017-2018: Transition to increased focus on efforts to scale up and expand strategies with an eye towards sustainability. Formalize agreements for external support and funding for innovations after the pilot grant.

As delineated in the introduction within this report, we have implemented a framework for systemic change with regular feedback loops as documented in the 45-day plans. This system has allowed the leadership team (including members from Holmes, GU and WU) to track the implementation of activities identified by the ISP and to be responsive to emerging needs as they present themselves. At this juncture, we have completed phase one of the plan and all of the activities identified therein. We have also addressed the goals of Phase 2 which will continue to be implemented and refined alongside the current phase 3 goals. (See sub appendix 1 labelled Timeline for Completion of Milestones and Significant Activities).

Section VIII: Scalability

A key learning for our partnership with respect to the conversation around scalability, is the need to develop relational trust in order to engage in collaborative work such as this. Partnerships are about the slow work of building trust. This has been one of the most important outcomes of this partnership – the development of trust across the three organizations (Gonzaga, Whitworth and Spokane Public Schools) that has led to an increased capacity to engage in this type of work. The importance of spending time, developing systems of collaboration and communication, and working together to co-construct a partnership is a key learning for scalability.

Related to this is the importance of institutional capacity, anchored in particular in staffing designated to attend to the partnership, which is required to organize and manage partnership work of this sort. On the part of the district, this will take continued investment in capacity at the district level (through staffing dedicated to attending to partnership growth, development and management) as well as the building level (having FTE focused on attending to and managing partnership efforts). With respect to the IHEs, both Whitworth and Gonzaga grant leads serve in key partnership roles for their respective universities. Dr. Tully, Associate Dean for Teacher Education and School Partnerships, and Dr. Traynor, K–12 School Liaison, are both in leadership roles within their individual institutions and serve in key roles to scale this work. These roles are formalized and institutionalized at each university and reflect a commitment to expanding this type of work. Similarly, they are both involved in the local collective impact initiatives (namely the cradle-to-career network in Spokane – Excelerate Success) including the School/Community Partnership Committee that is co- convened by SPS and the United Way. Again, a key learning from this partnership for replication and broader state context is that the investment of time and resources in service to partnerships is essential to doing this work. The Spokane partnership would like guidance from OSPI, PESB and the Legislature with respect to both scalability and sustainability. In particular, in service to scalability, it would be helpful to know if some of the resources for the final year (2017-2018) could be directed toward scale initiatives that include other schools in addition to Holmes as well as investments at the district level to increase capacity to facilitate scaling of select initiatives.

Section IX: Sustainability

Similar to the above discussion regarding Scale, the investment of partnership infrastructures is key to sustainability. In addition, the development of systems that allow for sustainability beyond the availability of the CSIS funds is critical to supporting ongoing practices. In the case of Holmes, the development and oversight of the school change process described in earlier sections is one that is set to continue beyond the life of the grant.

At Gonzaga, the department of teacher education is in the process of developing a new degree program: Language, Literacy and Culture in Education. This degree is targeting elementary certification candidates and upon completion, will also include the reading and ELL endorsements. It should be noted that the field situated methods and the accessing of the ELO environment as a positive growth environment for candidates and students are both anchor components of the new degree program.

At Whitworth, the department of teacher education has revised the ELL endorsement requirements to be more accessible by candidates in all three teacher preparation programs. Enrollment in ELL coursework by candidates currently in-program has doubled over the last three years. Much like Gonzaga, undergraduate elementary education majors are now able to graduate with additional endorsements in Reading, ELL or both.

Additionally, university-wide support for RISE (Reinforcing the Importance of Success in Education) volunteers through the Dornsife Center will provide student leadership and consistent bands of volunteers to serve in the ELO program well after the grant has expired.

Finally, the development and the delivery of the ELO program, as well as other family and community partnership initiatives, are likely to be sustained due to the collaborative structures that have been developed. In the case of the work at each IHE, the focus on mentorship recruitment and development, increasing ELL endorsements and field situated coursework all have been developed such that they are sustainable beyond the life of the grant. Similarly, the partnership work of each university has been strengthened by the investment in systems and structures that the CSIS resources have supported.

Summary

As mentioned earlier, Partnership projects require the slow work of building relationships. Our partnership and relationships continue to strengthen as we continue this work. A hallmark of this past year and the current year has been the significant increase in the numbers of Gonzaga and Whitworth students engaged in the work at Holmes (through both the situated methods courses as well as the significant increase in participation of the staffing of the ELO program). This reflects important progress toward our efforts to access this partnership as a strategy for preparing elementary educators to work in communities such as Holmes in the future.

Sub Appendix 1: Timeline for Completion of Milestones and Significant Activities

The following is the original Innovation and Success Plan Timeline with revisions noted in red. See notes at the end of the document for items preceded by red asterisks. The columns indicating this report year are shaded for easy identification

The full array of activities designed to meet the identified outcomes of the grant have emerged in response to student and family learning needs, PLC work, collaboration with wrap-around service providers and pre-service and mentor teacher professional growth plans. The following activities and timeline are based on previously identified and emerging needs and may continue to shift in response to partner defined priorities. All activities are assessed for alignment with the four major goals of Holmes and the ISP: 1) Improving student learning; 2) Creating a collaborative and cohesive staff through the delivery of appropriate professional development; 3) Developing a Parent/Community engagement framework; 4) Preparing pre-service teacher candidates for successful teaching in high need schools. Significant activities will be accomplished in one or more of the following three phases of the pilot project:

> **Phase 1, 2013-2015:** Continue development and implementation of systems and strategies to address identified goals within Holmes, the West Central Community and the partner universities. Develop data management systems to measure impact of ISP implementation. Analyze data to inform subsequent action steps.

> **Phase 2, 2015-2017:** Continue implementation, assessment and revision of systems and strategies in response to data. Develop processes for scaling up and expanding successful practices borne out of the implementation phases.

> **Phase 3, 2017-2018:** Transition to increased focus on efforts to scale up and expand strategies with an eye towards sustainability. Formalize agreements for external support and funding for innovations after the pilot grant.

The following table incudes a detailed timeline for significant activities denoted in 6 month increments. Additions to the original plan are denoted in red font.

Significant Activities	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
1. Revise innovation and Success plan based on funding levels	X				X	X			X	
2. Develop and empower Action Teams within the PLCs to address identified needs as they arise	X	X	X	X	X	X	X	X	X	X
3. Provide Co-Teaching training to staff and candidates (TCs). In 2015-16 we extended the training to include a repeated focus on mentoring skills and support. Two full days of adapted BEST mentor training was followed-up by review and extended sessions.	X		X		X	X	X		X	

Significant Activities	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
4. Provide Make Your Day (MYD) training to staff, candidates and volunteers. Only candidates and new faculty received MYD training in 2015-16. Volunteers in each session of ELO received MYD training.	X		X		X		X		X	X
5. Provide joint training for staff and TCs on developing support for academic language, and utilizing student voice and technology in the classroom (as defined by edTPA and TPEP)	X	X	X	X	X	X	X	X	X	X
6. Identify/develop core assessments per consensus of staff	X	X	X		X					
7. Complete the Family/Community Engagement Plan prioritizing wrap-around services and extended learning opportunities for implementation. The afterschool ELO activities increased from 30 students served in 2014-15 to 300 students in 2015-16. ELO and community engagement PLCs continue to function to effectively provide additional supports to students and families.	X	X	X	X	X	X	X	X	X	X
8. Offer Make Your Day training to all parents and interested community groups.		X		X				X		
9. Construct Professional Development (PD) and University (IHE) coursework, on-site (Holmes) and online, to support acquisition of English Language Learners (ELL), Reading (Rdg) and Special Education (SpEd) endorsement competencies. Significant restructuring of coursework leading to Reading and ELL endorsements took place in the IHEs	X	X	X	X	X	X	X	X	X	
10. Offer PD and IHE coursework in ELL, Rdg and SpEd. These opportunities continue to be available and supported for candidates and in-service teachers. Additional support for identified areas, Gifted and SEL were added in response to staff requests.		X	X	X	X	X	X	X	X	X
*11. Collect and analyze student growth data based on core assessments to inform subsequent practices		X	X	X	X	X	X	X	X	X
*12. Collect and analyze identified metrics for teacher candidate performance to inform subsequent practices.		X	X	X	X	X	X	X	X	X
13. Collect and analyze data on impact of individual interventions implemented in response to Early Warning System data.		X	X	X	X	X	X	X	X	X
14. Collect and analyze data on effectiveness of extended learning opportunities to inform subsequent practices		X	X	X	X	X	X	X	X	X
15. Revisit the Family/Community Engagement Plan and identify next level priority goals. Ongoing			X		X		X		X	
17. Evaluate and adjust core assessment tools, their usage and reporting systems		X		X		X		X		
18. Revisit/revise pre-service and in-service Professional Development (PD) Plans Ongoing, see 9 & 10 above.		X		X		X	X	X	X	

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
19. Revisit/revise data collection systems for metrics in areas identified above				X	X	X	X	X	X	X
20. Create detailed work plan for Phase II: continued implementation coupled with expansion, 2015-17 based on funding level. Addresses in earnest in 2016-17 and 2017-18.				X			X			
21. Revisit/revise the structure, scheduling and delivery of teacher preparation coursework based on annual data from co-teaching implementation		X	X	X	X	X	X	X	X	X

Significant Activities	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
22. Provide "Teachers Training Teachers" presentations to staff at other high need schools within the district and beyond Dissemination of work to be shared on a larger scale via national presentations and publications.							X	X	X	X
23. Expand PLC work to include collaboration between PLC representatives and school & community personnel at Holmes' feeder middle and high schools Completed within the context of established							X	X	X	X
24. Provide necessary documentation for Interim Evaluation to OSPI and PESB Regularly every fall.			X		X					
25. Create a detailed work plan for Phase III, transition from implementation to long term maintenance, 2017-18, based on funding level. In progress							X	X	X	X
26. Collect and analyze longitudinal data on TCs performance on edTPA and subsequent TPEP. We continue to collect edTPA data; however, we found little to no correlation between performance of candidates at Holmes and performance at other locations using this particular metric.				X	X	X	X	X	X	X
27. Prepare necessary documentation for Final Evaluation to OSPI and PESB (FALL 2018) This activity was unfunded. Partners await guidance on this item.									X	X

* For the academic years 2013-2014 and 2014-2015 changes in math and language arts curriculum as well as standardized tests (SBAC) used by the district made it difficult to use data sets for comparison across academic years. Continued collection and analysis over time is expected to yield more helpful results. Similarly, the team has determined that the metrics chosen for assessing the outcomes of pre-service candidate performance require further analysis and refinement to provide data that is meaningful.