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# SUPERINTENDENT OF PUBLIC INSTRUCTION

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DR. TERRY BERGESON OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200 • <http://www.k12.wa.us>

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June 5, 2003

(x) Action required  
Nominations due September 10, 2003  
Applications due October 23, 2003  
( ) Informational

## BULLETIN NO. 36-03 LEARNING AND TEACHING

TO: Educational Service District Superintendents  
Educational Service District Assistant Superintendents  
Select School District Administrators  
Select School Principals  
Title I Directors

FROM: Dr. Terry Bergeson, State Superintendent of Public Instruction

RE: Title I Academic Achievement Award Program

**DESCRIPTION:** The Office of Superintendent of Public Instruction (OSPI) is pleased to announce the implementation of the Title I Academic Achievement Award Program. In accordance with guidelines of the federal *No Child Left Behind Act*, Washington Title I schools which have successfully met Adequate Yearly Progress (AYP) standards for three consecutive years in mathematics and reading may be nominated and selected for recognition of improving student achievement. Awards of \$10,000 will be presented to nine recipients.

The award will honor those schools and improvement teams that have significantly raised student achievement in mathematics and/or reading through an identifiable strategy, which can serve as a state model. The successful school mathematics and reading strategies and products developed by teacher teams will be showcased at state conferences and on OSPI's website and/or published in a guide book of case studies showing effective practices. The purpose of the program is to honor the work of successful Title I school teams while providing model strategies to assist other schools.

**ELIGIBILITY:** Any Title I school which has successfully met AYP in mathematics and reading for three consecutive years may be nominated to apply for this award.

**NOMINATION PROCESS:** Principals, school administrators, and educators are invited to participate in the nomination process by completing the attached nomination form and submitting it to OSPI. Self nominations by teams will also be accepted. Nominators are asked to consider those schools which exhibit the *Nine Characteristics of High Performing Schools* (see attached) and whose teachers, in a collaborative effort, have produced highly effective strategies for student improvement in mathematics and/or reading. **Nominations must be received by OSPI no later than September 10, 2003.**

**APPLICATION PROCESS:** Nominated schools will receive notice of their nomination and an application form from OSPI. Those schools proceeding with the application process are asked to identify a team to represent the school. The team's charge is to describe the successful practices that have been used in their school to achieve success in mathematics and/or reading.

The team will appoint a leader who will serve as the contact for the project. Team members must be certificated, full-time educators or principals who are involved in the school's improvement process. Teams may also include special education content specialists or other appropriate members influencing student improvement.

**USE OF THE AWARD:** The \$10,000 award may be used for:

- Professional development for improvement of the teachers' knowledge base in an area of expertise or new area of expertise related to current position or increased expertise in effective classroom practices.
- Team building and teacher planning opportunities for the purpose of furthering the work on the school's improvement plan.
- Development of additional research-based instruction.
- Development of additional strategies, curriculum, and training models.

**SELECTION:** A selection committee at OSPI will review applications. Selection criteria will include quality of the description of the strategies and processes; potential for adoption by other schools; replication of results; and process used for addressing the *Nine Characteristics of High Performing Schools*.

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Approval of this award also includes agreement by the respective school district to monitor and disburse funds appropriately under provisions of this award with no indirect charges.

**TIMELINE: Applications must be received by OSPI no later than October 23, 2003.** No faxes or e-mails are permitted.

For further information contact Julie Hanson, Teacher Awards Program Coordinator, at 360/725-6117, TTY 360/664-3631 or via e-mail [jhanson@ospi.wednet.edu](mailto:jhanson@ospi.wednet.edu). This information is also available on the OSPI website—<http://www.k12.wa.us>.

#### LEARNING AND TEACHING

Mary Alice Heuschel  
Deputy Superintendent

Gayle Pauley  
Director, Title I, LAP & Title V

TB:jh

Attachments

TITLE I ACADEMIC ACHIEVEMENT AWARD PROGRAM

NOMINATION SHEET

Name of Nominated School: \_\_\_\_\_

School District: \_\_\_\_\_

Check one or more of the following factors that apply to the school's nomination:

- School improvement facilitated by collaborative instructional team.
- School has defined process/strategies that were used to achieve improvement.
- School improvement can be supported with test data.
- School strategies/processes address the *Nine Characteristics of High Performing Schools* (See attached *Nine Characteristics of High Performing Schools*).
- School strategies have the potential for adoption by other schools.
- Other reasons for nomination:

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A personal letter of support may also accompany this nomination.

Nominator	Title
Address	

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Phone	E-Mail
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Have you been on-site at this school?       Yes       No

Send nomination to: Julie Hanson, OSPI, PO Box 47200, Olympia, WA 98504-7200

The nominated school will be notified of the nomination and an application will be sent.

**Nomination sheet must be received by OSPI no later than September 10, 2003.**

## Title I Academic Achievement Award Program APPLICATION

SCHOOL NAME	SCHOOL GRADE RANGE	SCHOOL DISTRICT
ADDRESS	TELEPHONE	
CONTACT PERSON (TEAM LEADER)	E-MAIL ADDRESS	ADDRESS
	FAX	

1. What subject area(s) is your team emphasizing?  
Reading  Mathematics
2. Describe the leadership team who will represent the school. (Use no more than one page.)
3. Attach WASL data showing consistent progress in student scores over the past three years in the proposed subject area(s). (Use no more than one page.)
4. Provide any other data to document improvement in student learning in the subject area(s) you have selected. (Examples are ITBS scores, subject matter tests, pretests and/or post tests, other assessment data.) (Use no more than one page.)
5. Provide a chronological listing of how the school began its school improvement process citing milestones, community partners, and other important factors in the implementation of your strategy. (Use no more than one page.)
6. Describe the strategies that led to your school's success in student achievement in the subject area(s) defined above and what you are doing to continue the trend (i.e., specific school improvement model, curricula, text, instructional strategies, professional development efforts). (Use no more than three pages.)
7. Describe how your school process addresses the *Nine Characteristics of High Performing Schools*. (Use no more than 3 pages.)

**Responses should be in 12 pt. font, double spaced, and with one-inch margins.**

In addition to the number of pages specified above, five additional pages are allowed to illustrate your project's success.

**Completed applications should be forwarded  
to the attention of Julie Hanson, OSPI  
PO Box 47200, Olympia, WA 98504-7200.  
Applications must be received by OSPI no later than October 23, 2003.**

## NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

- 1. Clear and Shared Focus** Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.
- 2. High Standards and Expectations for All Students** Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.
- 3. Effective School Leadership** Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders can have different styles and roles—teachers and other staff, including those in the district office, often have a leadership role.
- 4. High Levels of Collaboration and Communication** There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.
- 5. Curriculum, Instruction and Assessment Aligned with Standards** The planned and actual curriculum are aligned with the essential academic learning requirements (EALRs). Research-based teaching strategies and materials are used. Staff understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.
- 6. Frequent Monitoring of Learning and Teaching** A steady cycle of different assessments identify students who need help. More support and instructional time is provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.
- 7. Focused Professional Development** A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.
- 8. Supportive Learning Environment** The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.
- 9. High Levels of Family and Community Involvement** There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Families, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.