

COVER SHEET – AGENDA ITEM #R1

For Commission Meeting: October 19, 2015

“TechSmart Initiative Grant Agreement: Portland Public Schools”

Recommendation

Staff recommends that the Commission approve the attached grant agreement with Portland Public Schools in the amount of \$5,101,190.

Process Background

The Grant Committee vetted the Portland Public Schools grant project plan at its meeting on September 3, 2015. The following PPS team members attended the meeting Chris Russo, Assistant Superintendent, Teaching and Learning; Antonio Lopez, Assistant Superintendent, School Leadership; Sarah Singer, Senior Director, System Planning and Performance; Ewan Brawley, Senior Director, Instruction, Curriculum and Assessment; Ryan Morales, Senior Director, Technical Operations; and Jill Vogt, Project Manager.

MHCRC and PPS staff made revisions to the plan in consideration of the Committee’s input.

The full Commission conducted a work session on the second draft of a project plan on September 21, 2015. Superintendent Carole Smith, along with PPS staff, participated in the work session. MHCRC and PPS staff made further refinements to the final grant agreement scope of work (Attachment 1) in consideration of the Commission’s input.

Commissioners Dicile, Hansen and Studenmund are scheduled to attend the PPS Board meeting on November 3.

Attachment: Portland Public Schools/MHCRC Grant Agreement w/ Attachment

Prepared by: Julie S. Omelchuck

October 13, 2014

Draft: MHCRC Meeting Packet: October 19, 2015

AGREEMENT FOR MHCRC COMMUNITY GRANT

This Agreement is between the Mt. Hood Cable Regulatory Commission (Commission), through the Office for Community Technology (OCT), and School District No. 1J, Multnomah County, Oregon (Portland Public Schools) (Grantee) (together referred to as the "Parties").

RECITALS:

This Agreement is entered into for the purpose of providing grant funds under the Commission's TechSmart Initiative for the Grantee's TechSmart 3rd Grade Literacy Project.

AGREEMENT:

1. Grant Amount, Use of Grant

Grantee is awarded a total amount of \$5,101,190 for specific capital costs and purposes described in its Grant Project Plan (the "Grant"), attached to this Agreement as Attachment 1. Grantee shall use the Grant funds and its Matching Resources for the purposes as set forth in Attachment 1.

2. Project Manager

The Commission's Project Manager shall be Julie S. Omelchuck or such other person as shall be designated in writing by the OCT Director.

3. Payments

Grantee shall submit periodic invoices for reimbursement of actual capital costs incurred by Grantee related to the Grant budget. The invoice shall be on Grantee's letterhead and signed and dated by an authorized representative of Grantee. The invoice shall include an invoice number and a breakout of the invoice amount by the line items identified in Grant budget. Upon submission by the Grantee of an invoice, and upon certification by the Project Manager that the invoice is in accordance with this Agreement and any restrictions upon use of the Grant funds, the Commission shall pay to the Grantee the amount as specified in the invoice, not to exceed the total Grant amount of \$5,101,190, within thirty (30) days from date of the invoice. If the Project Manager finds that the invoice is not in accordance with this Agreement, the Project Manager shall notify the Grantee of the reasons for the disallowance and non-payment.

All invoices for Grant project capital costs must be received by the Commission no later than October 31, 2020 in order to be paid under the Agreement terms. No invoices shall be accepted after this date.

4. Financial Records

Along with the periodic invoices, Grantee shall submit copies of receipts or other evidence of payment for actual grant funded capital costs incurred by Grantee related to the Grant. The Project Manager, at her/his sole discretion, may require additional financial documentation of Grant expenditures.

Grantee agrees to keep accurate and complete financial records that will enable the Commission to easily determine the use of Grant funds and the allocation method of Matching Resources committed by Grantee for the Grant.

5. Reports

Grantee shall submit Interim Status Reports and a Final Status Report (collectively referred to as 'Report(s)' herein) to the Project Manager using the Commission's online grants management system. The Reports shall include both programmatic and financial information as established by the Commission. For a Report to be accepted by the Project Manager, Grantee shall provide clear, thorough and complete information and documentation of the Grant project in accordance with the schedule defined below.

Interim Status Reports are due within thirty (30) days of the end of each Report period. Interim Status Report periods are July-December and January-June for each school year contained in the Grant Project Plan. The first Interim Status Report shall include the period beginning with the effective date of this Agreement-June 2016.

Grantee shall submit a Final Status Report no later than October 31, 2020.

Grantee shall immediately provide notice in writing by electronic mail to the Project Manager when Grantee anticipates or realizes any deviation in the Grant which may result in Grantee's inability to fulfill the Grant as provided in this Agreement.

Grantee shall also provide other financial or program reports as the Commission deems reasonably necessary or appropriate. Grantee shall make its books, general organizational and administrative information, documents, papers and records that are related to this Agreement or Grantee's performance of services available for inspection by the Project Manager or other Commission representatives during reasonable business hours following five (5) business days advance written notification from the Project Manager.

6. Project and Fiscal Monitoring

The Commission and the Project Manager shall monitor the Grantee's performance on an as needed basis to assure compliance with this Agreement. Such monitoring may include, but are not limited to, on-site visits at reasonable times, telephone interviews and review of required reports, and will cover both programmatic and fiscal aspects of the Grant. The frequency and

level of monitoring will be determined by the Project Manager. Grantee shall remain fully responsible at all times for performing the requirements of this Agreement.

7. Audit

Because Commission grant funds are derived from the cable services franchises in Multnomah County, the cable companies may conduct a financial review or audit of Grantee for the purpose of verifying whether use of capital grant funds is in accordance with the requirements of cable franchises. If the Commission receives notice from a cable company, in accordance with the terms of its cable services franchise, of such audit or review, the Commission's Project Manager shall notify Grantee within five (5) business days of receiving the notice, and shall identify to Grantee the relevant financial records of Grantee that the cable company seeks to review. The scope of such audit or review of Grantee shall be consistent with the terms of the applicable cable services franchise. Grantee agrees to make such relevant financial records available to cable company's authorized representative for inspection and copying. Such records shall be reviewed during normal business hours at a time and place made available by Grantee. The Commission's Project Manager shall promptly provide Grantee with written notice of the audit or review's conclusions.

8. Publicity

Any publicity shall indicate that the project was made possible by a Grant from the Commission through funds provided by the cable companies. Grantee shall notify the Project Manager before releasing information about the Grant to the press or other news media. The Commission may include information regarding the Grant in periodic public reports.

9. No Other Obligations/Complete Agreement

Grantee acknowledges that, except for the Grant, the Commission has no obligation to provide, and the Commission has not led Grantee to believe in any way (whether expressly or by implication) that the Commission will provide any additional or future assistance, financial or otherwise, either to Grantee or for the Grant.

This Agreement contains the complete agreement of the Parties. This Agreement may not be assigned, nor may any of the Commission's rights be waived, except in writing signed by a duly authorized representative of the Commission. The Commission may specifically enforce, or enjoin a breach of, the provisions of this Agreement, and such rights may be freely assigned or transferred to any other governmental entity by the Commission.

10. Representations

Grantee represents that it has full power and authority, and has obtained all necessary approvals, to accept the Grant, to carry out the terms of the Grant and this Agreement, and to conduct the Grant in compliance with all applicable laws.

11. Indemnification

Grantee shall hold harmless, defend, and indemnify the Commission and the Commission's officers, agents, and employees against all claims, demands, actions, and suits (including all attorney fees and costs) brought against any of them arising from Grantee's work or any of Grantee's contractors work under this Agreement.

12. Compliance with Laws

The Commission and Grantee agree to comply with all applicable local, state and federal laws and regulations that apply to the subject matter of this Agreement.

13. Amendment

The Project Manager is authorized to amend the terms and conditions of this Agreement, provided such changes do not increase the Grant amount or the Commission's financial risks or change the purpose of the Grant. If approved such amendments shall only be effective if in writing, and signed by duly authorized representatives of both Parties. Any change in the amount of the Grant funds or the financial risks under this Agreement must be approved by vote of the Commission.

14. Term of the Agreement

This Agreement becomes effective on October 20, 2015, unless Grantee fails to sign and return the Agreement to the Commission within thirty (30) days of Commission action to approve the Agreement, in which event this Agreement shall be null and void. The term of this Agreement is through, and including, December 31, 2020.

15. Early Termination of Agreement

This Agreement may be terminated prior to the expiration of its term by:

(a) Written notice provided to Grantee from the Commission before any obligations are incurred; or

(b) Mutual written agreement of the Parties.

Termination of this Grant shall be without prejudice to any obligations or liabilities of either party already accrued prior to such termination. However, upon receiving a notice of termination, Grantee shall immediately cease all activities under this Grant, unless expressly directed otherwise in writing from the Commission in the notice of termination. Further, upon termination, the Commission and/or Grantee shall deliver to the other party all works-in progress and other property that are or would be deliverables had the Grant been completed. Grantee shall be entitled to receive just and equitable compensation as provided for under this Agreement for any satisfactory work completed up until the time of notice of termination.

16. Material Failure to Perform

The Project Manager may terminate this Agreement after determining that Grantee has failed to comply with any material term or condition of this Agreement. The Project Manager shall give Grantee written notice of the intent to terminate this Agreement, identifying the reasons for such action.

If Grantee fails to remove or otherwise cure the material failure within thirty (30) days of the written notice of termination, or if Grantee does not undertake and continue efforts satisfactory to the Commission to remedy the failure, then the Commission may, at its sole discretion, require Grantee to refund to the Commission any amounts improperly expended, any unexpended amounts or the full amount of Grant funds paid by the Commission to Grantee for the Grant project in compliance with the terms and conditions of this Agreement.

17. Suspension of Work

The Project Manager may at any time give notice in writing, by electronic mail, to Grantee to suspend work and expenditure of funds provided under this Agreement. The notice of suspension shall specify the date of suspension and the estimated duration of the suspension. Grantee shall promptly suspend work and expenditure of funds to the extent specified. During the period of the suspension Grantee shall properly care for and protect all projects in progress including materials, supplies, and equipment that are on hand for performance of the Grant. The Project Manager may, at any time, withdraw the suspension of work as to all or part of the suspension in written, by electronic mail, notice to Grantee specifying the effective date and scope of withdrawal. Grantee shall then resume diligent performance of the work. In no event shall Grantee be entitled to any incidental or consequential damages because of suspension.

The causes for suspension of work include, but are not be limited to, Project Manager's concerns about Grantee's ability to complete the Grant in accordance with this Agreement or any other non-compliance with the Agreement.

18. Non-Discrimination

In carrying out activities under this Agreement, Grantee shall not discriminate against any employee or applicant for employment on the basis of race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, disability or source of income. Grantee shall take actions to insure that applicants for employment are employed, and that employees are treated during employment, without regard to their race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, or disability. Such action shall include but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Grantee shall state that all qualified applicants will receive consideration for employment without regard to race, color, religion, age, sex, marital or economic status, familial status, national origin, sexual orientation, disability or source of income. In regard to carrying out activities under this Agreement, Grantee shall further not arbitrarily refuse to provide services to any person and shall not discriminate in offering services on the basis of race, color, religion, age, sex, marital or

economic status, national origin, sexual orientation, disability or source of income.

19. Severability

If any provision of this Agreement is found to be illegal or unenforceable, this Agreement nevertheless shall remain in full force and effect and the provision shall be considered stricken.

20. Choice of Law and Choice of Forum

This Agreement shall be construed according to the laws of the State of Oregon, without regard to its provisions regarding conflict of laws. Any litigation between the Commission and Grantee arising under this Agreement or out of work performed under this Agreement shall occur, if in the state courts, in the Multnomah County court having jurisdiction thereof, and if in the federal courts, in the United States District Court for the State of Oregon.

21. Survival

As of the date of termination of this Agreement, any pre-existing unresolved claim or dispute by either Party, including but not limited to, money owed, performance due, or any other obligations of the Parties, that is the result of the other Party's performance or non-performance, will, by their terms, survive termination of this Agreement and will be resolved in accordance with the terms and conditions of this Agreement. All indemnity and unperformed obligations will survive termination of this Agreement. The obligation under Section 5 to submit a Final Report shall also survive termination of this Agreement.

22. Assignment

This Agreement or any interest therein may not be assigned or subcontracted without the prior written consent of the Project Manager. In the event of transfer without prior written consent, the Commission may refuse to carry out this Agreement with either the transferor or the transferee and yet retain and reserve all rights of action for any breach of contract committed by Grantee.

Notwithstanding Grantee's use of any subcontractor for performance of this Agreement, Grantee shall remain obligated for full performance hereunder, and the Commission shall incur no obligation other than its obligations to Grantee under this Agreement. Grantee agrees that if subcontractors are employed in the performance of this Agreement, the Grantee and its subcontractors are subject to the requirements and sanctions of ORS Chapter 656, Workers' Compensation.

23. Electronic Means

The parties agree the Commission and Grantee may conduct this transaction, including any contract amendments, by electronic means, including the use of electronic signatures.

24. Notice

Any notice provided for under this Agreement shall be sufficient if in writing and (1) delivered personally to the following addressee, (2) deposited in the United States mail, postage prepaid, certified mail, return receipt requested, (3) sent by overnight or commercial air courier (such as Federal Express), or (4) email addressed as follows, or to such other address as the receiving party hereafter shall specify in writing:

If to the Commission:

Attn: Julie S. Omelchuck, Project Manager:
Office for Community Technology
Mt. Hood Cable Regulatory Commission
111 SW Columbia St., Suite 600
Portland, Oregon 97201
Email: julieo@mhcr.org

If to Grantee:

Attn: Name, Title
Address
Email: email

Any such notice, communication or delivery shall be deemed effective and delivered upon the earliest to occur of actual delivery, three (3) business days after depositing in the United States mail as aforesaid, one (1) business day after shipment by commercial air courier as aforesaid or the same day an email transmission is sent (or the first business day thereafter if sent on a Saturday, Sunday or legal holiday).

AGREEMENT FOR TECHSMART INITIATIVE GRANT: TechSmart 3rd Grade Literacy Project

GRANTEE: School District No. 1J, Multnomah County, Oregon (PORTLAND PUBLIC SCHOOLS)

BY: _____ Date: _____

Name (Print): _____

Title (Print): _____

MT. HOOD CABLE REGULATORY COMMISSION:

By: _____ Date: _____
Carol Studenmund
Mt. Hood Cable Regulatory Commission Chair

Approved as to Form:

By: _____ Date: _____
Benjamin Walters
Mt. Hood Cable Regulatory Commission Attorney

**MHCRC TechSmart Initiative for Student Success
Portland Public Schools Grant Project Plan**

TechSmart 3rd Grade Literacy Project

I. Project Purpose

About Portland Public Schools

Portland Public Schools (PPS) is the largest school district in Oregon with over twice as many students as all but two districts in the state. It has about 48,500 students and about 3,000 teachers, in 28 elementary schools, 29 K-8 schools, ten middle schools, one K-12 school, and nine high school campuses as well as alternative programs and independent charter schools. Across the district, 45% of the students are from low income families and 44% are students of color (Asian 8%, African American 10%, Hispanic 16%, Native American 1%, Pacific Islander 1%, Multiple Ethnicities 8%). There are over 7,000 students who are designated as English as English Language Learners (ELLs) with more than 70 languages represented.

The PPS Racial Educational Equity Policy (adopted by the School Board in 2011) and the PPS Strategic Framework are used to guide educational and operational planning, policy and practice.

PPS Racial Educational Equity Policy

Excerpt from the Equity Policy:

The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools' historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Closing the achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a reliable predictor of student achievement and success

... Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

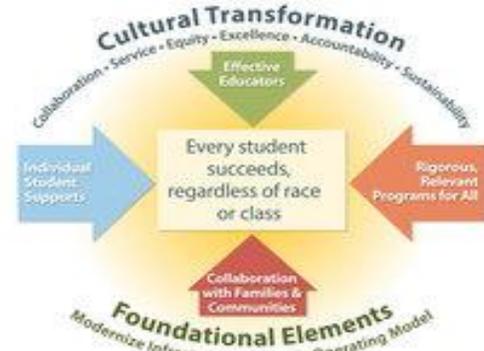
...In order to achieve racial equity for our students, the Board establishes the following goals:

- A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal....

PPS Strategic Framework

The framework is grounded in:

- The district’s Milestones Framework and its Oregon Achievement Compacts with a particular focus on equity of access to a rigorous program of study and raising achievement for all while accelerating gains and closing the gaps between white students and historically underserved students of color.
- The goal that “all students by name, regardless of race or class, meet or exceed academic milestones, and graduate on time, ready for postsecondary education and training.”
- The input and continued feedback from community partners, local and state leaders and PPS teachers, principals and families.



Focus on 3rd Grade Reading Achievement/ PPS PK-5 Literacy Initiative

While PPS has consistently outperformed the Oregon state scores overall, the district’s 3rd grade reading results have declined overall and by subgroup since 2011-2012 with 25% of 3rd grade students, including 40% of historically underserved students, reading below grade level (See charts in Section II: Public Benefit for more detail.)

Student achievement in reading showed minimal improvement following the 2007 K-5 Early Literacy Adoption. The adoption did not result in guaranteed and viable curriculum for the district, and declining budgets cut into professional development and teacher supports.

In September 2014, Superintendent Carole Smith and the PPS Board made reading achievement a top priority for PPS with a goal that 100% of students will exit 3rd grade reading to learn, not learning to read. In order to accomplish this goal, critical and comprehensive changes must be made.

To improve literacy outcomes and close the achievement gap for historically underserved students, PPS has an initiative underway to transform literacy instruction to meet each student’s personal learning needs. The PK-5 Literacy Initiative establishes, builds upon, and scales sound literacy instructional strategies, practices, and programs for all teachers and instructional leaders. This effort is core to literacy teaching and learning in all of the district’s PK-5 classrooms and a key focus is to provide culturally and linguistically relevant personalized learning, meeting the needs of each student.

To understand what is involved in transforming teaching and learning, it is important to understand the comprehensive work underway in the PK-5 Literacy Initiative, and how it is designed to shift practices and improve reading outcomes.

- The PPS Department of Instruction, Curriculum, and Assessment (ICA) convened the Literacy Advisory Committee, made up of 40 people, including teachers, parents, principals, representatives from Special Education (SPED) and ESL, and other district staff from across PPS. The committee met during the 2014-2015 school year and collaboratively drafted a cohesive vision and principles for district-wide PK-5 literacy instruction based on sound practice. Their shared vision and principles will inform the

decisions and investments for district-wide early literacy professional development and curricula. (See draft vision and principles in Section III: Project Partners and Beneficiaries).

- Starting in 2015-2016, ICA is providing comprehensive professional development, including opportunities to collaborate, for all teachers and instructional leaders. The professional development will cover:
 - The foundational concepts of literacy development
 - Understanding and implementing instructional strategies and practices that focus on personalizing learning for each student
 - Implementing new curricula
 - Collecting and using formative assessment data to inform instruction

PK-5 Literacy Initiative Goals

Transform Professional Learning: Participants will demonstrate increased understanding of early literacy foundations, practices and classroom routines. Teachers will understand how a station-rotation instructional design supports classroom routines and personalized literacy learning for students.

Transform Practices: Through embedded supports and continuous learning opportunities, new and refined skills, techniques, strategies and routines will be observable in all K-3 reading classrooms.

Transform Resources: PPS will provide all teachers with literacy instructional materials and resources that meet the individual student cultural and linguistic needs to support personalized learning.

“The best combination is a knowledgeable teacher with a really well designed program who receives enough mentoring and support to implement that program with fidelity and flexibility so that individual student needs are met.” *Dr. Louisa Moats, Author and Researcher, April 29, 2013*

PPS believes that well supported teachers with access to the right technology-enhanced tools can better serve a diverse range of student needs to improve early literacy outcomes and close the achievement gap. (See Theory of Action under Section V: Evaluation Plan.)

As part of the P-K Literacy Initiative, PPS plans to leverage blended learning as a means to give teachers tools and resources to support their practices to more effectively personalize learning. PPS, along with districts across the country, recognizes that personalizing learning for each student is complex and requires a lot of teacher time. Emerging research shows promising strategies and practices using blended learning in this area. For example: “Allowing all students to progress in their learning as they master material may be possible in a school with a small student-to-teacher ratio and flexible groups, but it is taxing on an individual teacher who has to provide new learning experiences for students who move beyond the scope of a course, and it therefore strains the resources of most schools.... Blended learning is the engine that can power personalized and competency-based learning.” *Blended*, p. 10. For PPS, this means that teachers will have the technology-based tools to effectively personalize learning in a resource-constrained environment.

PPS uses the following definition of blended learning:

Blended learning is defined as “a formal education program in which a student learns:

1. at least in part through online learning, with some element of student control over time, place, path, and/or pace;
2. at least in part in a supervised brick-and-mortar location away from home; and
3. the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.”

Clayton Christensen Institute, “Blended Learning Definitions,” retrieved from

URL: <http://www.christenseninstitute.org/blended-learning-definitions-and-models/>

PPS TechSmart 3rd Grade Reading Grant Project (TS3R Project)

The MHCRC TechSmart Initiative provides PPS with a tremendous opportunity to launch well-supported pilots that evaluate and implement effective blended learning models of instruction for K-3 classrooms.

The purpose of the TechSmart 3rd Grade Reading Grant Project (TS3R Project) is to identify and evaluate blended learning models that provide culturally and linguistically relevant personalized instruction that improve 3rd grade reading outcomes, while closing the achievement gap for historically underserved students. Through the pilot and evaluation process, blended learning models identified as highly effective will be adopted and scaled across all PPS K-3 classrooms.

TechSmart 3rd Grade Reading Grant Project Goals

GOAL 1: By 2020, 3rd grade students in pilot classrooms will demonstrate grade level proficiency in reading and eliminate the achievement gap between white students and students of color as well as those identified for ELL and SPED.

GOAL 2: Understand and implement instructional strategies and practices in pilot schools that leverage technology to provide culturally and linguistically relevant personalized learning.

- a. Transformed Practices: Through embedded supports and continuous learning opportunities, new and refined skills, techniques, strategies and routines will be observable in K-3 pilot classrooms.
- b. Transformed Resources: PPS will provide teachers in pilot classrooms with technology-rich literacy instructional materials and resources that allow teachers and instructional leaders to make instructional decisions that meet individual student needs

GOAL 3: Validate and disseminate effective instructional strategies and practices that use technology to provide culturally and linguistically relevant personalized learning that improve K-3 literacy outcomes for each student.

The TS3R Project will include well supported implementations of blended learning models at 20 pilot schools during the next 5 years. This represents about 40-50 total classrooms (one-third of the PPS K-3 classrooms). (See Section IV: Implementation Plan for more details about the key activities by year.)

	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Year 4 2018-2019	Year 5 2019-2020
	Plan				
Cohort 1 (5 schools)	Onboard	Implement	Evaluate & refine	Evaluate & refine	Evaluate & refine
Cohort 2 (5 schools)		Onboard	Implement	Evaluate & refine	Evaluate & refine
Cohort 3 (5 schools)			Onboard	Implement	Evaluate & refine
Cohort 4 (5 schools)				Onboard	Implement
					Recommendation to scale & sustain

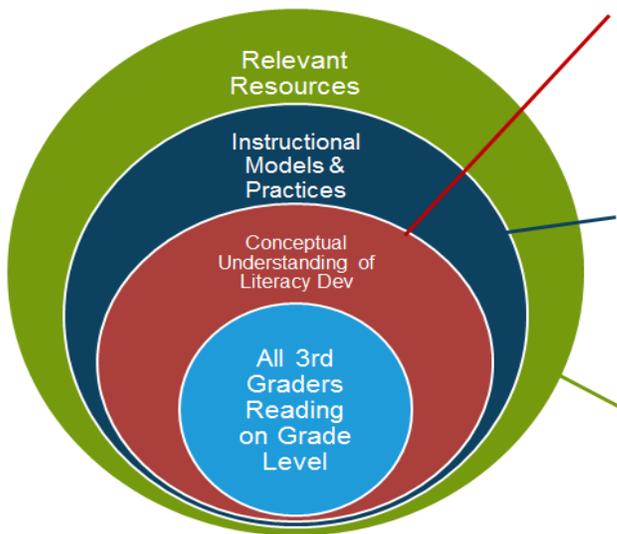
TS3R Project Alignment with PPS Strategic Framework

The PPS Strategic Framework focuses on four areas: effective educators, individual and team accountability, rigorous common core curriculum and targeted student supports. The TS3R Project aligns to and supports these areas in the following ways:

- Effective educators: Coaching models and demonstration site visits that increase collaboration among teachers and allow staff to receive targeted supports.
- Individual and team accountability: Leverage technology to provide actionable real-time information and feedback for teams of teachers, principals and administrators to monitor and refine student progress by subgroup.
- Rigorous common core curriculum: Provide teachers with job-embedded professional development and a suite of technology-enhanced tools and resources that allow them to personalize learning based on student needs.
- Targeted student supports: Capitalize on the promise that teachers can use technology-rich programs to more timely assess and intervene with individually targeted skill development.

Key elements of the PK-5 Literacy Initiative

All 3rd graders reading on grade level is the primary goal of the PK-5 Literacy Initiative.



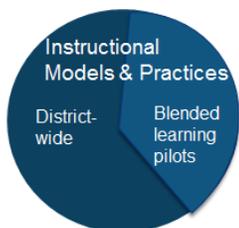
All teachers and instructional leaders understanding the **foundational concepts for how students learn to read** is core to sound instruction. While the foundational work is not included in the MHCRC grant, PPS is providing PD for all teachers and instructional leaders on it during the 2015-2016 school-year.

Once teachers understand the foundational concepts, they will be ready to develop instructional models and practices to teach them. The **instructional models and practices** will include personalized learning strategies that are necessary for effective instruction using blended learning models.

The **relevant resources** are the instructional materials and tools, including curricula being adopted and used for classroom literacy instruction. The resources must support personalize learning that meets the cultural, linguistic, and academic needs of each student.

TS3R Project alignment to key elements of K-5 Literacy Initiative

Twenty (20) pilot schools will receive the district-wide PD and resources plus additional targeted supports and resources to implement and evaluate blended learning models that improve 3rd grade reading outcomes for each student.



The TS3R Project supports this through targeted, embedded PD for K-3 teachers who are implementing the instructional strategies as part of the blended learning pilot sites. Supports include:

- School-based coaching (0.5 coach per school)
- Opportunities for collaboration through PLCs, sites visits, and shared practices



The TS3R Project supports the purchase and implementation of technical infrastructure, devices, and instructional programs that leverage technology for K-3 pilot classrooms. The project will include:

- Programs and tools for instruction that provide ongoing, formative data for targeting instruction and improving practices
- Technology-rich literacy materials to personalize learning
- Fully deployed supporting technology
- Evaluation and embedded supports to target the use of instructional resources and tools

Digital Transformation (EdNext)

PPS Information Technology has work underway with projects and planning that fall under the “EdNext” umbrella. Specific work that supports the TS3R Project includes:

- Implementation of a learning portal featuring instructional tools, student profile, data dashboards, and single sign-on.
 - Implementation of Multiple Tiered Systems of Support data system(s) currently in pilot.
 - Final stages of negotiating engagement with multiple national tier partners in the visioning, development, and deployment of open-sourced data driven dashboard technology. The dashboard will include student profiles to help teachers analyze, target, and track student learning and instruction.
 - Final stages of implementing a simplified/single sign-on portal for teacher apps and data tools which also supports student rostering and data exchange.
- Ongoing broadband, network, and in-room wireless to support multiple devices and pedagogical needs as part of an overall 5-year district strategic plan.

Blended Learning Instructional Design

Technology will amplify literacy by supporting and allowing for more personalized and differentiated instruction while also promoting the development of students as active participants in teaching and learning. In blended learning models that are improving student outcomes, the learning environments leverage the use of technology to facilitate:

- small group instruction
- enhanced practice of key foundational skills
- student involvement in tracking and monitoring their own progress
- student access to text from a variety of sources
- targeted and timely feedback
- instruction supporting different learning styles and incorporating new strategies
- advanced analysis and reporting on student inputs (ongoing embedded assessment)
- access to differentiated lessons to meet the needs of students with individualized education programs

The PPS design and implementation of blended learning to improve 3rd grade reading outcomes will complement and enhance rather than supplant the core program.

Through the PK-5 literacy curriculum adoption process during the 2015-2016 school-year, PPS will evaluate and select technology-enhanced tools and materials that can most effectively support the instructional practices and models. Over the course of the five-year project, PPS will continuously evaluate and procure tools and resources that support blended learning models. This will allow for adjustments and improvements based on the student instructional needs and the adoption of promising new technology solutions.

The adoption represents a significant paradigm shift.



Textbook Adoption: Core and supplemental curriculum in a “box” from a single publisher

Mixed Resources: Resources in addition to the textbook adoption that come from multiple sources, including publisher content and digital tools and software.

Content Selection and Curation: Continuous adaptation and procurement of mixed resources for core and supplemental instruction. A variety of resources are available to meet individual student needs. This new paradigm is iterative, with content selection and curation continuous, especially for emerging literacy materials with culturally and linguistically relevant curriculum to meet ELL students’ needs.

Teacher Supports and Professional Development (PD)

PPS will provide a variety of teacher supports to develop and implement blended learning models to improve student outcomes. It’s important to note that technology tools are to be used as solutions within professional development (PD) focused on instructional design and personalized learning.

In order for PD to support teachers in using blended learning approaches, it will be differentiated and personalized, recognizing the diversity of skills, backgrounds, and needs in any given community of teachers. The PD will offer an array of supports, both technical and adaptive, to be responsive to the immediate and future needs of teachers, ranging from basic technical skills (i.e. technical training on the use of a program), leveraging greater efficiency (i.e. collecting real-time student literacy data to inform instruction) to topics that are focused on instructional design and educational technology (i.e. continuous formation of flexible instructional group based on data). The PD approach effectively meets teachers’ instructional needs while modeling the practices being taught. Those needs and practices pertain to growth mindset, instructional design, and technical skills.

1. Growth mindset & cycles of inquiry:
 - a. Frame the role of teacher as “lead learner” in the classroom.
 - b. Create a supportive climate that will encourage risk-taking and vulnerability as teachers take stock of their current skills and set goals to improve and grow.
 - c. Recognize even incremental shifts in practice and understand that the community of learners will be expected to show growth along a developmental continuum, which ultimately calls for differentiated and personalized PD.
2. Instructional Design & Blended Learning:
 - a. Support teachers in examining their classroom practice for opportunities to design learning that is personalized, responsive, and student centered.
 - b. Technology tools can make this efficient and attainable, however, the technology or device should never be the “starting point” or driver of change.
 - c. Foster skills for students to own and self-manage their learning by creating a classroom environment that clearly articulates, teaches, and regularly practices meeting expectations in regards to student behavior and self-regulation skills.

3. Technical skills:

- a. Basic skills to log on and navigate the teacher dashboard.
- b. Skills to input student data and access reports.

Modalities of professional learning will include both face-to-face and blended/online opportunities, and will be both structured/scheduled and informal/organic. PPS will provide each pilot school with a 0.5 School Coach in order to structure PD for teachers to gain new understandings and tools as well as time for collaboration, peer observations, and embedded coaching/modeling provided by District Coaches. Additionally and specific to this project, the district curriculum lead, and the school principal, coach, and teachers will collaboratively identify Lead Grade Level Teachers, who have expertise and interest in facilitating learning with their grade level peers across schools. At least three times per year, Lead Grade Level Teachers will support teachers in professional learning communities (PLCs) to examine instruction through cycles of inquiry using formative assessment data. The first cohort of schools will serve as blended learning demonstration sites as best practices are scaled across the district.

Instructional leaders (School Coaches, District Coaches, Lead Grade Level Teachers, and Principals) of cohort schools will also receive PD around leading and supporting this work at their sites in relation to their roles. District/School Coaches, hired for their expertise and commitment to continuous professional growth, will lend their expertise not only to supporting teachers at pilot sites, but also to facilitating professional learning to Principals and Lead Teachers around blended learning and literacy instruction.

Individuals selected for District & School Coach positions will be experts in the area of literacy development, and will have proficiencies in the areas of technology use, relationship-building, and coaching of teachers. As school staff who are not assigned to work with a specific group of students, they will spend their time observing teachers, modeling strategies, and providing support to individual teachers and grade level teams in areas such as: interpretation of student data, development of instructional responses to student data, practical issues in classroom technology use, classroom management of devices, etc. While School Coaches will be mainly site-based, they will come together centrally at least once per month to work with each other and the District Coach in order to receive ongoing professional development around coaching, literacy, technology/blended learning, and effective use of student data. School coaches will attend professional development side-by-side with the teachers at their sites and will be tasked with ensuring application of professional learning to classroom practice through a coaching cycle, using methods that are instructive, collaborative, and facilitative depending on the teachers' developmental needs.

Special Education (SPED) will work directly with the coaches and teachers through inclusive practices and collaboration to ensure the models of instruction effectively personalize learning and leverage technology to meet the needs of students on IEPs. This builds on a sustained and significant effort underway to design the core instruction and provide teachers with the skills and tools to manage inclusive classrooms. Examples of this may include a teacher using audio enhancement features to support a student with dyslexia. The additional data become part of the student data profile that allows the teacher to more accurately target instruction using research-based, multi-sensory practices (i.e. use of audio aids). The school coach, with support from SPED, will provide support and guidance for the teacher as she develops her practice to personalize learning in an inclusive classroom and also learns to integrate new tools into that practice. SPED support in the classroom comes in a variety of forms, such as paraeducators, education assistants and district coaches, depending on the specific needs of a student(s) in a classroom.

A Literacy Technology Consultant will provide specialized expertise and support around technology-based literacy curricula programs to ensure that programs are implemented with fidelity and that teachers and instructional leaders have highly responsive, site-based support in this area. This role directly complements the instructional and blended learning expertise provided by coaches and the work is aligned and integrated. All instructional leaders will be connected to broader communities of practice by attending one conference during the term of the grant that directly supports the work at pilot schools (e.g. ISTE, iNacol, Daily Five). Coaches will participate in a site visit to observe effective blended learning literacy models in action, which will support and inform their leadership roles in implementation at pilot sites by providing concrete examples and opportunities to engage in dialogue with other sites that have implemented similar programs.

A sub-committee of the Blended Learning Steering Committee, comprised of teachers from the pilot schools, will serve in an advisory capacity as the district implements at the schools. They will not only review artifacts and data around PD and selected programs, but also inform strategic planning work around blended learning/innovation at the district level.

A cross functional team of teachers and instructional leaders (district coaches, school coaches, Blended Learning Steering Committee members, Equity, SPED, and ESL) are collaborating to understand and integrate practices that are culturally relevant and support effective instruction to accelerate learning for students of color. The following are examples of equity practices and an instructional model that could be integrated and scaled to improve learning.

Equity strategies

PPS Equity established CARE (Collaborative Action Research for Equity) teams at every school. CARE is a national model that integrates culturally responsive practices in schools, and it focuses on four key areas (4Rs) – rigor, relevance, relationship, and realness. Teachers lead the CARE teams using the 4Rs to develop and share teaching practices that allow teachers to understand the students so they can connect them to the learning in a way that is relevant and real; that allows students to see themselves in the work and access and apply the information and learning. As part of the CARE work, the team conducts a classroom observation to understand why a focal student or group of students is disengaged. They apply the 4Rs in their observation and then have a meeting with the classroom teacher to make recommendations and a plan to better engage the student(s). The observations may range from a direct observation such as a teacher not calling on a student of color to a more involved observation that identifies why a student is disengaged. Recommendations for disengaged students could include social projects that allow students to work with others to apply their learning, such as a technology-based project where a focal student works with a partner to develop an informational video to present to the class. CARE, and the broader PPS Equity work, also directly calls out the need for educators to understand themselves and how their own racial experiences impact students as well as how to develop classroom cultures that are respectful and productive for all students.

Instructional model

Many PPS teachers are using the Daily 5 instructional model, where students rotate through five stations, which include five authentic reading and writing choices. The students work independently toward personalized goals while the teacher meets individual needs through a combination of whole group, small group and one to one instruction. The model allows teachers to choose individualized

goals, assign strategies, monitor progress, and provide just-in-time instruction for students. It provides multiple opportunities for students to learn and practice independent work skills. Student-shared and teacher-guided reading practices, which are part of the station rotations, are also intentional about modeling habits of mind of proficient readers, so other students can develop those good learning habits.

As PPS seeks to identify and develop effective, culturally relevant instruction, the district is looking at multiple approaches for integrating promising practices (i.e., CARE and the Daily 5) into the classrooms. This work requires careful planning and intensive teacher supports. Educators throughout the district need to learn how to facilitate the classroom with different teaching and learning styles, often getting out of their comfort zone. Cultural relevance and personalized learning ultimately require teachers to have a strong awareness of themselves, their students, academic content, and practices to employ multiple strategies. Technology fits into this as a powerful tool that can help teachers engage students and empower both teachers and students to manage personalized learning goals and targeted skill development.

TS3R Project Outcomes

Educators Know how to Implement Effective Instructional Strategies and Practices

- Teachers and instructional leaders indicate that PD has enabled them to more effectively use technology for differentiated instruction via blended learning practices.
- Administrators indicate that PD has enabled them to effectively collaborate on problems of practice related to blended learning.
- Best practices for differentiated instruction via blended learning are identified, refined, and implemented incrementally across K-3 classrooms.

Practices Bolstered with the Use of Technology to Personalize Learning

- Effective selection criteria for adopting culturally and linguistically relevant material adoption are developed and disseminated across the district.
- Pilot schools implement blending learning practices and leverage digital resources for literacy instruction.
- More K-3 students have access to digital devices and internet access as part of classroom instruction.
- Blended learning/differentiated instructional practices become more widely adopted within the district's broader PK-5 Literacy Initiative framework.
- Clear selection criteria enables selection of materials that allow teachers and instructional leaders to meet individual student needs.

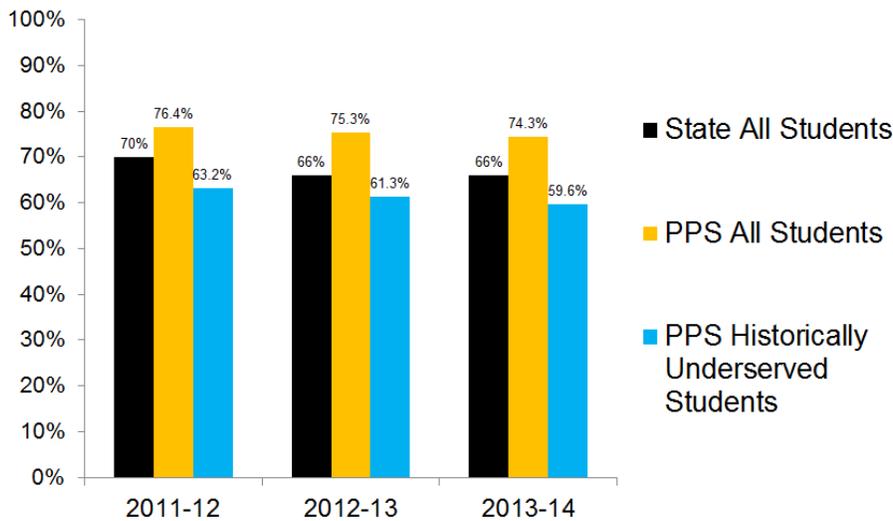
Improved Third Grade Reading Outcomes

- As a result of blended learning practices, third grade reading outcomes improve, and achievement gaps for underserved populations decrease.
- Blended learning/differentiated instructional practices become more widely adopted within the district's broader literacy transformation framework.

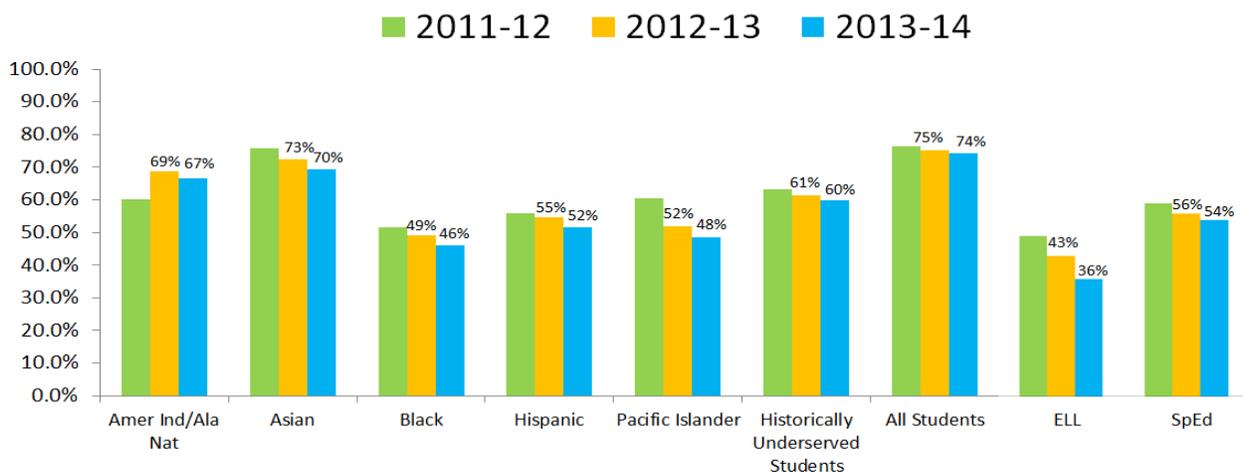
II. Public Benefit

3rd Grade Reading/ English Language Learners Progress Outcomes

Student achievement in reading showed minimal improvement following Portland Public Schools 2007 K-5 Early Literacy Adoption, with overall achievement declining during the past three years. The adoption did not result in guaranteed and viable curriculum for the district. The program purchased was not a good match for PPS, and the instructional model that the program supported was not clearly identified. Even with ongoing supports, 25% of all 3rd grade students, including 40% of historically underserved students, are reading below grade level.



3rd Grade Reading - Met or Exceeded OAKS Benchmark By Subgroup



Critical and comprehensive are underway to meet the goal of 100% of students learning to read by the end of 3rd grade. The changes include:

- Establishing 3rd grade reading as a key driver for decision-making and resource allocation. Ensuring all students read on grade level by 3rd grade is a key academic outcome established by the All Hands Raised Partnership. PPS Superintendent Carole Smith has adopted reading achievement as one of three top priorities for the district. (The 3 priorities act as key drivers for decision-making and resource allocation.) Improving 3rd grade reading outcomes for all students includes, at its core, reducing the achievement gap between white students and students of color as well as those identified English Language Learners (ELL) and Special Education (SPED).
- Implementing racial equity work district-wide. PPS has a deep and systemic commitment to understanding and addressing the needs of historically underserved students. The work includes an ongoing commitment to engage families and communities of color, provide culturally and linguistically relevant curriculum and instruction, and target services and resources based on race.
- Developing a common understanding of the early literacy development (how students learn to read). Before beginning the curriculum adoption, PPS formed the Literacy Advisory Committee to develop a shared vision and principles that guide early literacy instruction for all educators. The committee included teachers and instructional leaders representing SPED, ESL, TAG, Dual Language Immersion (DLI), and Title I schools. The teachers have extensive expertise and involvement in early literacy throughout the district and came into the committee with a variety of views on early literacy. Through the 2014-2015 school year, they closely collaborated to develop a unifying foundation for teaching early literacy that will help to target PD and prevent the lack of “buy-in” that occurred in the 2007 adoption.
- Improving formative assessment practices to personalize learning. The PK-5 Literacy Initiative represents the core work of the district to transform teaching and learning to improve 3rd grade reading outcomes. A key aspect of the transformation is to provide differentiated instruction that meets the needs of individual students. When teachers collect and analyze real-time formative data around specific literacy skills (i.e. decoding words, phonemic awareness) students will be provided with small group or individual support according to their diagnosed strengths and weaknesses. Regular collection and review of progress monitoring data will ensure that students are flexibly grouped (not tracked) and that instruction is responsive to students’ individual needs.
- Using disaggregated data to inform system improvements. As part of the TS3R Project, PPS has a comprehensive plan in place to evaluate how professional development and classroom resources are impacting 3rd grade reading outcomes. Analysis by subgroup (i.e. race, ESL, SPED) is a key facet of the evaluation that will inform how the PD and resources can be improved and scaled.
- Shifting to a continuous curriculum adoption model. In contrast to a model where curriculum is purchased from a vendor every 7 years, PPS is moving towards a model where instructional materials are reviewed and procured on an ongoing basis. A comprehensive PK-5 literacy adoption process is underway and led by the Curriculum Materials Adoption Advisory Committee (CMAAC: see III. Project Partners and Beneficiaries for information about the committee). In 2015-2016, CMAAC will build criteria and recommend materials for adoption that meet a diverse range of learning needs.
- PPS understands that vendors have not kept up with demand for high quality culturally and linguistically relevant and technology-based early literacy materials. With that understanding, the district is

committed to continuously evaluating and adopting high quality, culturally relevant materials as they become available. During the adoption process, materials are reviewed to make sure historically underserved students can identify with and see themselves in the materials through broad racial representation and culturally diverse content provided from multiple perspectives. PPS also continues to push for, translate, and develop materials for native language instruction if vendors do not have high quality materials to purchase. For example, the district has a large Somali community and is currently hiring a Somali teacher to work collaboratively with the community to identify, translate and develop materials to provide Somali language literacy instruction. (This is also an example of how the district is differentiating supports among black students.)

- Supporting enhanced parent engagement around blended learning models. Building common understanding about blended learning models with parents and guardians can support elementary literacy instruction. Teachers can use enhanced communication tools and reports to provide parents and guardians real-time information about student progress towards key literacy benchmarks.

PPS, along with districts across the country, recognizes that personalizing learning for each student is complex and requires a lot of teacher time. Emerging research shows promising practices using blended learning to collect student data in an embedded fashion to provide data to teachers in a manner that is fluid and completely integrated with instruction, rather than a stand-alone assessment.

The TS3R Project design directly supports the PK-5 Literacy Initiative work and the Superintendent's top priority. Through targeted, well-supported blended learning pilots and evaluation, the TS3R Project will identify, and implement effective strategies and practices that leverage technology to provide culturally and linguistically relevant personalized instruction. Blended learning models identified as highly effective will be adopted and scaled for literacy instruction in all PPS K-3 classrooms.

III. Project Partners and Beneficiaries

The TS3R Project represents the current work and clear vision of school, community, and family partners linking committed resources to improve reading.

Teachers

The Literacy Advisory Committee provided the vision and direction for the foundational elements of the plan. The committee convened during the 2014-2015 school year and is comprised of 40 members, including 30 teachers, Portland Association of Teachers (PAT) representatives, principals, district instructional leaders, and parents. The group identified as a central focus the need for a literacy framework that would ground the upcoming curriculum adoption as a strategy to support students who have been historically underserved in PPS. Multiple representatives from Special Education (SPED) and ESL provided expertise in the development of the foundational concepts of early literacy. The PPS Chief Information Officer, Senior Director of Curriculum & Instruction, and TS3R Project Manager presented and discussed the TS3R Project in April 2015.

The Literacy Advisory Committee drafted a cohesive, district-wide PK-5 Literacy Initiative vision and principles that guided TS3R project design decisions and will drive investments for this work.

Vision for Elementary Literacy (DRAFT)

All students enter Portland Public Schools with diverse cultural, linguistic, and literacy experiences that are honored and expanded through responsive and personalized instruction. Teachers, students, families, and communities act as partners to build upon these assets in order to cultivate active, responsible, life-long learners.

Literacy encompasses reading, writing, speaking and analyzing text in multiple mediums and contexts. Strong literacy skills are foundational to the communication and critical thinking competencies that students need to be successful in school and careers, as well as to be active participants in a democratic society. The development of these skills is integral to achieving equitable outcomes for all students in PPS.

Literacy Principles (DRAFT)

Instruction

- Effective literacy instruction encompasses the five foundations of reading: phonics, phonological/phonemic awareness, fluency, vocabulary and comprehension, which are taught explicitly and deliberately.
- Students develop their vocabulary and improve fluency through both explicit instruction and incidental learning, and a variety of print and digital tools can support this development.
- Quality reading instruction provides opportunities with independent and instructional level texts, and opportunities for students to engage with authentic and relevant texts that challenge them.

Materials & Resources

- Quality resources are high-interest, authentic and culturally relevant. Instruction is flexible, adaptive, multi-sensory and responsive to students' diverse cultural, language, heritage and learning strengths and needs. Environments are engaging, language-rich, and student-centered. Engaged students learn more.
- Digital tools support literacy instruction by providing timely, targeted feedback, supporting differentiated instruction and personalized learning, and providing just-in-time, actionable data to teachers.
- Students need opportunities to interact with a variety of text types and formats during reading and writing instruction: narrative and expository, authentic and instructional, and digital as well as print.

Planning & Preparation

- Text selection is one of the most important tasks of teachers and students and is critical to affecting literacy achievement.
- Strong literacy programs follow a defined scope and sequence while maintaining the flexibility to integrate content from across the curriculum as well as attend to local community context.
- Skilled teachers are able to employ and target a wide range of strategies to support emerging readers and writers.
- Literacy instruction must align vertically across grade levels, and teachers must have an understanding of this continuity.
- When planning and delivering culturally relevant instruction, teachers must consider the social, cultural, and linguistic contexts of their students as well as their prior experiences with text.

Professional Development

- Consistent, differentiated, embedded and on-going professional development for teachers and instructional leaders is critical to the success of a District-wide literacy program. Build capacity in teachers & develop teacher leaders.
- Collaborating with colleagues around effective literacy practices is essential for quality instruction and standards-based learning.
- High-functioning PLCs meet consistently and examine instructional practice based on

formative assessment.

Learning Environment

- Quality learning environments support a balance of foundational skills, access to authentic text and opportunities for independence and choice that foster student ownership of learning.
- Teachers model thinking habits of strong readers as part of regular classroom routines, and support students in developing metacognition around their own learning processes.
- Collaboration with families, including developing family literacy, is critical to support reading and writing outcomes for students.
- Teachers follow a scope and sequence that still allows for flexibility to meet individual students' needs.

Assessment

- Assessment tools should support instruction by measuring foundational skills, fluency and comprehension.

The Blended Learning Steering Committee purpose is to develop common understandings around blended learning and its relationship to personalized learning and technology integration. The committee is comprised of 40 members who are mostly teachers from across the district who have been innovators in this space. The members also include representation from SPED, ESL, DLI, TAG, and IT. The TS3R project was introduced to the committee at the kick-off meeting in May 2015. The committee recommendations will directly inform the design, implementation, and support for this work at both the system and classroom levels. The forum is structured to:

- Share experiences as practitioners and innovators to inform district work;
- Develop a common language and shared understanding of blended learning; and
- Make recommendations for resources and services needed to design, implement, and support this work on a 'systems' level.

Curriculum Materials Adoption Advisory Committee (CMAAC) will be comprised of about 40 participants across schools with a range of assignments. The committee members will be mostly PK-5 teachers, but also include higher education partners, district and school administrators, and program specialists from SPED, ESL, TAG, and Equity. Their roles and responsibilities for this work include developing the criteria and recommending curricula for the literacy adoption. Their criteria and recommendations will directly inform and support the evaluation of the K-3 programs piloted as part of the TS3R Project.

District Leadership Team: Role in Project Plan Development

Superintendent

Established 3rd grade reading priority, set vision, and ensured organizational capacity and support for the TS3R project program

- Carole Smith, Superintendent

Teaching & Learning

Designed the project and will lead core aspects to ensure alignment to the early literacy teaching and learning work. The Assistant Superintendent leads Teaching and Learning for the district and oversees Special Education (SPED), English as a Second Language (ESL), Dual Language Immersion, and Library and

Textbook Services in addition to Instruction, Curriculum and Assessment (ICA). The project is designed to target core instruction, which is led by the ICA directors who work in close collaboration with SPED and ESL.

- Chris Russo, Assistant Superintendent of Teaching & Learning
- Ewan Brawley, Senior Director of Instruction, Curriculum and Assessment (ICA)
- Angela Hubbs, Assistant Director of Instruction, Curriculum and Assessment (ICA)

Information Technology

Designed the project to ensure technology infrastructure, processes, and services are or will be in place to support blended learning.

- Josh Klein, Chief Information Officer
- Ryan Morales, Director of Technical Operations

System Planning & Performance

Informed and developed all aspects of the plan as it relates to system-level planning with a specific focus on developing the evaluation and reporting plan.

- Sarah Singer, Senior Director
- Melissa Niiya, Senior Analyst

Office of School Performance (OSP)

As the department that oversees school performance, OSP provided critical input to ensure capacity, accountability, and operational support for the project at the school level.

- Antonio Lopez, Assistant Superintendent of School Performance
- Sascha Perrins, Senior Director of PK-12 Programs

IV. Implementation Plan

The TS3R Project will include well supported implementations of blended learning models at 20 pilot schools or about 40-50 classrooms (one-third of all district K-3 classrooms) during the next 5 years.

	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Year 4 2018-2019	Year 5 2019-2020
	Plan				
Cohort 1 (5 schools)	Onboard	Implement	Evaluate & refine	Evaluate & refine	Evaluate & refine
Cohort 2 (5 schools)		Onboard	Implement	Evaluate & refine	Evaluate & refine
Cohort 3 (5 schools)			Onboard	Implement	Evaluate & refine
Cohort 4 (5 schools)				Onboard	Implement
					Recommendation to scale & sustain

Plan. Year 1 is a planning year that coincides with the planning for the PK-5 Literacy Initiative. Activities for TS3R Project will include:

- Identifying the initial model for blended literacy instruction that also aligns with foundational work of 2014-15 Literacy Advisory Committee.
- Developing criteria for and selecting technology-enhanced curricula for the pilot schools. The criteria will align to the PK-5 Literacy Adoption and also reference emerging best practices in blended learning,

the International Society for Technology in Education (ISTE) Standards, and Career Technical Education (CTE) standards.

- Developing criteria and selecting the initial 5 pilot schools. Pilots will be selected, in part, based on:
 - Principal and teacher readiness to implement, determined by multiple measures, such as number of current initiatives, aptitude for using technology, enthusiasm in the project, and staff leadership and turnover.
 - Evidence of effectiveness with a diverse range of learners
 - Representation of historically underserved student groups
 - Ability to model and demonstrate effective practices

Onboard. Onboarding will begin the year prior to implementation at each school. Activities will include:

- Deploying supporting technology
- Ensuring staff have foundational PD around literacy instruction
- Providing “Getting Started” PD for instructional leaders, principals and teachers
 - Learning to integrate and manage supporting technology in the classroom
 - Introducing the instructional resources and tools
 - Conducting site visits to programs that can model blended learning practices
- Conducting baseline student/teacher survey prior to implementation for evaluation
- Developing a family engagement strategy to communicate and share student progress

Implement. The pilot school begins using the technology and programs for instruction. Activities will include:

- Setting up and initial training on technology-based instructional resources
- Providing differentiated embedded supports
 - School-based coach (0.5 FTE per school)
 - Modeling of lessons by coaches and demonstration teachers
 - Establishing ongoing feedback loop for teachers
 - Establishing protocols and practices for data driven instruction
- Introducing the evaluation process
- Hosting family engagement communication and training sessions

Evaluate & refine. Conduct comprehensive evaluation of embedded supports and provide formative reports for iterating professional development and instructional practices for technology-based blended learning.

- Project evaluation activities will include:
 - Collecting data on reading achievement, professional development, IT implementation, and effectiveness of materials
 - Conducting focus groups with teachers and students
 - Reporting and analysis on data collected
- Refinement of instructional practices and strategies will include:
 - Revising the professional development plan (pace, frequency, scope) to ensure responsiveness to teachers’ needs
 - Revisiting the training and support for instructional leaders (coaches, administrators) to best support implementation

See Attachment A for a year-to-year implementation plan.

By the end of the 5-year grant period, PPS will have evaluation data and learnings from 20 schools or about one-third of the K-3 classrooms in the district. There are also collaborative opportunities, including site visits to programs inside and outside the district and participating in professional learning cohorts to model and share best practices throughout the project.

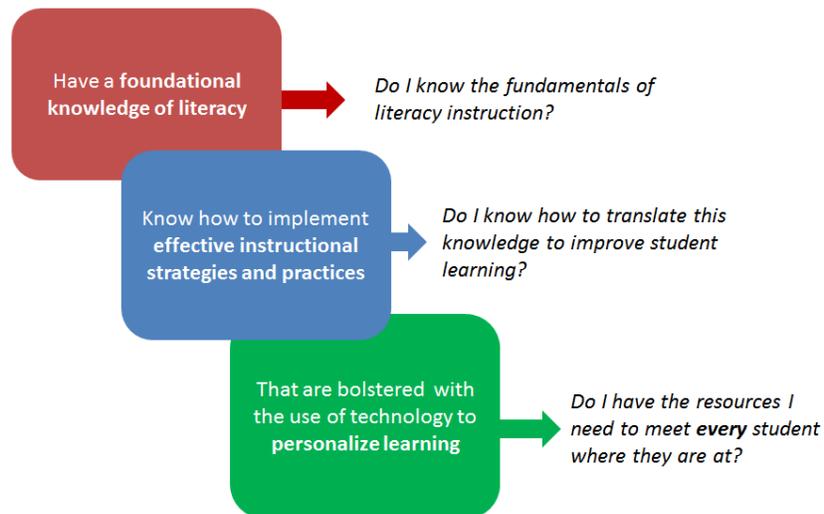
V. Evaluation Plan

Assessing Progress on TS3R Project Goals and Outcomes

The TS3R Project operates on the premise that third grade reading outcomes will improve while all educators have a foundational knowledge of literacy and know how to implement effective instructional strategies and practices that are bolstered with the use of technology to personalize learning. The activities of the project and evaluation focus on enabling teachers to implement effective strategies and practices and to support these practices through technology.

Theory of Action

Third Grade Reading Outcomes will improve when all educators...



The TS3R Project evaluation design includes formative and summative evaluation activities that will play a key role in the project activities. The formative elements will measure progress toward the project goals and enable improvement and adjustment over time. The summative components of the evaluation will assess project effectiveness. This evaluation will be a collaboration of the district's System Planning and Performance (SPP) Department and the MHCRC's TechSmart Initiative evaluator.

Because a core component of the TS3R Project involves professional development (PD), Guskey's (2002) Five Levels of Professional Development Evaluation will be used to assess:

- 1) attendance and satisfaction of those who participate in PD,
- 2) new knowledge and skills developed as a result of PD,
- 3) organizational advocacy and support,

- 4) implementation of the skills and knowledge developed through PD, and
- 5) student learning outcomes.

While student learning outcomes through classroom and state assessments are already tracked by PPS, measuring PD participation, knowledge and skills, organizational support, and implementation of skills and knowledge will require focus groups with and surveys of teachers, school administrators, and students. The SPP Department and the MHCRC evaluator will collaborate to develop focus group and interview protocols. Research-based survey items will include multiple dimensions, including validated survey measures of teacher technology beliefs and self-efficacy with using technology in the classroom as well as use of technology for instruction (Bebell, Russell, & O'Dwyer, 2004).

Data collection will leverage existing district resources in addition to building the capacity for new data collection methods. Student, teacher, and school demographic data will be obtained via the district's electronic student information system and human resources system. These data will be used to disaggregate student outcomes by English Language Learner (ELL) status, Special Education (SPED) status, and by racial groups (historically underserved racial groups including Native American, Black, Hispanic/Latino, and Pacific Islander and non-historically underserved groups including White, Asian, and Multiracial).

Existing district data collection and storage resources will also be used to collect student literacy skills assessments data, including student DIBELS (Dynamic Indicators of Basic Early Literacy Skills) scores, which will be used both formatively and summatively for the project. DIBELS consists of seven measures: vocabulary, phonemic awareness, alphabetic principle and phonics (knowing the sounds of letters), reading accuracy and fluency, and comprehension. A composite DIBELS score can be used as an indicator of a student's early literacy skills and are used in the district as a way to identify and monitor students needing additional supports and instruction. A similar test, Indicadores Dinámicos del Éxito en la Lectura (IDEL) will also be used to monitor development of early Spanish literacy skills among students in Spanish immersion schools.

The longitudinal data collected over the duration of this project will enable the use of regression models to determine the relationship between the project activities and growth in student achievement over time as well as to control for student background characteristics and account for teachers within schools. Propensity score matching or other techniques will be used to create comparison samples that did not participate in TS3R Project activities/receive instruction at the pilot schools. SPSS statistical software will be used to perform these analyses.

PPS will use a logic model aligned to the MHCRC TechSmart logic model to guide its evaluation of this project. The model will guide the evaluation process and will enable project staff to monitor whether their activities are effectively working towards the project goals and outcomes. The following tables summarize outcomes, research questions, and data collection strategies and methods for this evaluation:

Outcomes: Educators Know how to Implement Effective Instructional Strategies and Practices

- Teachers and instructional leaders indicate that PD has enabled them to more effectively use technology for differentiated instruction via blended learning practices.
- Administrators indicate that PD has enabled them to effectively collaborate on problems of practice related to blended learning.
- Best practices for differentiated instruction via blended learning are identified, refined, and implemented incrementally across K-3 classrooms.

Evaluation Questions

- To what extent do teachers, administrators, and instructional leaders report that the professional development has improved their knowledge, skills, and practices?
- To what extent have best practices for differentiated instruction been identified and implemented across K-3 classrooms in the District?

Data	How Collected	Frequency
1a. Hours of professional development provided. 1b. Number of coaches onboarded. 1c. Number of Learning Walks/walkthrough observations conducted; facilitator notes demonstrate implementation of practices 1d. % of teachers, administrators reporting that PD improved their knowledge, skills, practices; qualitative feedback from teachers and instructional leaders 1e. Number of schools with access to coaching. 1f. Number of schools and classrooms reporting implementation of differentiated instruction and blended learning.	1a. Syllabi and rosters collected from PD sessions. 1b. HR records and rosters from onboarding sessions. 1c. Roster and notes from Learning Walks/walkthrough observations and notes from facilitators. 1d. Teacher and administrator pre/post surveys; regular focus groups with teachers. 1e. Coach school assignments. Teacher feedback via focus groups. 1f. Teacher and administrator pre/post surveys; regular focus groups with teachers.	1a. Semiannually 1b. Annually 1c. Semiannually 1d. Semiannually; regular focus groups 1e. Semiannually; regular focus groups 1f. Semiannually; regular focus groups

Outcomes: Practices Bolstered with the Use of Technology to Personalize Learning

- Effective selection criteria for adopting culturally and linguistically relevant material adoption are developed and disseminated across the District.
- Pilot schools implement blending learning practices and leverage digital resources for literacy instruction.
- More K5 students have access to digital devices and internet access as part of classroom instruction.
- Blended learning/differentiated instructional practices become more widely adopted within the District’s broader literacy transformation framework.
- Clear selection criteria enables selection of materials that allow teachers and instructional leaders to meet individual student needs.

Evaluation Questions

- Do the materials criteria developed result in the selection of culturally and linguistically relevant materials adoption?
- How do the teaching practices and selected materials leverage technology to enable teachers to provide differentiated instruction?
- To what extent do teachers use data provided via technology to differentiate instruction?

Data	How Collected	Frequency
2a. Digital and non-digital materials	2a. Analysis of curriculum adoption	2a. Annually

<p>selected and implemented, including whether culturally and linguistically appropriate materials are selected for each of the targeted historically underserved groups (ELL, Special Education, underserved racial/ethnic groups)</p> <p>2b. % teachers reporting that they are using technology for instruction; qualitative feedback from teachers</p> <p>2c. Number of wifi networks improved or developed,</p> <p>2d. Number of additional tablets/mobile devices deployed in schools.</p> <p>2e. Teacher and student use of devices/software.</p> <p>2f. Teachers demonstrate use of data to differentiate learning.</p>	<p>process and materials based on Instructional Resources Intake Survey (IRIS) data compared against vendor intake criteria which include rubrics for culturally- and linguistically- appropriate material selection that align to the District’s Equity Policy.</p> <p>2b. Teacher surveys and focus groups.</p> <p>2c. Pre/post wifi coverage and bandwidth assessments (IT collects)</p> <p>2d. IT inventory of devices at each school (pre/post).</p> <p>2e. Network/in-app logs of technology and internet use.</p> <p>2f. Teacher lesson and intervention plans, Learning Walk and walk through observation facilitator notes.</p>	<p>2b. Semiannually; regular focus groups</p> <p>2c. Semiannually for schools during implementation.</p> <p>2d. Semiannually for schools during implementation.</p> <p>2e. Semiannually</p> <p>2f. Semiannually</p>
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Outcomes: Improved Third Grade Reading Outcomes

- As a result of blended learning practices, third grade reading outcomes improve and achievement gaps for underserved populations decrease.
- Blended learning/differentiated instructional practices become more widely adopted within the District’s broader literacy transformation framework.

Evaluation Questions

- Are blended learning/differentiated instructional practices having a positive effect on third grade reading proficiency?
- Are these instructional practices having a positive effect on closing achievement gaps for historically underserved students?

Data	How Collected	Frequency
<p>3a. Three times per year student DIBELS/IDEL scores.</p> <p>3b. Summative assessments (Smarter Balanced Reading Claim).</p> <p>3c. Student demographic information.</p>	<p>3a. Classroom assessments from teachers.</p> <p>3b. Oregon Department of Education Standardized Test Reports.</p> <p>3c. Student registration form/electronic student information system.</p>	<p>3a. Three times per year</p> <p>3b. Annually</p> <p>3c. Semiannually</p>

Providing Data for Improvement and Adjustment

Ongoing monitoring and formative evaluation are vital to achieving the goals and outcomes of the TS3R Project and of the MHCRC TechSmart Initiative. Within the classroom, teachers will be provided with student performance data via blended learning software. Professional development will train these teachers to interpret data to make decisions about instruction. Twice yearly reports based on the data collected will be collaboratively developed by SPP Department and the MHCRC evaluator. Twice yearly surveys and periodic (3 times per year) focus groups with teachers and administrators and will enable program staff to assess what corrections or adjustments should be made to professional development efforts (such as curriculum, number of

hours offered). To further continuous improvement, regression analyses will be used to identify project activities that have a positive relationship with student outcomes.

Documenting and Disseminating Findings

A key project and TechSmart Initiative goal is to identify and validate best practices for using technology in the classroom. Through surveys and focus groups, teachers and administrators will identify instructional practices and professional development efforts that they feel are critical to student outcomes. Reports based on student- and school-level data will be generated annually by the SPP Department. SPP Department will work with the District's Communications Department and the MHCRC's evaluator to generate materials for school staff, the community, other school districts and the general public, such as short research briefs on findings.

Resources

The SPP Department will provide the personnel for in-house evaluation and will collaborate closely with the MHCRC's evaluator.

- SPP Senior Director is accountable for ensuring that the MHCRC evaluation plan is implemented with fidelity. Defines roles and responsibilities for SPP as it relates to this work. Aligns the evaluation plan associated with MHCRC to the evaluation plan associated with the literacy transformation effort that is simultaneously being implemented.
- SPP Evaluator is responsible for implementing the daily/weekly activities associated with the MHCRC grant and is the primary point of contact for Pacific Research and Evaluation.
- SPP Analyst will manage, code, and clean up the data to support the evaluation.
- SPP Project Coordinator is responsible for assisting with the project. Responsibilities include: 1) setting up focus groups and taking minutes at focus groups 2) preparing materials for the grant 3) collecting data 4) synthesizing survey results 5) performing basic administrative duties.
- The MHCRC's evaluator will oversee collaboration with Portland State University for quantitative analysis of student outcomes and will collaborate with PPS to develop protocols and integrate survey questions for their broader investigation of TechSmart Initiative efforts. The MHCRC's evaluator and SPP Department will also collaborate on certain data collection (such as conducting 1-2 focus groups per year).

PPS also has robust data systems and processes that will enable timely collection and provision of data to both the internal and external evaluation teams. The PPS Data Warehouse stores longitudinal student-level data on many indicators including attendance, academic achievement, and demographic information. These data are already used by SPP staff to generate annual reports that will be instrumental for TS3R Project reporting, selection of pilot schools, and display of school-level and teacher-level data as part of PD via existing PPS data visualization/reporting systems (an online Administrator Dashboard displaying school and student performance metrics and a teacher Data Wall showing student performance on DIBELS tests over time).

References

Bebell, D., Russell, M., & O'Dwyer, L. (2004). Measuring teachers' technology uses: Why multiple-measures are more revealing. *Journal of Research on Technology in Education*, 37(1), 45-63.

VI. Technical Design

Wireless infrastructure

As sites are selected for inclusion in cohorts following the five-year implementation plan, PPS Information Technology (IT) will coordinate a thorough site readiness review including facilities and IT Infrastructure teams.

In fiscal year 2015, PPS sponsored a thorough four-corner wireless study with engineering assistance from Mountain States Networking. This study mapped wireless density and signal availability for all district sites. Based on this information as part of a formal readiness review, a remediation plan will be created to ensure all learning spaces within pilot sites/programs are provided with sufficient wireless coverage to support blended, station rotation, and student device ratios (i.e. 1:2) for blended learning instructional models to be defined as part of the TS3R Project.

IT will coordinate purchase, configuration, and installation of Cisco wireless access points based on this remediation plan in cooperation with facilities counterparts and electrical contractors. IT will support tuning, enterprise controller management, and licensing for these access points as a component of the regular network platform. Utilizing Cisco equipment for this work is consistent with overall district network standards and in-place controller and management platforms.

Bandwidth and throughput

PPS sites with potential for inclusion into these cohorts have not received bandwidth, wireless, routing, or switching upgrades for approximately seven years. Strategic uplift and refresh of connectivity from the internet directly to the wireless device is planned with a holistic approach, addressing the needs of the entire building.

PPS will provide for refresh and upgrade of existing routing and switching equipment in the building to support increased bandwidth consumption and throughput, and the refreshed and expanded wireless access points in the site. As a result, supporting the implementation plan for the TS3R Project will require that as each pilot school is identified, holistic technical upgrades and additional last-mile bandwidth upgrades will be ordered and added to existing internet invoicing to the district, this will include one-time implementation and subscription costs during the Project period.

IT plans to maintain and refresh the classroom equipment and site wireless infrastructure as part of the overall PPS IT strategic refresh plan.

Devices and classroom management:

An IT project manager will be responsible for scoping identification of classroom equipment, purchasing, and distributing the student devices and related equipment.

At this time, based on application software reviews and analysis of grade-level appropriate device options, the tentative plan is to move forward with an iPad mini or comparable tablet device. The IT department in partnership with Instruction, Curriculum and Assessment (ICA) continues to work with the vendor selection process, and the vendors themselves to promote a device-agnostic approach to their offerings. PPS expects, and vendor partners have indicated, that educational software will become a much more open and competitive environment over the next few years. Once ICA determines the instructional programs and the related devices

needed to support the pilot programs, PPS will engage existing vendor relationships in a competitive bidding process for supply, configuration, and delivery of devices and in-classroom device storage lockers.

The TS3R Project is primarily focused on core instructional in-classroom blended learning activities supported by rich, digital curriculum and engagement. The identified curriculum and the in-classroom pedagogical design dictates a 2:1 device ratio at this time. During the project, there are many opportunities to work with the vendor and design to test and determine the most effective deployment strategy in these grade bands. At this time, the instructional practices supported by this project and a school’s capacity to successfully implement are significantly different from a take-home or 1:1 model at these grade bands. Therefore, although PPS has not ruled out the possibility of a future take-home program at Kx3 grade levels, any work on such a program falls outside of the scope of this grant project plan.

IT is presently establishing the policies, procedures, and budgeting models to support a potential leasing strategy, which the intent to extend the purchasing power of the district, while ensuring student and staff equipment has a predictable refresh cycle in line with industry best practices.

IT maintains funds for the replacement/maintenance of lost, stolen, or damaged devices which will ensure equipment provided to each cohort remains sufficient and in good working order. These devices will be enrolled in a mobile device management system which allows us to provision and track the devices, harden them from misuse or threats, and easily deploy applications and configurations to support instruction.

IT is enforcing this asset management policy starting with the 2015-16 school year, and the policy applies to the management of all student and staff devices. Equipment distributed as part of the TS3R Project will be tagged, tracked to the building/classroom level of responsibility in the district’s PeopleSoft Enterprise Asset Management implementation, and periodically inventoried. This is a key component of the IT strategic plan going forward.

VII. Budget

The budget presented for TS3R Project represents the full cost to implement the project, including both grant funds and matching resources. The costs are shown below and further described in the Budget Narrative.

Line Item Budget

COST CATEGORY	GRANT FUNDS	MATCH	TOTAL
PERSONNEL	\$1,886,023	\$3,335,995	\$5,222,018
EDUCATION AND TRAINING	\$25,460	\$93,818	\$119,278
TRAVEL	\$106,000	\$0	\$106,000
CONTRACTUAL	\$1,273,000	\$0	\$1,273,000
EQUIPMENT	\$1,578,750	\$1,451,250	\$3,030,000
OVERHEAD COSTS	\$231,957	\$314,829	\$546,786
TOTAL	\$5,101,190	\$5,195,891	\$10,297,082

Budget Narrative

Personnel

Assistant Director, Instruction, Curriculum, and Assessment (ICA)

For the duration of the project (5 years), the Assistant Director will spend 20% (8 hours) per week for the first two years, and 40% (16 hours) per week in years 3-5, to direct all aspects of the instructional implementation and provide overall project coordination with the Technical Operations Director. Based on an annual salary of 105,000 and a 2% annual increase, along with a 23.64% fringe rate and health rate of \$14,446/FTE (estimating a 5% annual increase), the total cost to the project is \$248,824.

Grant: \$0

Match: \$248,824

Technical Operations Director

For the durations of the project (5 years), the IT Technical Operations Director will spend 20% (8 hours) per week to direct all aspects of the technology implementation and provide overall project coordination with the Assistant Direct, ICA. Based on an annual salary of \$92,000 and a 2% annual increase, along with the 23.64% fringe rate and health rate of \$14,446/FTE (estimating a 5% annual increase), the total cost to the project is \$135,260.

Grant: \$135,260

Match: \$0

Evaluator

For the duration of the project, the Evaluator will spend 25% (10 hours per week) managing the data collection and reporting activities, including those related to professional development (i.e. surveys, observations, and focus groups), technical implementation status, achievement data, and materials adoption. Based on an annual salary of \$65,000 and a 2% annual increase, along with the 23.64% fringe rate and health rate of \$14,446/FTE (estimating a 2% annual increase), the total cost to the project is \$84,566.

Grant: \$0

Match: \$84,566

Analyst

For the duration of the project, the Analyst will spend 25% (10 hours per week) managing the data clean up, coding, and analysis activities to support the evaluation. Based on an annual salary of \$65,000 and a 2% annual increase, along with the 23.64% fringe rate and health rate of \$14,446/FTE (estimating a 2% annual increase), the total cost to the project is \$84,566.

Grant: \$0

Match: \$84,566

District Coaches

For the duration of the project (5 years), PPS will dedicate 1.25FTE as District Coaches. District Coaches will coordinate, develop, and lead the instructional implementation and administration for the project. Initially, the District Coaches will focus primarily on implementation and during the course of the grant period will transition to sustain and operationalize the program going forward. They will also conduct the annual "Getting Started" PD for pilot site teachers. There are 1.25 coaches -- a 1.0 FTE position will be dedicated to this project, as well as a 0.25 FTE portion of PPS' Blended Learning District Coach. Based on an annual salary of \$80,000

(including extended responsibility), a 2% annual increase, the 23.64% fringe rate, and the PAT health rate of \$16,992/FTE (estimating a 5% annual increase), the total costs to the project is \$751,265.

Grant: \$385,898

Match: \$365,367

School Coaches

In years 2-5 of the project (4 years), School Coaches will coordinate, develop, and lead the instructional technology implementation and supports for the project at assigned pilot schools. There will be 0.5 FTE per school for a dedicated coach, starting with 2.5 FTE for 5 schools in year 2 and increasing to 10 FTE for 20 schools in year 5. The total cost to the project is \$3,064,560, which is based on an annual salary of \$80,000 (including extended responsibility), a 2% annual increase, the 23.64% fringe rate, and the PAT health rate of \$16,992/FTE (estimating a 5% annual increase).

Grant: \$1,063,583

Match: \$2,009,976

Teachers for Focus Groups

For the duration of the project (5 years), Teachers will participate in focus groups as part of the project evaluation. The cost per round of focus groups is \$1,000 based on one hour of time at \$40 per hour (with a 2% annual increase and the 23.64% fringe rate) with 5 teachers per school for 5 schools. There will be 1 round (1 focus group each at 5 schools) of focus groups in year 1 increasing to 3 rounds per year in years 2-5.

Grant: \$0

Match: \$16,073

Lead Grade Level Teachers

In years 2-5 (4 years), Lead Grade Level Teachers will be selected from pilot schools and will plan, lead, and facilitate grade level teacher professional learning communities (PLCs) for 5 pilot schools. The total cost to the project is \$212,283, which is based on 4 teachers (one for each grade K-3) for every 5 schools implementing. For the project-related work, each teacher receives an annual extended responsibility rate, including benefits, of \$6,500 (with a 2% annual increase).

Grant: \$212,283

Match: \$0

Teachers - "Getting Started" Professional Development

In years 1-4 of the project (4 years), pilot teachers will receive "Getting Started" PD which will cover training on the technology, instructional tools and materials, and managing a blended learning classroom. Total cost to the project is \$272,026, which is based on 12 teachers per school, 5 schools per year onboarding at a rate of \$440 per day (with a 2% annual increase) for 2.5 days.

Grant: \$0

Match: \$272,026

Sub-Committee of Blended Learning Steering Committee for TechSmart Project

For the duration of the project (5 years), a sub-committee of the Blended Learning Steering Committee will be formed by teachers at the TS3R Project pilot schools and will meet throughout the year to document, recommend, and help target and scale blended learning instructional practices that have been identified and are impacting student outcomes in the project. The recommendations will be based on data, emerging local and

national practices, and research. The total cost to the project is \$42,933, which is based on 5 people meeting 30 hours per year at a rate of \$55 per hour (with a 2% annual increase).

Grant: \$0

Match: \$42,933

Teachers and School Coaches – Family Engagement and Training

In years 2-5 of the project (4 years), teachers and the school coach at each pilot school will provide training to families of the students in grades K-3. ICA, OSP, and the school leadership will agree to the specific forum, communication strategies, and training to ensure the engagement targets and includes families of historically underserved students. The total cost to the project is \$52,493, which is based on at least 1 family engagement event per pilot school per year. Each school will receive funding for 1 teacher per grade level plus the school coach (5 people) for 4 hours at \$40 per hour, a 2% annual increase, and the 23.64% fringe rate.

Grant: \$52,493

Match: \$0

Translators – Family Engagement and Training

In years 2-5 of the project (4 years), Translators from PPS Translation Services will support the Family Engagement and Training forums to ensure families can understand and access the trainings and communications. The specific services, such as the number of languages and need for written and verbal translations, will be determined by the linguistic needs at the schools. Each pilot school will receive an average of 6 hours of translations per year to support the forum. The total cost to the project is \$7,874, which is based on 3 Translators per forum for 2 hours each at \$20, a 2% annual increase, and the 23.64% fringe rate.

Grant: \$7,874

Match: \$0

Education & Training

Demonstration Site Visits

In years 1-4 of the project (4 years), all teachers will conduct 2 site visits to receive training on blended learning programs as part of the onboarding process. Additionally, 5 model teachers will provide demonstrations at district sites. The cost to the project is \$93,818. This is based on 12 teachers per school at 20 schools conducting 2 site visits per year plus 5 model teachers providing demonstrations at the ½ day substitute rate of \$184 (with a 2% annual increase).

Grant: \$0

Match: \$93,818

Conferences & Workshops

In years 1-5 of the project (5 years), participants will attend Conferences and Workshops that must be relevant to blended learning models in K-3 classrooms (e.g. iNACOL, ISTE, and Daily Five). Thirty-eight (38) participants, including 3 district personnel per year (e.g. IT, SPP, OSP, District Coaches) along with 23 School Coaches, will attend a conference or workshop over the course of 5 years. The total cost to the project is \$25,460, which is based on an estimated registration fee of \$670 for 38 total participants over 5 years.

Grant: \$25,460

Match: \$0

Travel

Travel for Model Program Site Visits

In years 1-5 of the project (5 years), each district and school coach will have an opportunity to travel to conduct one site visit to a model blended learning program. The total cost to the project is \$30,000, which is based on a \$2,000 per trip rate for up to 3 coaches per year over the course of 5 years.

Grant: \$30,000

Match: \$0

Travel for Conferences and Workshops

The total cost of travel to the project for Conferences and Workshops is \$76,000, which is based on a \$2,000 per trip rate for 38 participants over the course of 5 years.

Grant: \$76,000

Match: \$0

Contractual

IT Project Manager

In years 1-4 of the project (4 years), the IT Project Manager will manage activities related to the procurement and deployment of the technology required for this project. The total cost to the project is \$448,000, which is based on \$80 per hour for 28 hours per week during a 50 week period over the course of 4 years.

Grant: \$448,000

Match: \$0

Literacy Technology Consultant

In years 1-5 of the project (5 years), a consultant will provide technical assistance and training on the technology-based literacy curriculum programs specific to embedded school supports for the School Coaches, Principals and teachers. The total cost to the project is \$375,000, which is an estimate based on combined quoted vendor costs of \$75,000 per year for onsite consultation and training to implement at least 2 technology-based programs.

Grant: \$375,000

Match: \$0

Technology-based Literacy Curricula Programs

In years 2-5 of the project (4 years), technology-based literacy curricula will be implemented and evaluated for effectiveness. These programs will be piloted as part of the blended learning instructional models and in addition to digital resources adopted as part of the larger district Language Arts Adoption. The total cost to the project will be \$450,000, which is based on \$9,000 per school fee for up to two literacy programs. The \$9,000 is an estimate from quoted vendor costs ranging from \$2,500 to \$6,500 per school per year.

Grant: \$450,000

Match: \$0

Equipment

Wireless Access Points (WAPs)

In years 1-4 of the project (4 years), WAPs will be purchased for pilot sites to increase bandwidth and accessibility to online and digital programs required for instruction. The WAPs will be placed in all common

spaces and classrooms which can be used for K-3 instruction, including walk to read or related programs. The total cost to the project is \$440,000, which is based on 22 WAPs per schools at \$1,000 each.

Grant: \$220,000

Match: \$220,000

WAP Installation

In years 1-4 of the project (4 years), WAPs will be installed at the pilot sites during the onboarding period. The total cost to the project is \$400,000, which is based on total installation costs of \$20,000 per school.

Grant: \$200,000

Match: \$200,000

Network Switching

In years 1-4 of the project (4 years), support for additional/new wireless infrastructure is required in refreshing and expanding local closet switching at the pilot sites during the onboarding period. The total cost to the project is \$570,000, which is based on estimates provided by networking team based on current refresh strategic plan.

Grant: \$285,000

Match: \$285,000

Edge/Router Devices

In years 1-4 of the project (4 years), Edge/Router Devices will be installed to support full 1GB throughput and connectivity to meet the increased bandwidth requirements at the pilot sites during the onboarding period. The total cost to the project is \$140,000, which is based on prior costs for similar uplift of bandwidth connecting to the INET/IRNE fiber rings.

Grant: \$70,000

Match: \$70,000

Bandwidth Increases to Buildings

In years 1-4 of the project (4 years), bandwidth increases will be made to the building to support access for online and digital programs required for instruction. The total cost to the project is \$10,000, which is based on one-time cost quotations from the City of Portland.

Grant: \$0

Match: \$10,000

Classroom Devices

In years 1-4 of the project (4 years), Classroom Devices will be purchased and provided to K-3 students and teachers at pilot schools and will be used as an integral tool for learning. The total cost to the project is \$1,350,000, which is based on \$375 per device, 12 classrooms per school, and 15 devices per classroom (1 teacher device plus 28 students each using a ratio of 1 device for every 2 students).

Grant: \$743,750

Match: \$606,250

Device Storage and Power

In years 1-4 of the project (4 years), device storage carts will be purchased to support ongoing management and security of the device investment. The total cost to the project is \$120,000, which is based on estimates from similar projects completed in winter of 2015.

Grant: \$60,000

Match: \$60,000

Overhead Costs

Indirect Costs represent the cost of administering the grant by PPS business services departments. The total cost to the project is \$542,892, which is based on 6.45% of project costs less contract costs.

Match: \$318,618

Grant: \$224,274

VIII. Organizational Capacity

Superintendent Carole Smith made this a priority in September 2014: 100% students will exit 3rd grade reading to learn, not learning to read.

Portland Public Schools has the infrastructure and the talent to successfully implement the TS3R Project and meet the project goals. Evidence includes:

Superintendent and PPS School Board: Third grade reading is a top priority for the Superintendent and of the PPS School Board as demonstrated by approval of budgetary additions of Reading Specialists and mentors for beginning teachers and other fiscal actions.

Office of Teaching and Learning has led a collaborative effort to transform practices, resources, and outcomes through the PK-5 Literacy Initiative, and has committed to the recent 6-12 Language Arts curriculum adoption that had a specific focus on blended learning. Fine-tuned by feedback from all key constituents, including community, teachers, and families, OTL leaders developed a literacy adoption that is expanded by technology, through access, tools, and engagement.

Information Technology is in the process of designing and implementing EdNext, a comprehensive strategic plan that focuses on digital transformation -- redesigning processes and services while building out infrastructure and transforming their budgeting and purchasing to modernize hardware and meet the growing demands of technology for classrooms and school-based learning.

Systems Planning and Performance (which includes Research & Evaluation) continues to serve as an independent arm within the district, staffed by highly educated and prepared professionals with years of experience collecting and analyzing data, preparing reports, developing and analyzing surveys (including online surveys), structuring and hosting focus groups, working effectively with external evaluators, and both visionary planning and detailed strategic planning and execution. Their experience includes multi-million dollar federal grants such as GEAR-UP, Smaller Learning Communities, and Striving Readers, as well as grants from the Oregon Department of Education for areas such as STEM and Minority Teacher Retention.

In 2015-2016, SPP is planning to send a letter to all Kindergarten families stating whether their student is on track to read by 3rd grade. This effort is an expansion of the successful communication initiative during the 2014-2015 school year, in which PPS sent a letter to families with high school students to state whether the students were on track to graduate. The effort used evidence of learning to determine student readiness, and SPP then followed up with focus groups and surveys to determine its effectiveness. There was a concerted effort to engage historically underserved families in the process.

Office of School Performance works closely with the schools to ensure accountability and operational supports. During the 2014-2015 school-year, they implemented a structured, data-driven process to meet with school leaders to review and plan for school improvement needs at set intervals. OSP then ensured that the schools received targeted supports based on the plans.

School Administrators: IT Principal Advisory Group (PAPSA IT) is made up of seven principals, five of whom are K-5 and K-8 building leaders. They meet regularly with OTL and IT leadership to build innovative practices within their schools and to share learnings with the district. The PAPSA IT schools often include many of the “early adopters” in the district. Some principals as well as teachers from their schools are also participating on the Blended Learning Steering Committee to identify and share best practices for technology-enhanced instruction across the district.

Pilot schools: The TS3R Project begins with 5 pilot schools in year 2 that will be selected, in part, for their leadership and teacher capacity and readiness. They will serve as blended learning demonstration sites to inform and illustrate the use of technology-enhanced resources to improve 3rd grade reading outcomes. Early enthusiasm and success evidenced through the evaluation as well as positive feedback from both students and parents, will assist in the recruitment of additional schools. All feedback will be used to continuously improve the project and ultimately identify practices to scale.

IX. Replicability

Portland Public Schools is committed to the partnership with MHCRC and the goals of the TechSmart initiative to share learning across Multnomah County school districts and replicate best practices. Additionally, PPS will share findings through its participation in the All Hands Raised Partnership and related work on improving 3rd grade reading outcomes.

Over the five-year grant contract period, PPS is committed to identifying and sharing effective technology-enhanced instructional models that target individual student needs and improve 3rd grade reading outcomes. Examples include:

- Building expertise in literacy content knowledge, instructional leadership, and blended learning among K-3 teachers at 20 pilot sites, which represent about one-third of the district’s K-3 classrooms. These instructional leaders and teachers will be able to provide guidance and mentorship as the district continues to expand best practices in the remaining 39 PPS schools over time.
- Align pilot site work with district-level transformation of literacy instruction, materials, and professional development PK-5. During the grant period, the pilot sites will have the support they need to innovate in regards to blended learning and literacy instruction while integrating and aligning their work to the overall PPS early literacy vision. The district will be able to scale lessons learned, including effective instructional practices and resources to target individual student’s needs, with increasing precision.

Through the project, the district will use each pilot year as a cycle of inquiry around best practices in these areas: demonstration sites, principal/administrator leadership support, and public sharing and recognition of practices within the teaching and learning community.

- Maintaining clear and regular communication about the work at pilot sites, particularly of specific gains and successes with students, will generate interest and enthusiasm to adopt blended learning practices for literacy to promote personalized learning.

Attachment A

Section IV. Portland Public Schools Implementation Plan

Project Component	LEAD	Year 1 (2015-16)												Year 2 (2016-17)												Year 3 (2017-18)												Year 4 (2018-19)												Year 5 (2019-20)											
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Pilot Site Selection/Expansion																																																													
Finalize initial pilot criteria	ICA Asst Dir	■																																																											
Develop/refine criteria for pilot sites based on evaluation	ICA Asst Dir													■												■												■												■											
Select schools for BL pilots (OTL and OSP in collaboration)	OSP with ICA Asst Dir	■												■												■												■												■											
Conduct informational meetings with new site principals	District Coach, ICA Asst Dir	■												■												■												■												■											
Conduct information meeting with pilot school teams	District Coach, ICA Asst Dir	■												■												■												■												■											
Pilot schools plan family engagement forum(s) and strategies	Principal, ICA Asst Dir	■												■												■												■												■											
Cohort 1 (5 schools) classrooms use and evaluate blended learning models	ICA Asst Dir													■												■												■												■											
Cohort 2 (5 schools) classrooms use and evaluate blended learning models	ICA Asst Dir													■												■												■												■											
Cohort 3 (5 schools) classrooms use and evaluate blended learning models	ICA Asst Dir													■												■												■												■											
Cohort 4 (5 schools) classrooms use and evaluate blended learning models	ICA Asst Dir													■												■												■												■											
Professional Development																																																													
Identify school coaches to support onboarding pilot schools	ICA Asst Dir	■												■												■												■												■											
Provide "Getting Started" PD for teachers	District Coach	■												■												■												■												■											
Provide "Getting Started" PD for principals	District Coach	■												■												■												■												■											
Provide ongoing, differentiated PD: 0.5 coach per school, peer observations	School Coach	■												■												■												■												■											
Teacher participate in grade level PLCs	Grade Level Lead	■												■												■												■												■											
School coaches and principals at pilot sites visit model PPS BL classrooms	ICA Asst Dir	■												■												■												■												■											
District and school coaches conduct site visits to model programs	ICA Asst Dir	■												■												■												■												■											
Technology-based Literacy Curriculum																																																													
Select technology-based literacy curriculum/programs for pilots	ICA Asst Dir	■												■												■												■												■											
Deliver and set up programs at pilot sites	District and School Coach	■												■												■												■												■											
Provide train the trainer PD and embedded literacy program supports	ICA Asst Dir	■												■												■												■												■											
Technology Management																																																													
Identify device and charging equipment for classroom learning models	IT PM	■												■												■												■												■											
Implement upgraded internet filtering solution	IT PM	■												■												■												■												■											
Implement IPS/IDS solution	IT PM	■												■												■												■												■											
Implement information security management program procedures and staff allocation	IT Sr. Manager, Security	■												■												■												■												■											
Perform Analysis of 14-15 wireless remediation plan for building(s) by cohort	IT Network Admin	■												■												■												■												■											
Schedule wireless remediation in building(s) by cohort	IT PM	■												■												■												■												■											
Implement edge and switching upgrades in building(s) by cohort	IT PM + IT Network Adm	■												■												■												■												■											
Schedule internet bandwidth upgrade in building(s) by cohort	IT Network Admin	■												■												■												■												■											
Deliver devices and charging equipment in building(s) by cohort	IT PM	■												■												■												■												■											
Data Analysis and Evaluation																																																													
Collect PD data (including hours provided, teacher surveys, observations)	SPP Evaluator	■												■												■												■												■											
Collect student achievement data (DIBELS, Smarter Balanced) and demographics	SPP Evaluator	■												■												■												■												■											
Collect IT data (device #s, wifi implementation/bandwidth data)	SPP Evaluator	■												■												■												■												■											
Collect materials adoption data (materials adopted, adoption process documentation)	SPP Evaluator	■												■												■												■												■											
Conduct 6x year formative teacher/school staff focus groups	SPP Evaluator	■												■												■												■												■											
Twice yearly reports on professional development activities	SPP Evaluator	■												■												■												■												■											
Report on blended learning material selection/adoption progress	SPP Evaluator	■												■												■												■												■											
Reporting on technology management (inventory of devices/bandwidth, by school)	SPP Evaluator	■												■												■												■												■											

Acronyms for Lead Positions

ICA Asst Dir: Assistant Director, Instruction, Curriculum and Assessment

OSP: Sr. Director, Office of School Performance

IT PM: Project Manager, Information Technology

SPP Evaluator: Evaluator, System Planning and Performance