DDSD/MHCRC GRANT AGREEMENT: ATTACHMENT 1

MHCRC TechSmart Initiative for Student Success
David Douglas School District Project Plan:
Mill Park and Menlo Park Elementary Technology Integration Project

I. PROJECT PURPOSE

About the David Douglas School District

The David Douglas School District (DDSD) is located in outer East Portland and consists of nine elementary schools, three middle schools and one high school with an alternative school campus. The District serves approximately 10,596 students from pre-kindergarten through 12th grade. About 553 of these students, pre-K-5, attend Mill Park Elementary and 506, K-5, attend Menlo Park Elementary.

DDSD is characterized by its poverty, but also by its abundant and rich diversity. In Multnomah County, poverty is highest in outer East Portland where the District is located[1]. 78.2% of all students, 92.6% of Mill Park students, and 75% of Menlo Park students qualify for free or reduced lunch, an indicator of poverty. 11% of District students, 9% of Mill Park students, and 10% of Menlo Park students have special needs. In terms of cultural diversity, more than 40 languages are spoken in each group of District grade levels, e.g. K-3, 4-5, 6-8 and 9-12, per the Oregon Department of Education; 62% of Mill Park's students are "Ever" English Learners (were enrolled in English as a Second Language at one point), as are 32% of Menlo Park's. In addition, 60.3% of all students, 62.5% of Mill Park's students, and 63% of Menlo Park's students are students of color, making the District one of the ten most diverse school districts in Oregon.[2]

DDSD's vision, mission and strategic plan include a commitment to improving student outcomes and growth through the following strategies:

- STEAM initiatives (Science, Technology, Engineering, Arts, and Math)
- Equity work and equal opportunities for all students
- Culturally responsive, highly effective instruction
- Ongoing professional learning for teachers
- Student-centered actions and learning
- High standards and expectations
- Cultivating skills necessary for lifelong learning
- Collaboration with families and community partners

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[1] https://multco.us/file/34343/download

[2] www.oregon.gov/tspc/...Equity_Reports/2017_Oregon_Educator_Equity_Report.PDF

District Data Analysis Points to Focus on Elementary School Math

Ongoing Oregon Department of Education (ODE) research and data show that on-track status is a strong predictor of the likelihood of dropping out, performance on standardized assessments, chronic absenteeism, and as the March 2018 data brief shows, graduation.[3] In fact, for SY 2016-17, "Students who were on-track to graduate by the end of their freshman year were more than twice as likely as students who were off-track to graduate within four years of entering high school." On-track is defined as those students who had at least 25% of the credits needed to graduate with a regular diploma by the beginning of their sophomore year. Per ODE, achievement gaps are also substantially reduced after considering on-track status. For example, on-track Hispanic students graduate at a rate less than one percentage point lower than the rate for white students.

In response, DDSD interventions for high school students, especially freshmen, have been put in place to ensure students are on-track to graduate, especially for math, the lack of credits of which has been shown to be a significant barrier to graduation. Interventions include but are not limited to programs such as: Ninth Grade Counts, hiring Attendance Specialists to work with students and their families, expanded and diverse credit retrieval options (e.g. Freshmen-Only Credit Retrieval and year-round credit retrieval options, including for math), and freshmen "advisories" where teachers work closely with students to connect them to classes, tutoring, and resources to meet the goals of students' education plans and profiles.

At the same time DDSD is providing on-track supports at the high school level, it is intervening earlier, offering academic interventions for middle school students such as Math 180 and Ramp Up to Math, online math support, and Algebra I for high school credit. Most recently, the District Data Team, comprised of a Data Analyst, Principals, District Administrators, Cabinet Level Directors, Assistant Superintendent, and Superintendent, formed a work group to identify District Key Performance Indicators (KPI), a type of performance measurement that would help the District understand how it's performing and headed in the right strategic direction.

The District's KPIs are:
- 3rd Grade On Track: Reading and Math Proficiency
- 5th Grade On Track: Reading and Math Proficiency
- 6th Grade On Track: Attendance, Discipline, and passing core classes including Math
- 8th Grade On Track: Attendance, Discipline, and passing core classes including Math
- 10th Grade On Track: GPA, Math/Language Arts/Science credits
- 12th Grade Graduation: 4 and 5 year Cohort Graduation

The District Data Team examined three-year trends (2014 to 2017) of the state's Smarter Balanced Assessment Consortium (SBAC) math scores for grades 3-5 at our elementary schools. Mill Park and Menlo Park stood out from other schools regarding their low and declining proficiency rates:

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[3] http://www.oregon.gov/ode/reports-and-data/Pages/Accountability-Data-Briefs.aspx

	Mill Park	Menlo Park	District	Mill Park	Menlo Park	District	Mill Park	Menlo Park	District
	2014-15 Meets/Exceeds			**2015-16 Meets/Exceeds**			**2016-17 Meets/Exceeds**		
All Grades	**17.3%**	39.0%	35.7%	**16.1%**	38.1%	33.2%	**14.5%**	29.7%	28.9%
Grade 3	**17.8%**	37.5%	31%	**22.7%**	38.8%	36.6%	**14.3%**	25.0%	38.5%
Grade 4	**15.9%**	45.3%	27.2%	**19.1%**	41.1%	34.7%	**14.4%**	39.0%	35.4%
Grade 5	**17.9%**	34.1%	28%	**6.5%**	33.8%	26.9%	**14.8%**	26.0%	29.3%

Mill Park Elementary has a significant achievement gap in math, but especially for these historically underserved populations: Economically Disadvantaged, Limited English Proficient (LEP), Students with Disabilities, Black/African American and Hispanic/Latino students. Per ODE's 2016-17 Group Assessment Reports[4] for math academic achievement, these groups performed at Level 1 on a scale of 1-4, where levels 3 and 4 are meeting the standard for school and district accountability. In addition, the Asian and White student populations performed at Level 2, and did not meet school or district standards for math. In terms of academic *growth* in math, Black/African American students performed at Level 2 (not proficient), compared to every other rated group that performed at Level 3 (proficient).

At Menlo Park Elementary, Hispanic and LEP students performed at Level 1 and Economically Disadvantaged students performed at Level 2. Interestingly, Black/African American students stand apart in that they performed at Level 3 (proficient) and at a Level 4 for growth. DDSD plans to review more than one year of data to rule this out as an anomaly, and if it's not, DDSD will work to identify factors contributing to the success of Black/African American students.

After analyzing data, the District Data Team determined that math proficiency was the top barrier preventing students from graduating high school. Looking backwards from high school, the Team proposed that elementary math curriculum and instruction needed to be improved, especially for historically underserved populations, to close the achievement gap and support substantial and consistent progress all the way up to high school.

The District formed the Elementary Math Curriculum Adoption Team, which included classroom teachers, school level improvement coaches, Math Specialists, and administrators. Over a six-month period in SY 2017-18, this Team conducted a process to select a math curriculum. The Team:

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[4] http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx

- Engaged in professional learning around research-informed instructional practices and equity;
- Examined Oregon Curriculum Adoption Criteria;
- Researched potential curriculum products; invited presentations and had classroom pilots from Eureka and LearnZillion curriculum products;
- Analyzed the curriculum products against Oregon Curriculum Adoption Criteria and research-informed practices; and,
- Developed a consensus for a product choice.

After careful consideration, the Elementary Math Curriculum Adoption Team selected *LearnZillion* (https://learnzillion.com/p/) as a supplemental mathematics curriculum. The curriculum was chosen based on its alignment to the guiding principles for school mathematics outlined in the National Council of Teachers of Mathematics publication, *Principles to actions: Ensuring mathematical success for all* (2014). With three different lesson types, LearnZillion will assist elementary teachers with the implementation of the shifts of the Common Core Mathematics Content and Practice Standards including all three aspects of rigor: conceptual understanding, procedural skill/fluency, and application. These lessons support teachers' use of research-informed instructional practices shown from DDSD's evaluation of its Title IIB Mathematics Science Partnership Grant (now ended) to produce statistically significant gains in student achievement on the Smarter Balanced Mathematics Assessment. Thorough research and experience gives DDSD confidence that it is proceeding in the right direction.

In grades 3-5, LearnZillion provides digital assessments with online teacher reports that will allow teachers to make timely, data-based, instructional decisions. Features of the assessments include tracking curriculum pacing, diagnosing math concept attainment, and item analysis at the student level. LearnZillion online resources include the following support for teachers, students, and parents:

- 2,700 five to seven-minute instructional videos
- An online Learning Management System (LMS) and integration with our existing Google Classroom features
- Allows creation, editing, sharing, curation, and integration of DDSD's own resources on the LMS
- Multimodal job-embedded professional development
- Online practice with immediate student response and progress reports for grades 2-5
- Additional 20 sets per grades 2-5; online practice sets include instructional video with items in increasing order of difficulty with opportunity to reflect at end of session

Mill Park and Menlo Park Elementary Technology Integration Project

To bolster LearnZillion, which has a significant technology component, DDSD will target investments in integrated technology and programming for students, as well as teacher training, at Mill Park Elementary and Menlo Park Elementary for three school years. This approach aims to increase math achievement in grades 3-5, thereby preparing students for success in 8th grade

math and ultimately, to be on-track by freshmen year with a significantly greater chance of graduating on time.

The Project incorporates student-centered and inclusive technology and curriculum that supports the age and needs of typically developing children and those with special needs. Ongoing professional development (PD) for teachers, including a full-time Technology Integration Coach shared by the two schools, will extend teachers' knowledge of developmentally appropriate instruction. A carefully designed strategy of engaging the entire school community (students, teachers, and families) in understanding, using, and connecting around integrated technologies will foster the Project's long-term effectiveness.

The Project has three goals:

1. To increase student achievement in the area of mathematics as measured on the All Hands Raised student success indicators of 8th Grade Math and 9th Grade Credit Attainment.
2. To close the achievement gap of underperforming student groups, with a focus on historically underserved populations.
3. To increase parent and family involvement by providing opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.

DDSD has key elements in place to implement the Project. This includes overall commitment to investing in appropriate technologies to support student achievement. Over the last four years, using a mix of funds including Bond, Title and District Technology, the District has purchased 11,000 Google Chrome devices and online curriculum at all levels. In addition, DDSD has direct, recent experience implementing a similar project at Earl Boyles elementary school (in partnership with MHCRC TechSmart Initiative). That project has equipped DDSD with lessons learned and best practices for implementing a comprehensive, successful technology integration learning environment at Mill Park and Menlo Park elementary schools. DDSD completed its third and final year of the Earl Boyles project in SY 2016-17. In the third year, the District scaled the technology integration efforts at Earl Boyles from pre-K-3 to include 4-5 grade classrooms. Below are noteworthy findings from Pacific Research and Evaluation (PRE) summary evaluation for the Earl Boyles TechSmart project. PRE's data collection included principal and staff interviews:

- More than 80% of new and veteran teachers are achieving these outcomes: Professional Development (PD) helped teachers increase the use of technology for evidence-based instructional practices, data analysis and application to student learning, and differentiated instruction. The self-reported technology skill level of teachers provides support for the impact of the PD and qualitative feedback from teachers emphasizes the positive impact of the PD model on their instruction. The inclusion of an on-site Technology Integration Coach was reported to have the most impact on instruction.
- There is evidence that the use of technology has increased teachers' ability to engage students in classroom instruction. Teachers provided several examples of how the use of technology to support instruction has led to positive changes in student engagement, and

both teachers and leaders rated the use of technology to support instruction high in the self-assessment and leadership rubric.
- Pacific Research and Evaluation, LLC. (the TechSmart Initiative evaluation consultant), described student achievement: "There is preliminary evidence of closing the achievement gap for LEP students and students of color at Earl Boyles. Noteworthy findings from the SY 2016-17 analysis include the high percentage of Cohort 2 LEP students and students of color performing at benchmark in Kindergarten and first grade. This provides preliminary evidence that student growth, as measured by the DIBELS assessment, is greater for Cohort 2 LEP and minority student subgroups within Earl Boyles."
- Both teachers and administrators positively discussed the idea of sustaining the technology culture at Earl Boyles by building teacher capacity. Teachers are becoming experts on the various pieces of technology so that they can support one another. This provides strong evidence that Earl Boyles has created a school-wide culture of technology that shows promise of being sustained moving forward.

DDSD has already identified the Technology Integration Coach for the Mill Park and Menlo Park Elementary Technology Integration Project. He was instrumental in the successful Earl Boyles project and developed and lead the District's Google Ninja program (described below). The Coach has been working alongside the District Data Team to provide input for this Project. He has the "technical" knowledge and experience to support classroom teachers in integrating technology into the core curriculum, as well as the all-important coaching and mentoring skills to adapt this knowledge to meet teachers' particular needs.

The current 3-5 grade teachers at Mill Park, and the 4-5 grade teachers at Menlo Park are "Google Ninjas" having participated in the Google Ninja Program started at the District two years ago. The program leveraged existing Google tools and technology and provided motivated teachers an opportunity to build their knowledge and confidence to integrate technology into the classroom. The program also brought teachers together to share, collaborate, and build a community of connected innovators bent on breaking the mold of a teacher-centered classroom. Through participation in the Google Ninja program, the current 3-5 grade teachers at Mill Park, and the 4-5 grade teachers at Menlo Park completed the first level of the evidence-based SAMR, a model designed to help educators integrate technology into classroom teaching and learning. The model includes four levels of technology integration: Substitution, Augmentation, Modification, and Redefinition.

Due to both Google Ninja participation and the benefits of the District's learnings from Earl Boyles, the Mill Park and Menlo Park teachers have built technology readiness and capacity to simultaneously implement the Project and the new math curriculum, LearnZillion, starting in SY 2018-19.

Technology for Teaching and Learning

The Mill Park and Menlo Park Elementary Technology Integration Project will further DDSD's mission to provide all students equal opportunities to learn by:
- Learning and presenting information and content in different ways;

- Differentiating the ways that students can learn and demonstrate what they know; and
- Stimulating interest and motivation for learning.

Technologies such as SMART Interactive Panels and Chromebooks create learning opportunities suited to children with a variety of learning needs. These can dramatically shift the way teachers create inclusive classrooms for typically developing children, as well as those who have special needs.

Classroom hardware, software, and curriculum will be in place for SY 2018-19. For Mill Park, this includes for the 3-5 grade classrooms, two ESL classrooms, behavior multi-grade classroom, and special education (SPED) classroom. At Menlo Park, this includes its 3-5 grade classrooms, one ESL classroom, one SPED classroom and three Structured Learning Program-Academics (SLP-A) classrooms, serving students with ASD and other cognitive disabilities). The Project addresses curriculum (Common Core Standards), interventions for struggling students, language support, and assessment. While the focus for this Project is math, other core areas listed below will also be addressed as a matter of course. Following are examples of how technology will be used:

Math:
- Teachers, students, and parents can access the LearnZillion online resources.
- Teachers can monitor progress and differentiate lessons and assessments in real time.
- Teachers will be able to use the SMART Interactive Panel for interactive lessons hyperlinked directly to the online curriculum. Students will be able to manipulate graphics and images on the SMART Interactive Panel to demonstrate their learning.
- Students will be able to use Moby Max (math intervention) and other online supports through existing digital resources to practice appropriate level standards and skills.
- Students will use technology to access online inquiry based Common Core math resources and activities.

Language Development Support:
- Students will create and present multimedia presentations using a variety of online tools such as Google Docs and Google Presentation.
- Teachers and students will access native language supports through Imagine Learning software.

Research shows that socioeconomic status affects language development and acquisition. Disparities in the development of language processing are among the most consistently found among children living in poverty, with decreases in vocabulary, phonological awareness, and syntax at many different developmental stages. Given Mill Park's and Menlo Park's demographics (92.6% and 75% qualify for Free/Reduced lunch, respectively, and 62% and 32% are Ever English Learners (ELL), respectively), academic support is needed to address both language development and acquisition. The District has chosen the Imagine Learning curriculum to meet this need. Imagine Learning is a research-based, standards-aligned, online learning program that builds core academic language skills, specifically targeting the needs of ELL students.

Imagine Learning provides native language support in more than ten languages for Menlo Park's and Mill Park's bilingual students. Students will receive explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. Engaging activities teach critical language and literacy concepts such as reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency.   The language supports in this program will be used to help the students develop their mathematical discourse skills and to help them with the key mathematical practice of constructing viable arguments and critiquing the reasoning of others.

Supporting Students with Special Needs:
- Technology allows teachers to meet specific special education needs by adapting or modifying curriculum, instruction, or methods for expression
- Teachers can use multiple methods to present content, including: auditory features (increasing auditory perception, sound and voice production, decoding text and symbols); visual features (enhancement of text, picture perception, illustration to content knowledge); kinesthetic (apps that respond to movement); and tactile (drawing apps using finger sweeps or a stylus)
- Students can express their learning in various ways. Student expressions may include a variety of communication modes (electronic communication systems, eye gaze, video or audio clips demonstrating a student's understanding), student physical manipulation of tools (use of a stylus instead of a pencil, options for drawing, writing, voice or video in combination with written symbols to demonstrate knowledge), and demonstration across a variety of settings (1:1, small or large groups)
- Technology can increase student interest in activities and provide students with multiple ways to maintain their focus or effort toward learning, increasing self-regulatory skills. Technology can balance teacher-directed and child-directed activities and allow students in special education more choice and independence throughout the day. Teachers can vary the format for instruction and provide authentic, meaningful, and relevant activities that are differentiated for individual students based on their specific learning objectives. Technology also offers a variety of ways to address student needs in presenting material different sizes and formats based on visual and/or auditory deficits
- Technology supports flexible participation, which allows all students to engage in the classroom, even those with the most significant disabilities

Technology use for blended, individualized and/or differentiated learning:

DDSD's longitudinal Smarter Balanced Math data shows an achievement gap with students of color, English Language Learners, Economically Disadvantaged students, and special education students. The District uses a Response to Intervention and Instruction (RTII) for reading and will expand these interventions to math to develop a comprehensive, multi-tiered, and standards-aligned strategy enabling early identification and intervention for students at academic risk.

RTII is an instructional framework that addresses problems early with students who show signs of academic weakness. Among its essential components are: high-quality education for all students; universal screening so that teachers can spot children who are struggling; targeted, research-based "interventions" of increasing intensity designed to help students improve in

problem areas; frequent progress monitoring so that teachers can see how well students are responding to the targeted interventions; and data-based decision-making based on the information gathered from that monitoring.

DDSD will implement a Universal Screener as a component of RTII, administered three times a year (Fall, Winter and Spring) to identify at-risk students and monitor their progress using the Math Inventory. The Math Inventory (MI) is a research-based, adaptive math assessment that measures math abilities and longitudinal progress from Kindergarten through Algebra II. DDSD will make instructional decisions using data from MI during our "100% and 20% schoolwide," (teachers look at data and planning interventions for all (100%) and those particularly at-risk (20%) in collaboration with specialists). The District is already using the MI at the middle school level and began using it at the elementary level in SY 2017-18. This helps provide a math assessment continuum through the grade levels.

Differentiated curriculum for students that need additional support is a component of the new math curriculum, LearnZillion. LearnZillion provides explicit guidance to teachers for differentiation on daily lessons. Each Key Concept in the curriculum is taught through a combination of three lesson types: Conceptual Understanding, Fluency/Procedural Skills, and Application Lessons to provide support for students below grade level. LearnZillion and the Eugene School District are working to translate lessons to Spanish. Once completed, DDSD will be able to access this as another way to provide support for ELL students.

Technology can be a critical tool in educating students with special needs through built-in tools that help teachers adjust and optimize learning to address support per students' Individual Education Plans (IEPs).   Here are a few examples of how the Project will support students with special needs:

- The Technology Integration Coach and the District's Adaptive Technology Specialists will work together to deeply understand the differentiation component of LearnZillion and provide teacher professional development in this area.
- The RedCat provides students the ability to hear the teacher no matter where the teacher stands in the room. This helps students that have difficulty processing sound tone and volume as the RedCat specifically enhances the midrange sound so that the speaker sounds clearer.
- The Project includes Augmentative and Alternative Communication (ACC) applications such as Proloquo2Go, designed to ensure growth of communication skills and promote language development. It covers all users, from beginning to advanced, while catering for a wide range of fine-motor, visual and cognitive skills. ACC is an umbrella term that encompasses the communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language.
- Chromebooks offer many features that can be customized to meet the needs of students such as Google's Talk to Text/Type screen reader apps.
- Tablets will be provided for students that need a touch screen and specific apps. Many tablets come with features that allow students with special needs to personalize their use. For example, a student with a mild to moderate visual impairment may be best served by

double-tapping or dragging their fingers to magnify text and photos, whereas a student with a more severe visual impairment can have text read aloud. Students with hearing deficits can use captioning to experience audiovisual materials.

These capabilities allow students with special needs to learn without a special curriculum. They can consume, and learn, the same materials as their peers. Additionally, being on the same timeline and curriculum as their peers can help ensure students with special needs develop positive self-esteem and skills to succeed after graduation.

Professional Development (PD)

In the SY 2016-17 year-end survey for Earl Boyles, teachers described the extent to which the professional development increased their use of technology for evidence-based instruction, differentiating instruction, and analyzing and using data about student learning. Results showed that by the end of the grant, all but one new teacher reported using technology in each of these ways. This finding has guided the Project's professional development (PD) plan.

PD encompasses the training and support needed for the 18 pre-K-5 grade teachers, one multi-aged behavior classroom, two Special Education learning spaces, three ESL learning spaces, and three SLP-A classrooms, to develop a visionary, sustainable community of learning, where they can explore effective instructional strategies in the classroom supported by new technology. Teachers need specific training in how to extend their knowledge of developmentally appropriate instruction to ensure that technology is used effectively. PD will support the teachers to use curricula, assessment tools, and classroom design concepts that utilize a wide range of technologies to engage the whole student and serve all students.

Role of the Technology Integration Coach

As mentioned earlier, DDSD has already identified the Technology Instructional Coach for the Project, who successfully integrated technology for the Earl Boyles TechSmart grant project. He brings a strong background in conducting ongoing PD during the school year as well as summer trainings. The Coach will play a pivotal role in classroom coaching, research-based instructional practices, modeling lessons, teacher mentoring, creating lesson plans that support Common Core and district adopted curriculum, and collaborating with staff. He will also work with Mill Park and Menlo Park principals and teachers to develop and implement a technology vision for the schools that will guide programming. Finally, the Coach will work with the principals to connect to parents, using the SUN after school program at each school as the vehicle, to engage them in their children's learning, per Outcome 3.

The full-time Coach will spend half of his time at each school working with teachers and staff to develop skills and habits in a dynamic, team-supported, individualized learning program. He will support teachers directly in the classroom, before and after school, and with "micro trainings" for small groups of teachers during school (as supported by Substitute Release Time). Every Wednesday is late start for students when teachers meet in Professional Learning Teams (PLTs). These teams have an academic focus with an emphasis on student learning and success. Teachers work collaboratively to examine data about student learning and develop a plan to

address students' needs. Each week they will review curricula, technology implementation, student level data, and classroom design concepts. The Coach will schedule regular meetings with each PLT to provide them with training and support. By the end of the second year, the goal is for the teachers to be able to support each other.

The Coach will collaborate with the Mill Park Principal and Menlo Park Principal to address each of their school's instructional needs, including training when needed regarding the integration of technology. The Coach will serve as a consultant to building administrators and staff. Importantly, he will communicate with parents and other community members to promote the vision of technology-rich teaching and learning (see Section III: Project Partners and Beneficiaries).

As mentioned earlier under "Technology for Teaching and Learning," three times a year (Fall/Winter/Spring) students will take the Math Inventory (District Math Screener). This assessment helps identify students that are below grade level. These students are provided additional academic support, and retested every six weeks. Teachers meet in grade level data teams to discuss a student's progress. The Coach will attend these meetings to provide curricula and technology implementation support.

Culturally-Responsive Teaching Practices

To help meet the academic and social-emotional needs of diverse students, the District embraced Culturally-Responsive Teaching (CRT) practices. Administrators, including principals, learned about CRTs at the annual summer Administrator Academy in 2017, and committed to:

- Having their school-based staff read "Culturally Responsive Teaching - A Guide to Evidence-Based Practices for Teaching All Students Equitably," (Education Northwest, August 2016).
- Setting an expectation that all teachers will "Welcome students by name as they enter the classroom."
- Choosing at least one additional CRT Behavior to focus on in their school:
  - "Ensuring bulletin boards, displays, instructional materials, and other visuals in the classroom reflect students' racial, ethnic, and cultural backgrounds."
  - "Using students' real-life experiences to connect school learning to students' lives."
  - "Using 'wait-time' to give students time to think before they respond to your question."
  - "Providing students with the criteria and standards for successful task completion."
  - "Explaining and modeling positive self-talk.
- Connecting the CRT Behaviors to the Danielson Framework to ensure strong staff understanding of why the CRT Behavior is important for effective instruction and what it looks and sounds like in classrooms.
- Connecting CRT Behaviors to existing school-wide strategies so that teachers see relevance.
- Providing written and/or verbal feedback to teachers regarding above CRT Behaviors during principal walk-throughs.

DDSD will continue to focus on CRT strategies District-wide for at least the next three school years. The professional development model for CRT will continue, where administrators receive training in the summer and follow-up training throughout the year. They will work with the school leadership teams to implement CRT strategies in their schools.

Professional Development (PD) Plan Overview

- <u>Spring and Summer 2018</u>: The Director of Curriculum and the Math TOSA will work with Principals and School Achievement Specialists (SASes) to develop the SY 2018-19 elementary math adoption implementation plan, timeline, and PD. SASes will play a key role as the main coordinator/ trainer of math PD in their school. The Curriculum Team will utilize the Train the Trainer model to maximize PD in each school while minimizing the amount of time teachers are out of their classrooms. SASes will receive math training from the LearnZillion and Imagine Learning companies and then train teachers and the Project Coach.
    - o The Coach will work alongside the SASes at both schools to provide technical support for accessing and using the online components of the LearnZillion curriculum and Google Classroom. PD will focus on building a strong foundation in the core curriculum and pedagogy for LearnZillion, especially since the teachers participated in the Google Ninjas program.

- <u>SY 2018-19:</u> Teachers will have ongoing job-embedded coaching and training utilizing DDSD's Professional Learning Team (PLT) structure (every Wednesday morning before the first class) and modeling and co-teaching with the Coach. PD will focus on technology integration, the new math online math curriculum LearnZillion, and Google applications.
    - o The Coach will train and support the Math TOSAs, provide hands-on training with classroom teachers, lead staff trainings, and lead PLT discussions. The Coach will also attend a local one-day PD conference (AcceleratED) focused on technology integration practices for education administrators, and a local two-day teaching and learning conference (IntegratED) focused on technology integration practices.
- <u>June 2019:</u> PD will focus moving teachers forward to the Augmentation and Modification levels of SAMR and more intense training for Google integration. Summers are an opportunity to train new teachers, if any, with adequate time to work intensively with the Coach.
- <u>SY 2019-20:</u> Teachers will continue with job-embedded coaching and training utilizing PLT structure and modeling and co-teaching with the Coach. PD will continue a focus technology integration and deeper learning of online math curriculum LearnZillion. The Coach will also attend AcceleratED and IntegratED.
- <u>June 2020:</u> PD will focus on moving teachers to the Redefinition level of SAMR.
- <u>SY 20-21:</u> Teachers will continue job-embedded coaching and training utilizing PLT structure and modeling and co-teaching with the Coach, with a focus on the strengthening technology integration and math instruction. The Coach will also attend AcceleratED and IntegratED.

Desired Project Outcomes

Outcomes align to the Project's three goals: To increase student achievement in the area of mathematics, as measured on the All Hands Raised student success indicators of 8th Grade Math and 9th Grade Credit Attainment; to close the achievement gap of underperforming student groups, with a focus on historically underserved populations; and to increase parent and family involvement by providing opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.

The Project aims to close the achievement gap in math and support long-term academic achievement. Investing in and creating measurable outcomes for teacher proficiency are central to achieving the academic performance objective for students.

 Project Outcomes:

1. Increase competency of teaching staff to integrate use of technology to support instruction
2. Teachers identify effective instructional practices and develop materials to share with other teachers during PLTs and for purposes of sustainability
3. Parents become more engaged in student learning (see "Qualifications and Duties of the Identified Technology Integration Coach" and Project Partners and Beneficiaries)
4. Improve student outcomes as measured by achievement in Math and English Learners' progress to close the achievement gap

II. PUBLIC BENEFIT

As described in Section I: Project Purpose, DDSD knows that on-track status is a major indicator of student success and graduation. The District's aim is to align efforts vertically, from elementary to high school, to ensure students are on-track. Now that practices are in place at the high school and middle school levels, it is an opportune time to focus on the elementary level, with a specific focus on math proficiency and boosting supports for historically underserved students. DDSD seeks to improve elementary math instruction through a new curriculum, LearnZillion, reinforced with student-centered and inclusive technology and curriculum, ongoing PD, and parent engagement.

Mill Park and Menlo Park will share best practices, lessons learned, and trainings with other schools in the District, as well as other schools outside of the District. In this way, financial resources, including from MHCRC, ODE, and other funding sources, will be optimized and benefit as many students in the region as possible. The overall benefit to the community is ensuring that our students are on track to graduate so they are best prepared for college or careers. If students graduate and then earn a living wage, they will contribute to a healthy local economy that retains its residents, e.g. through increased likelihood of homeownership, and benefits from their earning power.

III. PROJECT PARTNERS AND BENEFICIARIES

Beneficiaries of this project include teachers, students, and students' families. Teachers provided input for the LearnZillion math curriculum, and have expressed enthusiasm for the supplementary technology integration and professional learning. A significant part of the

principal's role will be to work closely with teachers to develop the training schedule and priorities for topics and approaches, as well as a school vision for integrated technology; the Coach will assist in these efforts. The Principals will also be working from the beginning of the project to engage parents, including through groups and the SUN after school program. DDSD's vision for teachers is that they will work collaboratively to share their knowledge with, and mentor, their peers, as well as help to establish a culture of technology integration in the District.

DDSD's vision for students is proficiency in math, especially for underserved groups, as well as pride in a school that invests in their learning by taking necessary steps to ensure it has adequate resources to help all students succeed. The SY 2016-17 report from Earl Boyles revealed that students are taking more ownership of their own learning. Parents were impressed with their children's ability to show their learning and communicate that to their parents.

The District Data Team worked extensively during the last two school years to identify District Key Performance Indicators (KPIs), as described on page 2. Outcomes of the Team's work include researching and identifying a new math curriculum as well as guiding the design of this Project to replicate the Earl Boyles technology integration project at more schools within the District. They gleaned lessons learned from PRE's final report on Earl Boyles; identified a qualified staff person to serve as the Coach; and solidified project implementation and details with input from the Principals at Mill Park and Menlo Park. The District Data Team's role will be to support the project in a variety of ways, including helping to disseminate information to other stakeholders, and prioritizing equity through District policies and practices.

Parents and families are both partners and beneficiaries. Parent engagement in their children's education can be a meaningful and even significant factor in student success, but in communities like David Douglas, parent engagement with the classroom, school, and education materials is often limited by time, transportation, language and cultural barriers or simply different approaches to education than what might be seen in a school district where parents have more resources. The aim for family engagement is to be strategic, student-centered, and data-driven, the most effective type of engagement.[5] With that in mind, DDSD will consider students' academic needs, set high academic expectations, consider parents' needs (e.g. time, language) and involve parents in making progress together toward student academic success.

DDSD knows from its technology integration at Earl Boyles that teachers have acknowledged they are more in touch with parents than ever before because of technology. To make progress toward engaging parents as our project partners, DDSD will use a variety of approaches, including trying those we used in our previous technology integration work at Earl Boyles that we found to be successful. Teachers and students will use Chromebooks during parent conferences to show parents how their children learn and succeed in the classroom. Teachers will also send short videos as text messages to keep parents updated on classroom activities on a day-to-day basis. Sharing videos increases parent connection with their child's learning and with the school's education approach, especially when language or cultural barriers exist. Clear, visual assessment tools, such as short videos of a child's ability to perform a task, can literally help a parent see how their son or daughter is developing in the classroom.

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[5] http://surveydata.wested.org/resources/S3_WhatWorksBrief9_FamilyEngagement_final.pdf

Other tools might include classroom blogs and the use of applications like Seesaw and Classroom Dojo, which has a translation feature, where teachers share updates with parents who can view and comment on their child's progress. Teachers have also begun using classroom Facebook or website pages as well as Twitter.

One strategy used at Earl Boyles was focusing on technology during parent nights through the SUN after school program. Parents could view their child's closed caption videos in Spanish, or look for employment online while familiarizing themselves with Chromebooks, the same technology their children were using. At Mill Park and Menlo Park, this will be replicated, including through the SUN after school program, but with a focus on math. DDSD envisions the SUN program as being an important partner in this project, fulfilling the role of a culturally responsive "bridge" between families and the school. The current SUN program provider at both schools is Immigrant and Refugee Community Organization (IRCO), a non-profit community partner who is representative of the culturally diverse student and family population at David Douglas. Through SUN, schools host after-school and summer activities targeting children in need of academic achievement, as well as their families, who are often economically disadvantaged and in need of community support services.

SUN is a partnership between school districts like David Douglas, Multnomah County, the City of Portland, and community non-profits such as IRCO. Examples of activities include Juntos Aprendemos, Latino Network, AKA Science, Chess for Success, Family Nights, Back to School Nights and a food pantry in partnership with the Oregon Food Bank.

IV. IMPLEMENTATION PLAN

The DDSD Curriculum Director, Equity Director, Technology and Assessment Director, and Earl Boyles Technology Integration Coach collaborated to develop the Project Implementation Plan.

See Attachment A: Implementation Plan

V. EVALUATION PLAN

Evaluation is an integral part of the overall Project design, and is seamlessly tied into ongoing evaluation of student development and performance. The 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. The District will work with Pacific Research and Evaluation (PRE) to collect and analyze data.

DDSD will use the MHCRC TechSmart logic model to guide its evaluation and enable staff to monitor whether their activities are effectively supporting students. The following summarizes evaluation outcomes, research questions, and data collection strategies and methods:

Outcome 1: Increase competency of teaching staff to integrate use of technology to support instruction.

Evaluation Questions**:**
- To what extent do teachers report that professional development has improved their knowledge, skills, and practices?
- Are effective supports in place for classroom teachers for use of technology in the classroom?
- Are teachers confident in their ability to transform their instructional techniques with the support of technology?

Data to Be Collected:
- Teacher perceptions of the usefulness of PD
- Self-report knowledge gain in PD
- Impact of the PD on staff confidence to apply content from the PD to classroom instruction
- Hours of PD provided recorded and organized by type and participating teachers

How Data is Collected and by Whom:
- Teacher pre-post surveys (PRE)
- Teacher interviews (PRE)
- Principal Observations (DDSD)
- Walkthroughs (DDSD)

Outcome 2: Teachers identify effective instructional practices and develop materials to share with other teachers during PLTs and for purposes of sustainability.

Evaluation Questions:
- Is technology being used to transform the nature of teaching and learning?
- Are new instructional practices emerging?
- Are teachers sharing materials and practices with other teachers during PLTs?

Data to Be Collected:
- Teacher self-report use of technology to identify promising instructional practices
- Teacher reports of shared materials and practices
- Principal reports of promising instructional practices

How Data is Collected and by Whom:
- Teacher pre-post surveys (PRE)
- Teacher interviews (PRE)
- Principal observations (DDSD)
- Walkthroughs (DDSD)
- Leadership interviews (PRE)

Outcome 3: Parents become more engaged in student learning

Evaluation Questions:
- Are parents increasing their use of digital tools such as student videos, student texts, classroom communications (blogs, Facebook, Twitter, YouTube), and parent apps?
- Are parents using online resources from LearnZillion?

- Is the increased use of digital tools and applications impacting parent engagement in student learning?

Data to Be Collected:
- Teachers perceptions of parent engagement
- Teacher reports of parent use of digital tools
- Parent self-report use of digital tools
- Parent self-report engagement level in student learning

How Data is Collected and by Whom:
- Family perception surveys collected annually via online survey
- Attendance sign-in sheets for family engagement events
- Teacher pre-post surveys (PRE)
- Teacher interviews (PRE)
- Leadership Interviews (PRE)

Outcome 4: Improve student outcomes as measured by achievement in Math and English Learners' progress
- 4a: For SY 18-19, 3rd, 4th and 5th grade students will demonstrate one level of growth on the Report Card as measured by the Smarter Balanced Assessment
- 4b: For SY 19-20, 3rd, 4th and 5th grade students will demonstrate one level of growth on the Report Card as measured by the Smarter Balanced Assessment
- 4c: For SY 20-21, 3rd, 4th and 5th grade students will demonstrate sustain a Level 3 and meet the Oregon's Math Target of 47% on the Report Card as measured by the Smarter Balanced Assessment
- 4d: During every year of the grant period, all student groups will show at least a Level 3 *growth* as measured by the School Report Card to close the achievement gap

Evaluation Questions:
- Is the technology integration project impacting student achievement in Math?
- Is the level of student achievement in Math increasing during each year of project implementation?
- Is the technology integration project having a positive effect on closing achievement gaps for historically underserved students?
- What technology-supported instructional practices are most effective in increasing student achievement and closing achievement gaps?

Data to Be Collected:
- Math achievement data
- Teacher perceptions of student learning
- Integration coach and administrator perceptions of student learning
- Family perceptions of student learning

How Data is Collected and by Whom:
- State SBA assessments in grades
- ODE Accountability School Report Card
- Teacher pre-post surveys (PRE)
- Teacher interviews (PRE)
- Leadership Interview (PRE)

VI. TECHNICAL DESIGN

The technical design for the Project mirrors that of DDSD's previous grant for Earl Boyles Elementary. Technology includes equipping 18 3-5 grade classrooms and nine classrooms serving a variety of ELL and SPED student needs.

As a Google Suite, "G Suite" school district, the District uses Chromebooks to allow students to have their own unique user accounts, which they can access from any device that they sign into. Each student will have a Google account and access to Google Classroom, Google Docs, Google Presentation, and Google Spreadsheets. These collaborative tools will be shared between students, teachers and parents. G Suite also makes it easy to manage devices. There is no need to purchase a third party Mobile Management software as it comes with the Chromebook. Chromebooks are able to access the online math curriculum, LearnZillion, including online resources and online assessments.

The new SMART Panel is an updated SMART board. The SMART Panel puts everything teachers need in one place, available at the touch of a finger without the need for a projector. The embedded computer offers one-touch access to the robust SMART Learning Suite applications for interactive lessons, game-based activities and online co-creation.

The RedCat all-in-one classroom audio system with a flat-panel speaker design and wireless teacher microphone delivers highly intelligible speech that is evenly distributed everywhere in the room. Classroom Audio Technology effectively enhances listening and learning environments for all students. The ability to communicate to all students at once without projecting one's voice saves energy for the teacher, and communicates to the class that this a calm, focused environment conducive to learning.

The District will provide the following for the Project:
- New Teacher Macbook Laptops
- LearnZillion Curriculum including online components and assessments
- Google Classroom and Google Suite (G Suite) tied to Student Information System
- MobyMax online resources for math and language
- Google Suite and classroom resources from Alice Keele: Purchased in 2017-18
  - 50 Things You Can Do with Google Classroom
  - 50 Things to Go Further with Google Classroom: A Student-Centered Approach

The MHCRC grant will provide the following for the Project:
- 780 Chromebooks for 3rd-5th grade classrooms:
  - 18 3rd-5th grade classrooms
  - 3 ESL classrooms
  - 2 SPED classrooms
  - 1 Behavior multi-grade classroom
  - 3 SLP-A classrooms
- 75 Tablets (iPads/Androids) for Menlo Park SLP-A classes (25/classroom x 3 classrooms)
- 27 Chromebook carts

- 2,565 Headsets for Chromebooks w/ mic
- 375 Headsets for Chromebooks without mic
- 27 SMART Interactive Panels (Updated SMART Board) with 27 stands
- 53 SMART Interactive Learning Software
- 27 MacBook to SMART interactive panel cables
- 27 RedCat All-in-one classroom audio system with a flat-panel speaker design and wireless teacher microphone
- 2 Site Licenses/year over 3 years for Online Language Development software (Imagine Learning).

School Level Technology Support

Each elementary school has a School-Based Technology Support Assistant. This position provides supervision and computer instruction to students with and without direct supervision from the classroom teacher. Computer lab instruction supports classroom instruction by utilizing District-approved software applications. These staff are responsible for teaching the District's Digital Citizenship curriculum.

During SY 2016-17, the Earl Boyles Technology Integration Coach provided the Technology Support Assistants training in classroom technology management and technology curriculum integration, which will continue at Mill Park and Menlo Park schools in support of the Project.

Equipment Maintenance and Upgrade

The District Information Technology staff will order, inventory, setup, and deploy Project technology hardware and software, and provide ongoing support and maintenance. As the technology ages, the District will replace it.

VII. ORGANIZATIONAL CAPACITY

DDSD will have success integrating technology into Mill Park and Menlo Park elementary classrooms because of the leadership and resources it has in place and its prior experience at Earl Boyles integrating technology. Along with other capacity previously described, DDSD Superintendent Ken Richardson serves on the All Hands Raised Leadership Council, which maintains cross-sector dialogues and champions the work in the community and within members' own organizations.

Derek Edens, Director of Technology and Assessment, oversees the DDSD Technology Department. This includes all aspects of technology from infrastructure to educational technology resources to policy. The Technology Department applied and received multiple year eRate Category 2 funding. This provided funding for network and wireless hardware upgrades so that the technology infrastructure was robust enough for 1:1 classroom technology integration. He and his team were involved with the 6-12 online curriculum adoption and technology implementation for science, social science, language arts, and world languages. This included the implementation and deployment of over 6,000 student devices. Derek and team were also involved with the MHCRC technology grant at Earl Boyles Elementary.

Brooke O'Neill, the Director of Curriculum, helped to develop the Implementation Plan. Ms. O'Neill and the David Douglas School District are recipients of the Excellence in Curriculum Leadership Award by the Oregon Association of School Executives (OASE). Ms. O'Neill organized the District's teachers into Professional Learning Teams (PLTs) at each of the schools. The teams were formed to increase student achievement by looking at proficiency-based reporting. Resulting from this effort are the one-hour, district-wide late start every Wednesday morning for review of assessment data and related instructional strategies. Ms. O'Neill also worked closely with Derek Edens and the Technology Department to implement the online curriculum and technology described previously. The Curriculum Department and the Technology Department are in lock step when it comes to providing online curriculum, resources, and technology for the classroom.

Principals Bob Stelle at Mill Park Elementary and Kellie Burkhardt at Menlo Park bring years of experience leading and overseeing high quality instructional practices at their schools and is dedicated to closing the achievement gap, as well as using the SUN after school program as a platform to strengthen parent engagement.

District Equity Work Plan

As part of the District's goals for 2017-2020, DDSD has begun developing an Equity Plan to increase culturally and linguistically diverse educators and administrators as well as expand efforts to incorporate educational equity into policies, procedures, and classroom practices. A new School Board Equity Committee has been formed to engage in a permanent and ongoing Board-level examination of the District's current policies, practices and procedures relating to racial equity. Voting members of the Committee will be appointed from among District families, community-based organizations, students, teachers, administrators, and other school-based staff.

VIII. REPLICABILITY

Key project staff, including the Director of Technology and Assessment, Technology Integration Coach and the principals, will engage in a collaborative process to guide teachers in developing a school vision for integrated technology, and a plan to support peer learning and mentorship. The process will help teachers increase their comfort levels, instill belief in their ability to create tech-integrated lessons, and ultimately foster leadership in this area. Nurturing this leadership will sustain technology integration efforts leading to successful replication in other schools in the district and in other school districts outside of David Douglas.

The Project allows for the Coach to split his time equally between Mill Park and Menlo Park so that more classrooms may benefit from the experience of a structured introduction to technology integration that includes Chromebooks, training sessions, coaching, and the opportunity to try new techniques throughout the year.

Mill Park and Menlo Park teachers will identify the resources, teaching tools, and activities that have been most effective for their own learning and classroom instruction. These best practices and guidelines will be made available to the newly identified classes in the third year, as well as

other school districts outside of David Douglas. Some examples of how DDSD might disseminate this information, and make it available for new teachers in the District, or more teachers at other districts, include through teacher-made "How To" vignettes and creating an online repository of lessons and techniques learned through the grant (this is referred to as Knowledge Base in the timeline).

At the administrative level, an example of an opportunity for sharing lessons learned internally across the District include at District-wide principals' meetings, as was successfully done in the Earl Boyles project, completed in 2017. Mill Park and Menlo Park will participate in any trainings for teachers and administrators organized by the MHCRC. DDSD will also share learnings with partners in All Hands Raised, and through various teams and committees that make up the governance framework. The Technology Integration Coach will also reach out to other school districts to determine what the best format may be to share learnings, e.g. with Mill Park and Menlo Park as demonstration sites for other schools, or other(s).

IX. BUDGET

Line Item Budget

COST CATEGORY	GRANT FUNDS	MATCH	TOTAL
PERSONNEL	$0	$1,072,429	$1,072,429
EDUCATION AND TRAINING	$425,028	$0	$425,028
TRAVEL	$0	$0	$0
CONTRACTUAL	$0	$0	$0
EQUIPMENT	$644,345	$135,750	$780,095
INFRASTRUCTURE/FACILITIES CONSTRUCTION	$0	$0	$0
MISCELLANEOUS	$0	$0	$0
OVERHEAD COSTS	$64,162	$0	$64,162
TOTAL	$1,133,535	$1,208,179	$2,341,715

Budget Narrative

PERSONNEL:

Grant Funds: $0
Match: $1,072,429

Amounts are based on a yearly average over three years:
- District Math TOSA - (10% time each year) - $42,281: Work with existing School Achievement Specialists (SASes) to develop the SY 2018-19 elementary math adoption implementation plan, timeline, and PD. Work with Coach to support the online components of the math curriculum.
- Menlo Park School Achievement Specialist (SAS) - Math Integration (full time each year) - $381,806: Main coordinator/ trainer of math PD in their school. Receive math training from LearnZillion and train teachers and Coach. Work alongside Coach to use the online components of the LearnZillion curriculum and Google Classroom
- Mill Park School Achievement Specialist (SAS) - Math Integration - $381,806: Duties are same as Menlo Park SAS above.
- Menlo Park Principal (15% of time each year) - $83,907: Work with Coach to: Develop and implement a technology vision for the school; connect to parents through SUN after school program; address building instructional needs, including training; work closely with teachers to develop the training schedule and priorities for topics and approaches.
- Mill Park Principal (15% of time each year) - $83,907: Duties are same as Menlo Park Principal above.
- Technology Director (10% of time each year) - $66,435: Oversee all aspects of the Project, including Implementation Plan.
- Curriculum Director (5% of time each years) - $32,288: Work with Math TOSA and SASes to develop the SY 2018-19 elementary math adoption implementation plan, timeline, and PD. Oversee all aspects of the LearnZillion curriculum.
- Substitute Release Time for Teachers' Training - $25,380
    - 12 roving subs 3 times a year (fall/winter/spring) for out of classroom training
    - June 2019 and June 2020 teacher PD training for 27 teaching staff - $46,575: PD focus on levels of SAMR model.

EDUCATION AND TRAINING:

Grant: $425,028
Match: $0

- Technology Integration PD for Coach and Grade Level Team Leaders at two schools - $2,100: AcceleratED/IntegratED conference fees ($7,200/year x 3 years)
- Technology Integration Coach - $403,428 for three years
    - Salary/fringe @1.0FTE - $382,378 for 3 years
    - Coach stipend for summer planning days - $13,600: Eight full days each year ($500/$575/$625/day for years 1/2/3).

- Coach summer instruction pay - $3,400: Two full days each year ($500/$575/$625/day for years 1/2/3.
- Coach out of instructional-time pay for parent outreach and family nights (with math and technology focus, through SUN) - $4,050: Approximately three 3-hour events x 2 schools.

EQUIPMENT:

Grant Funds: $644,345
Match: $135,750

Grant: $644,345
- Chromebooks for student use (780 Chromebooks x $250 = $192,000)
- Tablets for SLP-A classrooms: (serving students with ASD and other cognitive disabilities) (75 x $400 = $30,000)
- Chromebook carts (27 x $1200= $32,400)
- Headsets for students (x 855/year x $10 x 3 years = $25,650 plus 125/year x 50 x 3 years = $18,750)
- SMART Interactive Panels (27 x $3,000 = $81,000)
- Panel Stands (27 x 650 = $17,550)
- MacBook to Smart Interactive cables (27 x $200 = $5400)
- Red Cats all in one system (27 x $1500= $40,500)
- Site license for Imagine Learning software for two schools ($64,000 x 3 years)

Match: $135,750
- Teacher/principal laptops ($750 x 29 = $21,750 /year 1)
- Network Upgrade 1:1 Access Points at two schools, $60,000/year 1)
- LearnZillion Curriculum and Training for two schools ($30,000/year 1)
- New Cybersecurity Software cost for two schools ($6,000/year x 3 years = $18,000)
- Interventions, e.g. Moby Max for Math Support for two schools ($2,000 x 3 years = $6,000)

OVERHEAD COSTS:

Grant Funds: $64,162
Match: $0

DDSD will budget its standard indirect costs rate at 6% for each of the three years of the grant.

Statement of Matching Resources

All Project matching resources will be provided by David Douglas School District. No partners are providing matching funds.

Attachment A: Implementation Plan
David Douglas School District TechSmart Project

Project Component	LEAD	Pre Grant May	Pre Grant June	SY18-19 July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	SY19-20 July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	SY20-21 July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Pre-Grant Activities																																							
Board Approval of LearnZillion Curriculum	Super/SB/DoC	D																																					
Develop the SY 2018-19 elementary math adoption implementation plan, timeline, and PD	Doc/DMS/SAS	D	D																																				
LearnZillion Initial training	ITC/DMS/SP/SAS/RT/DoC/DoT	D	D																																				
Identify Math Resident (Grade Level Team Leader)	SP/SAS	D																																					
Purchase Teacher Macbook Airs	DoT	D	D																																				
Talk with EB ITC about new grant and opportunity	SP/DOT	D	D																																				
Math Universal Screening Training (Math Inventory)	DOC/DMS	D	D																																				
Technology Management																																							
Negotiate/Execute Tech Purchase	DoT			G																																			
Receive and Image Equipment	DoT/DTT				G																																		
Distribute teacher devices	DoT/DTT				G	G																																	
Distribute / setup classroom devices/equipment	DoT/DTT				G	G																																	
LearnZillion and ImagineLearning Teacher/Student Account Automation	DoT/DTT				G	G										Y	Y											O	O										
Professional Development																																							
Cultural Reponsive Teaching (CRT Practices) (Ongoing)	Super/SP/SAS					G	G	G	G	G	G	G	G	G	G	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		O	O	O	O	O	O	O	O	O	O	O	O
LearnZillion and ImagineLearning PD for school staff (Ongoing)	SP/SAS/LDS/SPED/RT					G	G	G	G	G	G	G	G	G	G	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		O	O	O	O	O	O	O	O	O	O	O	O
Technology Integration of Online Curriculum	ITC					G	G	G	G	G	G	G	G	G				Y	Y	Y	Y	Y	Y	Y	Y	Y		O	O	O	O	O	O	O	O	O	O	O	O
Use of Professional Learning Team as ongoing embedded PD	SP/SAS/RT/ITC					G	G	G	G	G	G	G	G	G				Y	Y	Y	Y	Y	Y	Y	Y	Y		O	O	O	O	O	O	O	O	O	O	O	O
Focus on Google Suite Tools and Training on SAMR Framework	ITC					G	G	G	G	G	G	G	G	G				Y	Y	Y	Y	Y	Y	Y	Y	Y		O	O	O	O	O	O	O	O	O	O	O	O
Data Analysis and Evaluation																																							
Teacher/Staff/Student Formative/Summative data reporting - Grant Reports	DoT/ITC					G			G				G			Y			Y				Y			Y		O	O								O	O	O
Pacific Research and Evaluation Data Coordination	DoT					G			G				G			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	O	O	O	O	O	O	O	O	O	O	O
Administer the Universal Screening & Growth Monitoring tool (Math Inventory)	DoT					G										Y			Y							Y		O			O							O	
Disaggregated MI Results for Teachers	DoT					G										Y			Y							Y		O			O				O			O	
Disaggregated Standardized Assessment Evaluation	DoT		D	G												Y												O	O	O									

DDSD Schoool Level Staff

ITC = Instructional Technology Coaches

DMS = District Math Specialist

SP = School Principal

SAS = Elementary Student Achievement Specialist

RT = Resident Teacher -Grade level teacher leader

LDS = Language Development Specialist

SLP = Self Contained Learning Classroom

SPED = Special Education Specialist

DoC = Director of Curriculum

DoT= Director of Technology

DoE= Director of Education

Super = Superintendent

SB = School Board

DTT = District Technology Team