

Portland Schools Foundation

June 30, 2010

Karen Gray  
Superintendent  
Parkrose School District  
10636 NE Prescott Street  
Portland, OR 97220

Dear Ms. Gray, <sup>Karen</sup>

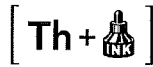
On behalf of ~~The Boeing Company~~ the Portland Schools Foundation is pleased to inform you that the grant application you submitted has been selected for an award in the amount of \$7,000. This grant must be applied to the goals and outcomes outlined in your original application – any other use of funds must have prior consent of PSF.

Enclosed is The Boeing Company Ninth Grade Counts Teacher Inquiry Grant Service Agreement for you to sign and return. The agreement outlines the process and procedures of the award including reporting, changes to the original proposal, and acknowledgements. Please make sure that a copy of this agreement is available throughout the period of the grant to all appropriate individuals in your district so they can comply fully with this agreement. Once we receive the signed copy, we will mail you a check in the amount of your award.

Congratulations on your successful application. PSF wishes you continued success in your efforts to bring additional support to incoming ninth graders in your district that are most at-risk and we look forward to seeing the results of your project.

Sincerely

Dan Ryan  
Chief Executive Officer



Portland Schools Foundation

## *The Boeing Company Ninth Grade Counts Teacher Inquiry Grant Agreement*

### **Grantee**

Parkrose School District  
10636 NE Prescott Street  
Portland, OR 97220

### **Amount**

\$7,000 (see proposed budget; attachment a)

### **Timeline**

July 1, 2010 – June 30, 2011

### **Grant Purpose**

To implement *The Boeing Company Ninth Grade Counts Teacher Inquiry Grant within Parkrose School District*

### **Grant Reporting**

Final reports providing an overview of projects, lessons learned and potential follow up in addition to assessing the impact of the project must be submitted to the Portland Schools Foundation by September 30, 2011.

### **Changes in Budget, Timelines or Activities**

**For Budget Items** - Any significant change to the budget provided in your application must be pre-approved by the Foundation. Please fax or e-mail a brief explanation of the changes requested to the Manager of Partner Programs for approval before making adjustments to your budget. The total grant award amount will not change.

**For Grant Extensions** – Any extension of grant ending dates must be pre-approved by the Schools Foundation. Please e-mail your request, clearly explaining the reasons for a new timeline to the Manager of Partner Programs. Grant extensions are discouraged.

**For Other Changes** – Please notify the Schools Foundation promptly in the event of the following:

- Change in key personnel of the project
- Change in address, phone number, email address, or contact person
- Any development significantly affecting the operation of the project or organization

### **Grant Acknowledgment**

Please acknowledge that your project is supported by a *PPS Community-based Equity Grant* from the Portland Schools Foundation in all publicity and documentation for your project.

### **Site Visit**

We look forward to staying in touch with you as your grant activities progress. In addition, we will contact you by January 31, 2011 to schedule a site visit to observe your program in action.

**Modifying the Agreement**

*Parkrose School District* and PSF may modify this Agreement at any time as long as they mutually agree to such modification. Such modifications shall be in writing, signed by both parties, and be made part of this Agreement.

**Limited Liability**

*Parkrose School District's The Boeing Company Ninth Grant Counts Teacher Inquiry Program's* total liability to PSF under this Agreement for damages, costs and expenses, shall not exceed the amount of the grant received by *Parkrose School District* under this Agreement. Neither party to this agreement shall be liable for the other's lost profits, or special, incidental or consequential damages, whether in an action in contract or tort, even if the party has been advised by the other party of the possibility of such damages.

**Applicable Law**

This Agreement will be governed by the laws of the State of Oregon.


**AGREED:**

The Boeing Company Ninth Grade Counts Teacher Inquiry  
Title of Project

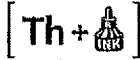
Parkrose School District  
School/Organization

  
Signature of Grant Recipient

7-16-10  
Date

  
Portland Schools Foundation  
Dan Ryan  
Chief Executive Officer

6/30/10  
Date



Portland Schools Foundation

**Exhibit A: Application Cover Sheet**

1. **Applicant District** Parkrose School District #3 Fed. Tax ID# 93 - 600833  
**Mailing Address** 10636 NE Prescott Street State OR Zip 97220  
**Phone** (503) 408-2100 Ext            Fax (503) 408-2140  
**Internet Address (URL)** www.parkrose.k12.or.us

2. **Project Details**

**Lead Contact Person** Yuki Monteith **Title** Director of School Improvement  
**Phone** (503) 408-2100 Ext 2124 Email Yuki\_monteith@parkrose.k12.or.us  
**Total PSF grant Funds Requested for Project** \$ 7,000  
**Total Project Budget (including PSF and non-PSF funds)** \$12,965  
**School(s) and/or populations(s) targeted** Parkrose High School 9<sup>th</sup> Grade Students

3. **Required Signature**

*I certify that our organization does not discriminate in its leadership, staffing, or service on the basis of age, gender, race, ethnicity, sexual orientation, disability, national origin, political affiliation, or religious belief.*

Signature of Superintendent  Date April 13, 2010

Name Karen Fischer Gray

## 9<sup>th</sup> Grade Counts Boeing Grant, April 2010

### **Section 1: Need Statement**

Parkrose High School is a diverse and impoverished community. Students represent 36 different languages, while 60 percent of the student body qualifies for free or reduced lunch. The school also has a 50 percent mobility rate. Approximately one-third of students entering the 9<sup>th</sup> grade do not complete high school with their graduating class. This year, 39 percent of 9<sup>th</sup> grade students have received one or more failing grades in a core class. Of this 39 percent, 22 percent are African American and 22 percent Hispanic. Project Challenges:

- To identify the barriers that prevent many at risk students from achieving success – from grades, OAKS scores, and attendance to behavior – during their freshmen year.
- To provide effective professional development for 9<sup>th</sup> grade teachers to integrate inquiry, common formative assessments, data analysis, and differentiated instructional strategies.
- To change teacher instructional practices and/or class schedule to better match student needs for success.

### **Section 2: Project Description and Rationale**

Ninth grade teachers meet bimonthly in a content specific professional learning community (PLC). This project would add two additional PLC meetings each month with a ninth grade mixed content teacher team (approximately 7 ninth grade teachers) to focus on inquiry and data analysis that will address the ninth grade challenges listed above. An external consultant who will serve as the group facilitator and provide embedded professional development in inquiry, data analysis and differentiated instructional strategies, will facilitate the ninth grade team meetings. The ninth grade

PLC will have educational co-leaders to include a consultant (external) and a building administrator (internal). The consultant will be chosen based on K-12 education experience and knowledge of PLC, data analysis, and teacher coaching.

#### The project will:

- Provide data models to structure and facilitate the team's data analysis protocols.
- Developing a tracking system to progress monitor targeted students' academic progress and attendance on a consistent basis
- Consistent, regularly scheduled observations and coaching of 9<sup>th</sup> grade teachers on implementing instructional strategies and common formative assessments.
- Three additional hours of professional development in best practice instruction based on AVID (Advancement Via Individual Determination) strategies.

#### Targeted student population:

9<sup>th</sup> grade students who meet one or more of the following criteria:

- Benchmark scores: earned "low" or "very low" performance status on state standards in at least two subjects in 8<sup>th</sup> grade (Reading, Math, Science)
- Grades: received an F, I (incomplete), U (unsatisfactory), or NP (no pass) in any core subject (Language Arts, Math, Science or Social Studies)
- Attendance: absent 16 days or more in the 8<sup>th</sup> grade school year

#### On Track Indicators:

Reviewed twice monthly - at risk students' eSIS Grade book and eSIS attendance.

#### Rationale:

Data can provide meaningful guidance in the process of continuous improvement. Teachers and administrators require professional development regarding data analysis, developing hypotheses about their practice, designing assessment instruments, implementing various forms of

assessment, and understanding which assessment to use in order to provide the desired information. Educators must have multiple opportunities and effective professional development to acquire knowledge and skills related to inquiry and data analysis.

Research and Best Practices:

Bernhardt, V. (1998). *Data analysis for comprehensive school-wide improvement*. Larchmont, NY: Eye on Education, Inc.

Collins, D. (1997). *Achieving your vision of professional development*. Tallahassee, FL: The Regional Educational Laboratory at SERVE.

DuFour, R. & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Educational Service and Alexandria, VA: ASCD.

Easton, L. B. (2008). From professional development to professional learning. *Phi Delta Kappan*, 89 (10), 755-759.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Nichols, B. & Singer, K. (2000). Developing data mentors. *Educational Leadership*, 57(5), 34-37.

Project Timeline: September 2010-June 2011

Date	Activity	Outcome
Aug.	<ul style="list-style-type: none"> <li>• Select consultant</li> <li>• Meet with admin. team and consultant</li> </ul>	Develop initial data analysis model and draft professional development plan
Sept. Oct.	<ul style="list-style-type: none"> <li>• Co-leaders present professional development plan for 9<sup>th</sup> grade team</li> <li>• Set days/times for 9<sup>th</sup> grade PLC meetings</li> <li>• Develop initial inquiry questions</li> <li>• Set teacher observation schedule</li> <li>• First professional development in best practices using AVID instructional strategies</li> <li>• Meet bimonthly in one-hour PLC</li> <li>• Monitor student progress through grade reports, discipline referrals, attendance and teacher and counselor input</li> <li>• Complete ten teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Team will finalize model of data tracking for the students, including OAKS scores, attendance, discipline, and grades</li> <li>• Develop PLC collaborative inquiry plan</li> <li>• Assess the team on data analysis skills using district developed rubric</li> <li>• 9<sup>th</sup> grade teachers integrate instructional strategies into practice</li> <li>• Update data analysis model</li> <li>• Update inquiry questions</li> <li>• Analyze teacher observation data</li> </ul>
Nov. Dec. Jan. Feb.	<ul style="list-style-type: none"> <li>• Second professional development in best practices using AVID instructional strategies</li> <li>• Meet bimonthly in one-hour PLC</li> <li>• Monitor student progress through grade reports, discipline referrals, attendance and teacher and counselor input at every PLC meeting</li> <li>• Complete twenty teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> grade teachers integrate instructional strategies into practice</li> <li>• Assess the team on data analysis skills using district developed rubric</li> <li>• Update data analysis model</li> <li>• Update inquiry questions</li> <li>• Analyze teacher observation data</li> </ul>

March Apr. May June	<ul style="list-style-type: none"> <li>• Meet bimonthly in one-hour PLC</li> <li>• Monitor student progress through grade reports, discipline referrals, attendance and teacher and counselor input</li> <li>• Third professional development in best practices using AVID instructional strategies</li> <li>• Twenty teacher observations completed</li> <li>• Complete final assessment of student progress</li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> grade teachers integrate WICR (writing, inquiry, collaboration, reading) strategies into curriculum</li> <li>• Assess the team on data analysis skills using district developed rubric</li> <li>• Update data analysis model</li> <li>• Update inquiry questions</li> <li>• Analyze teacher observation data</li> <li>• Report final analysis of project outcomes to stakeholders</li> </ul>
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### Section 3: Project Goals and Outcomes

Overall goal: Increase success rate of at-risk 9<sup>th</sup> graders academically and behaviorally.

Specific Goals:

1. Utilizing the Ninth Grade PLC Plan to support at risk students, we will decrease the failing rate from 39 percent to 17 percent by June 2011, as measured by credits earned in core content areas on targeted students' transcripts.
2. Utilizing the Ninth Grade PLC Plan to support at risk students, we will increase attendance by 50 percent by June 2011, as measured by the student information system, eSIS.
3. Utilizing the Ninth Grade PLC Plan to support ninth grade teachers, we will progress the team on the district developed PLC data analysis rubric at least two levels (from pre-initiating to at least implementing)

### Section 4: Measuring Success

Project Progress:

- Student progress -measured by using course grade transcripts and attendance records
- Teacher progress will be measured by analysis of the teacher observation data and data analysis rubric.

### Section 5: Budget Narrative – Description

AVID Teacher Trainers (\$700 PSF Grant) – Our AVID elective teachers have had extensive training in best practices instructional strategies. We would have these AVID teachers train their peers in the 9<sup>th</sup> grade teacher team. AVID is well known nationally as a system that helps students achieve success in secondary schools. The district would pay (\$700) the teachers to attend the AVID training through Title IIA funds for teacher professional development.

PLC Meeting time (\$5,265) – Title IIA funds would pay the teachers to attend the PLC meetings outside of their contracted professional development time. This PLC time would give the teachers the opportunity to learn inquiry and data analysis embedded in their teaching practice.

Professional Development consultant (\$6,300 PSF Grant) - Coaching is an essential key to impact learning in the classroom and improving the quality of instruction. In an effective professional learning system, school leaders learn from experts, mentors, and their peers about how to become true instructional leaders. Coaching models recognize that if professional development is to take root in teachers' practice, on-going and specific follow-up is necessary. We at Parkrose believe that the organization of PLCs should become more structured. Coaching would allow more effective learning if teachers were guided through conceptual roadblocks and provided consistent timely feedback. The consultant we would choose to select would be knowledgeable in education, professional learning communities, teacher coaching, and data analysis.

**Exhibit B: Project Budget Form**

District Name:	Project Year 2010-2011		
PROJECT COSTS	PROJECT REVENUE SOURCES		
Budget Item	PSF Request	Other source Title IIA	Other source (Name)
Two AVID teacher trainers (three, two-hour sessions, three times a year, equals nine hours at curriculum rate) to provide professional development in best practices instructional strategies	\$700.00		
AVID instructional strategies professional development training time for nine 9 <sup>th</sup> grade teachers (three hours, three times per year)		\$700	
PLC meeting time for 9 <sup>th</sup> grade teachers (two hours monthly)		\$5,265	
Professional Development Consultant: 18 PLC Meetings, 40 teacher observations, 36 hours of data analysis and PLC preparation, 40 hours of teacher coaching (\$50/hr)	\$6,300		
<b>TOTAL</b>	<b>\$7,000</b>	<b>\$5,965</b>	