

*MHCRC TechSmart Initiative for Student Success
Gresham-Barlow School District Project Plan
Project Title: Embedding Technology in Middle School Math
September 2019*

I. Project Purpose

About Gresham-Barlow School District

Gresham-Barlow School District (GBSD) is a medium-sized school district on the east side of Multnomah County that serves around 11,000 students K-12. GBSD is made up of ten elementary schools, one K-8, four middle schools, three high schools, and five charter schools. The diversity of students in GBSD has grown considerably over the last decade. Currently 50+ home languages are spoken by students across the district. Following English, Spanish represents the second largest language group with over 2,000 Spanish speaking students. Nearly 50% of students and families in GBSD are impacted by poverty.

Work in GBSD is driven by a commitment to the district mission, vision and goals. The district mission is **To Inspire and Empower Each Student**. The district vision is: **Culturally responsive graduates who will thrive in an ever-changing global community**. GBSD works to achieve that vision through the three goals adopted by the GBSD School Board:

1. Provide effective, high-quality instruction to each student in the district.
2. Provide a physically and emotionally safe and culturally responsive learning environment that gives students and families voice.
3. Prudent use of resources that uses an equity lens in decision-making.

As part of the focus on providing effective, high quality instruction to each student, GBSD leadership is strategically focusing on developing systems and practices to increase the effectiveness and impact of instruction. A particular focus of that work is mathematics instructional practices since data shows that not only does GBSD have significant room for improvement in supporting the academic success of students in mathematics, but also has persistent achievement gap for language learners (See Data in Public Benefit section).

In alignment with the district focus on providing effective, high quality instruction in K-12 mathematics, **the purpose of the *Embedding Technology in Middle School Math* project is to provide intensive and targeted support for increasing student achievement in mathematics. The project will specifically target math achievement of 8th grade students and the math credit attainment of students in 9th grade the following year.**

The *Embedding Technology in Middle School Math* project will provide 6-8 grade math teachers technology and related training and support for innovative, differentiated instruction; and equitable student access to devices. The combination of instructional technology and student devices will allow GBSD to

follow a guiding principle put forward by the National Council of Teachers of Mathematics (NCTM) that states: “An excellent mathematics program integrates the use of mathematical tools and technology as essential resources to help students learn and make sense of mathematical ideas, reason mathematically, and communicate their mathematical thinking.”

The measures of success for the *Embedding Technology in Middle School Math* will be academic performance on the 8th grade Smarter Balanced Assessment of Mathematics (Math SBA) and the successful attainment of math credit in 9th grade. Currently, GBSD student scores in this area leave much room for improvement. In 2018, GBSD had just 32% of 8th grade students meet or exceed on the Math SBA. When looking at the English Language Learners, the results were even more disconcerting. Only 12% of active and monitored language learners met or exceeded on the 8th grade Math SBA.

Another measure of success will be the percentage of 9th grade freshman at both Gresham and Sam Barlow High Schools who attain adequate math credits to be considered on track to graduate. During the 2018-2019 school year GHS had a 9th grade math passage rate of 89.5% for semester one and 88.5% for semester two. SBHS had a 9th grade math passage rate of 84.6% for semester one and 87.1% for semester two

Through the *Embedding Technology in Middle School Math* project, 19 middle school math classroom and 15 Special Education and English Language Development classrooms will be updated with instructional technology for content streaming and digital sound projection, and instructional staff will receive laptop computers. Additionally, each of the 19 middle school math classrooms will be provided with a Chromebook charging cart and set of 36 Chromebooks to provide students with 1:1 device access during all math classes. The devices will each include device management software designed to keep students safe online and engaged in the assigned learning tasks. This technology will be rolled out throughout the 2019-2020 school year.

These classroom technology resources will greatly increase the district’s ability to maximize the impact of its implementation of the adopted math curriculum. GBSD purchased a combination of a core math curriculum called Ready Common Core and an assessment/digital instruction tool called iReady Mathematics. Ready Common Core provides teachers with the resources for grade level, common core aligned instruction. iReady provides a digital adaptive diagnostic assessment to each student at three specific times during the school year followed by individualized digital instruction. Both iReady and Ready Common Core are evidence and research-based tools.

The technology provided through the *Embedding Technology in Middle School Math* will significantly increase the ability of the district to maximize the impact of the district’s financial investment in the purchase of both Ready Common Core and iReady. Currently, although digital resources are available through these programs, the lack of classroom and student technology prevents the recommended and research-proven use of the resources for student interaction, assessment, and learning.

Teachers will utilize technology, such as interactive flat panels and sound amplification systems, for whole and small group instruction. Ready Common Core provides teachers with PowerPoint slides, demonstration videos, virtual manipulatives, virtual models, and even professional learning videos. A 1:1 student to device ratio will create learning environments with equitable and consistent access to technology for students as they follow their individualized learning path created on iReady or access interactive tutorials

assigned by their teacher around specific concepts or skills.

The iReady diagnostic assessment has the potential to positively impact student learning in two ways. First, the program generates an individualized digital learning path for every student. They receive lessons, activities and quizzes based on their individual performance on each standard. They progress through the lessons with their skills gaps being addressed in areas of challenge and their learning extended in areas of strength. The students can access these lessons from both school and home.

To support the use of these tools in the *Embedding Technology in Middle School Math*, GBSD will create a Digital Curriculum Support Specialist position. The Digital Curriculum Support Specialists will be key to implementing the use of the technology. The specialist will set up and customize the curriculum programs and tools for students and teachers to use, create GBSD data base, develop data-sharing agreements, develop device management systems, and provide parent and teacher training for specific technical aspects of the digital tools and curriculum.

The second impact occurs through the information and resources provided to the teacher based on the diagnostic data. The teachers receive reports that show specific suggested instruction for each individual student, as well as identifying small groups who share challenges or strengths. Teachers also receive digital links directly connected to the specific lessons and resources suggested.

These opportunities for informed differentiation and individualization instruction are beneficial for all students, but particularly effective in supporting academic success for our students receiving special education and language development support. The specialists who provide instruction in English Language Development and as part of special education Individualized Education Plans (IEPs) are given access to the diagnostic results so that they can, in addition to general education math teachers, provide supplemental support targeted specifically to the need of each individual student. Just as the general education classrooms, these classrooms also have the instructional technology available to utilize as learning tools.

Another key component of the *Embedding Technology in Middle School Math* project is professional learning for teachers. Technology and digital curriculum are maximized when teachers use them in conjunction with highly effective instructional practices such as creating a culture of discourse, gradual release of responsibility, differentiation, and scaffolded rigor.

In order to increase their knowledge and skills with those effective practices, GBSD will offer a variety of professional learning opportunities throughout each year of this TechSmart Initiative grant project.

- Technology Walks: Teachers have the opportunity to visit classrooms where colleagues are implementing innovative practices utilizing technology for learning. There are opportunities across levels, schools, and even districts.
- Collaboration Walks: Teachers have the opportunity to investigate innovation and best practices by visiting classrooms and reflecting on practice through the lens of the professional rubric. There are opportunities across levels and schools.
- Teacher Professional Learning Teams (PLTs): GBSD utilizes a weekly late start model to provide opportunity for teacher teams to collaborate as PLTs. Twice a month, content and grade level teams have scheduled time to co-plan instruction and analyze student data.
- English Learners in Mathematics: Activities specifically address the improvement of instructional practices to more effectively meet the academic needs of active, monitored and previously served English learners in math. Using the Educator's Practice Guides for

Math, participating teachers will learn about, view models of, and practice strategies. They will also embed growth mindset conversations and examples, as they specifically apply to math identify and mathematical thinking. Between the sessions they will use technology such as Swivels to videotape brief lesson excerpts and reflect on their success using at least one strategy presented. Teachers will have the option to have one-on-one sessions with a coach to reflect on their teaching and make a plan to refine strategies or try new ones.

- District-Wide Professional Learning Days: The sessions will be level-specific so that they will be working with colleagues who teach at their same grade level. There will also be sessions designed for collaboration between adjacent grade levels.
- Teacher Innovation Summer Camp: A one day “Summer Camp” for teachers to explore and learn with K-12 technology integration strategies, hands-on learning, make-and-take activities and many innovation ideas for the classroom. In some sessions, teachers leave with a tool for their classroom such as Ozobots.
- Innovation Coaching on Instructional Technology: Coaches provide flexible and adaptable support through formats such as modeling, co-planning, co-teaching, and observations with feedback. Coaching can be done one-on-one or with entire teams.
- Instructional Coaching on Mathematics: Coaches provide flexible and adaptable support through formats such as modeling, co-planning, co-teaching, and observations with feedback. Coaching can be done one-on-one or with entire teams.

Project Outcomes

1. By Spring 2022, 80% of 8th grade students will meet or exceed on the 8th Grade Smarter Balanced Assessment.
2. By Spring 2022, 80% of Monitored and Active Language Learners will meet or exceed on the 8th Grade Smarter Balanced Assessment.
3. By Spring of 2022, 95% of 9th grade students will meet or exceed the number of Math credits necessary to be considered “On-track to graduate.”
4. Create systems for effective utilization of iReady individualized instructional resources.
5. Identify and scale instructional strategies and practices that have the greatest positive impact on student learning in mathematics.
6. Identify and scale instructional strategies and practices that have the greatest positive impact on student learning specifically for language learners in mathematics.
7. Increase teacher knowledge and skill in utilizing technology to enhance student learning in mathematics.

II. Public Benefit

The *Embedding Technology in Middle School Math* addresses the All Hands Raised community-wide indicators of 8th grade math, credits obtained by 9th grade, and English Language Learners (EL) progress.

There is a clear connection between academic success in math, high school graduation and post-secondary options. Thus, GBSD believes if the district intensifies the focus on refining core middle school math instruction to better meet the needs of all learners, GBSD will ultimately have a positive impact on high school graduation rates and post-secondary enrollment.

GBSD Language Learner surveys conducted in Winter 2017-18 demonstrated that active and monitored EL students struggle more with math than language arts. Of 97 high school students who responded, 29% said they don't understand math well or at all while only 14% felt that way about language arts. At middle school, of the 197 active and monitored ELs who responded, 41% said they don't understand math well or at all while only 24% reported not understanding language arts. It is crucial that GBSD adapt the way the district is providing math instruction in order to better meet the needs of Language Learners.

The *Embedding Technology in Middle School Math project* goal is to increase the effectiveness of middle school mathematics instruction and learning opportunities resulting in academic success of all 8th graders, while also eliminating the achievement gap experienced by Language Learners. The Oregon Department of Education established 80% of 8th graders meeting or exceeding the Math SBA as the long-term goal (identified on the 2017-2018 ESSA District Accountability Details Report). GBSD has adopted that benchmark for the *Embedding Technology in Middle School Math project* both for all middle schoolers and Language Learners. Additionally, we will continue to focus on continued academic success in Math with a target of 80% of GBSD freshman attaining adequate credits in math to be considered on-track for graduation.

III. Project Partners and Beneficiaries

The district's Instructional Technology Steering Committee met multiple times over the course of the 2017-2018 school year and helped establish a vision for classrooms to include more innovative use of instructional technology. The Committee included teachers from elementary, middle, and high schools, principals, innovation coaches, technology department staff, and teaching and learning department staff. The Committee selected the International Society for Technology in Education (ISTE) standards as the district technology standards and made recommendations about professional learning and systems to support the vision. ISTE Standards Strands include:

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

The work and decisions of the Committee will be used to inform the work carried out in the *Embedding Technology in Middle School Math project*. The Instructional Technology Coach will be crucial in this aspect of the work as a key organizer and facilitator of the professional learning opportunities listed previously in the project plan such as District-Wide Professional Learning days, Technology Walks, Collaboration Walks and Innovation Summer Camp.

Another group of key stakeholders planned a grant through Oregon House Bill 3499 that directly supports Language Learners. That group included English language development teachers, math teachers, community liaisons, instructional coaches, directors, and building administrators. The group gathered survey data from middle school students, high school students, and parents as part of their research.

The group completed a root cause analysis of key challenges related to academic performance in mathematics of Language Learners, identified key areas to address, and determined strategies for assessing impact.

Identified areas to address:

- I. Increasing engagement with parents, families, and partners
- II. Improving professional learning and core instruction for math
- III. Strengthening the classroom and school climate to create a culturally responsive, equity-based and growth mindset focus for math instruction
- IV. Increasing instructional collaboration between ELL, special education and classroom/content teachers.

Family and Community Involvement

- Math Focused Listening and Support Sessions for Families: GBSD will conduct a math-focused listening and support session or two for Newcomer families. Interpreters and collaboration with local organizations such as IRCO (Immigrant and Refugee Community Organization), SUN (Schools Uniting Neighborhoods) and the Migrant Consortium will assist us in recruiting, outreach and two-way conversations with these families.
- Math Focused Workshops for Families: GBSD will continue to focus on supporting families in accessing their students' work and grades via ParentVue by helping them register for the program and demonstrate how to access it via their devices. GBSD is working with parents to provide opportunities to access iReady (the online component of Ready Math) at home via home-based devices.

IV. Implementation Plan

See Attachment 1: Implementation Plan.

V. Evaluation Plan

This project will impact approximately 3,000 middle school students in grades 6-8. The evaluation process will include measures of both the changes in instructional practice and the impact on student learning. There will be multiple measurement tools used:

1. Outcome: By 2022, 80% of 8th grade students will meet or exceed on the 8th Grade Smarter Balanced Assessment.
 - 1.1.1. iReady diagnostic assessment data completed in fall, winter, and spring by each student each year.
 - 1.1.2. Smarter Balanced Assessment Data
2. Outcome: By 2022, 80% of Monitored and Active Language Learners will meet or exceed on the 8th Grade Smarter Balanced Assessment.
 - 2.1.1. iReady diagnostic assessment data completed in fall, winter, and spring by each student each year.
 - 2.1.2. Smarter Balanced Assessment Data
3. By Spring of 2022, 95% of 9th grade students will meet or exceed the number of Math credits necessary to be considered “On-track to graduate.”
 - 3.1. Passing grades data collected at the end of each semester from both Gresham and Sam Barlow High Schools
4. Outcome: Create systems for effective utilization of iReady individualized instructional resources.
 - 4.1.1. Schedules from each building that reflect planned time for utilization of iReady
 - 4.1.2. iReady instructional usage reports pulled monthly for each school
5. Outcome: Identify and scale instructional strategies and practices that have the greatest positive impact on student learning in mathematics.
 - 5.1.1. Classroom observation data from peers and coaches following professional learning.
 - 5.1.2. Exit survey data from professional learning
 - 5.1.3. PRE surveys and interviews
6. Outcome: Identify and scale instructional strategies and practices that have the greatest positive impact on student learning specifically for language learners in mathematics.
 - 6.1.1. Classroom observation data from peers and coaches following professional learning.
 - 6.1.2. Exit survey data from professional learning
 - 6.1.3. PRE surveys and interviews
7. Outcome: Increase teacher knowledge and skill in utilizing technology to enhance student learning in mathematics.
 - 7.1.1. Classroom observation data and feedback from peers and coaches following professional learning.
 - 7.1.2. Exit survey data from professional learning
 - 7.1.3. PRE surveys and interviews
 - 7.1.4. iReady instructional usage reports pulled monthly for each school

Current Student Performance Data for Outcomes 4, 5 and 6

	6th Grade	7th Grade	8th Grade
iReady Usage Report for March 4-8, 2019 (% in recommended window of 30-49 minutes)	30%	32%	36%
2018 SBA Mathematics (% meets or exceeds)	32%	35%	34%
2018 SBA Mathematics for English Language Learners (Active and Monitored) (% meets or exceeds)	17%	13%	12%
2019 iReady Diagnostic Year to Date (Spring + Winter) (Standard View) (% Tier One On Grade Level)	37%	31%	32%

Current Student Performance Data for Freshman Passing Math Courses (2018-2019)

	2017-2018	2018-2019
Gresham High School Semester 1	65.6%	89.5%
Gresham High School Semester 2	75.4%	88.5%
Sam Barlow High School Semester 1	82.7%	83.4%
Sam Barlow High School Semester 2	84.6%	87.1%

VI. Technical Design

Based on grade-level appropriate device options, Chromebooks were selected for students in all math classes grades 6-8. These devices are compatible with digital tools, including iReady, and provide a balance between ease of use (by age/grade) and a full function device with a keyboard. Thirty-six student Chromebooks and a charging cart will be installed in each of 19 middle school math classrooms. This will provide a 1:1 device to student ratio for students to routinely and effectively utilize technology for learning. An important component of true integration is removing barriers to timely and relevant access to tools. A 1:1 device ratio also supports teachers in their ability to authentically differentiate learning opportunities to meet individual student needs.

Student devices will be equipped with device management software designed to keep students safe online and engaged in the assigned learning tasks. This software allows teachers to see all student screens at once in real time. The software also allows the teachers to see data on the amount of time spent on current digital location, as well as all previous browsing history for each student.

Each classroom will be updated with interactive flat panel technology with wireless projection and content streaming to allow student and teacher interaction. Classrooms will also receive digital sound projection and appropriate laptop computers for instructional staff to best use the classroom technologies. The Computer and Network Support Technicians staff will manage the on-site classroom technology implementation initially and provide ongoing technical support in schools. This support includes regularly scheduled maintenance of devices as well as repairs.

The Service Desk Coordinator will conduct procurement and receiving duties, and coordinate deployment of all classroom technology and devices to the buildings. This staff member is also responsible for initial training and support of the Classroom Technology Specialist.

Technology Services (Network Systems Technician) will enroll devices in the mobile device management system which provisions and tracks the devices, helps protect them from misuse or threats, and easily deploys applications and configurations to support instruction. Equipment purchased and distributed as part of the grant project will be specifically tagged and tracked to the building level and periodically inventoried.

Equipment

- Instructional Technology kits installed in 19 middle school math classrooms
- Instructional Technology kits installed in 15 middle school English Language Development and Special Education classrooms
- Chromebook charging station in 19 middle school math classrooms
- Classroom sets of 36 Chromebooks in 19 middle school math classrooms
- One charging station per building stocked with back-up equipment to prevent loss of learning during device repairs/maintenance

Projected Equipment List:

Equipment	Cost	Items Needed	Est Cost
Instructional Technology Kit			
Clevertouch Interactive Panel 75"	\$3050	34	103,700
Lightspeed Audio Amplification System	\$1200	34	40,800
Wall mount and Wiring	\$850	34	28,900
Student Devices			
HP Chromebooks for student use) (36 per class for 39 sets)	\$202	1404	\$283,608
Chromebook secure charging station	\$1128	39	\$43,992
Device Management Software	Est \$7.00 per student	2500 per year for 3 years	\$ 50,000
Total equipment			551,000

VII. Organizational Capacity

Gresham-Barlow School District is poised to maximize the benefit of the TechSmart grant. Since she was hired in Fall 2017, GBSD Superintendent Perera has been a vocal champion of technology in the schools. Her efforts to infuse every school with both equipment and an innovative mindset began immediately upon arrival. Her goal is for the district to be able to offer 1:1 devices to students as soon as possible. She constantly pushes her leadership team and principals to be “Future Ready” and to empower students with 21st Century skills. The position of Executive Director of Innovation and Partnerships was created Fall 2018 specifically to move this work forward. Among many other projects, GBSD is in the process of designing and building a “Tomorrow Bus” that will essentially be a STEM lab on wheels that can visit all GBSD schools and other parts of the community.

As an additional example of the district’s commitment and capacity to maximize the grant benefits is that GBSD recently contracted with Modern Teacher. Modern Teacher was founded to enable Digital Convergence, the fundamental shift from the traditional classroom toward modern learning environments. Modern Teacher has developed a framework and tools to support districts in their transition. This project will provide professional learning for administrators and teachers across the district.

The implementation of the initial TechSmart Initiative grant shows GBSD’s capacity and commitment to technology-based projects. In that project, GBSD invested in making two elementary schools technology pilots. Those schools were given instructional equipment such as interactive boards for every classroom, 1:1 with student devices, and significant professional learning support through coaching. The learning from that project has been instrumental in planning and roll-out of technology in other GBSD schools. GBSD has continued to fund two elementary Innovation Coaches even though the grant funding has stepped down significantly. They are now supporting other buildings as well and scaling up the work from the pilot schools.

VII. Replicability

As mentioned in the prior section, Superintendent Perera is passionate about GBSD becoming a leader in innovation and modern learning environments. The GBSD School Board shares that vision. There is an absolute expectation for the Teaching and Learning and Technology Services departments to move in that direction quickly. That being the case, the Director of Technology Services has been dedicated to a technology purchase, maintenance, and replacement plan that is shared with the School Board regularly.

As demonstrated through the work in the initial TechSmart grant, GBSD is invested in collaboration and idea sharing. One of the most powerful ways GBSD creates sharing/collaboration opportunities is through the Technology Walks. Technology Walks are facilitated by the Innovation Coaches. They allow teachers to have a substitute cover their class while they visit other schools and classrooms where teachers are implementing innovative uses of instructional technology to enhance learning. The Coaches then follow up the visits by supporting teachers in their own classrooms as they try out new ideas. The Innovation Coaches collaborate with Reynolds and Beaverton school districts in this endeavor as well, so teachers get to see classrooms not only across all levels of the district, but in

other districts. GBSD fully intends to continue this practice as this grant project moves forward.

GBSD had the opportunity to share its experiences and learnings about instructional technology and practices at the 2018 and 2019 TechSmart Initiative Shared Learning Event.

IX. Budget

Line Item Budget

Cost Category	Grant Funds	Match Funds	Total
Personnel	137,000	717,500	854,500
Education and Training	0	25,080	25,080
Travel	0	3,000	3,000
Contractual	0	0	0
Equipment/Software	547,600	180,000	727,600
Infrastructure/Facilities	0	0	0
Miscellaneous	0	0	0
Overhead costs	22,188	22,188	44376
Total	706,788	947,768	1,654,556

Budget Narrative

Personnel

Secondary Innovation Coach: The coach will spend 100% of his/her time providing support for the effective use of technology as a tool to improve and enhance instruction. That support will include, but is not limited to: individual coaching, group coaching, small or large group professional learning opportunities, development of on-demand professional learning supports, coaching support at the school or district level to support development of processes and systems. This coach will work primarily with 5 middle schools with general education, Special Education and English Language Development teachers.

Based on 100% of an average annual salary of \$110,000 including benefits for three school years.

Grant: \$0

Match: \$330,000

Digital Curriculum Implementation Support Specialist: The Digital Curriculum Support Specialist will work as a staff member within the Technology Department. The position will be full-time for supporting the Embedding Technology in Middle School Math project. In the first grant year and minimally the

following two school years, the Specialist will set up, program, and customize the curriculum programs, software/apps management systems and technology for teachers and student use, create needed databases, and develop data-sharing agreements. The position will also test and recommend purchases for security and privacy software. For the match portion for the position, the position will provide initial and ongoing parent and teacher training for technology use and identify, validate and disseminate information about promising and effective practice around specific technical aspects of digital tools and curriculum. Based on an average annual salary of \$80,000 including benefits for 3 school years.

Grant: \$100,000 (75% year one; 25% in each of the two following years)

Match: \$140,000 (25% Grant Year One; 75% in each of the two following years)

Mathematics Instructional Coach: The Mathematics Instructional Coach supports math instruction in the five middle schools and two high schools. She spends approximately 75% of her time supporting middle school mathematics. She is involved in all aspects of professional learning around mathematics curriculum, assessment, and instructional practices. Based on 75% of an average annual salary of \$110,000 including benefits for three school years.

Grant: \$0

Match: \$247,500

Technology Services Desk Coordinator: The Tech Service Desk Coordinator is responsible for procuring, cataloging, and ensuring delivery for new technology purchased through this grant. She will dedicate 10% of her time in Grant Year One and 5% in each of the two following years to the grant-funded technology. Based on an average annual salary of \$85,000 including benefits.

Grant: \$17,000

Match: \$0

Network Services System Administrator: The Systems Administrator is responsible for all network and systems management, as well as tier 2 and tier 3 network technical support. The Systems Administrator will dedicate 10% of his time in Grant Year One and 5% in each of the two following years to setup and manage student and staff account authorization and Single Sign-On services specific to the grant. Based on an average annual salary of \$100,000 including benefits.

Grant: \$20,000

Match: \$0

Education and Training

Teacher Professional Development: Substitute teachers will backfill classrooms for the math teachers to participate in professional learning that takes them out of their regular teaching assignments. This opportunity will be offered for two days of release time per middle school math teacher per year of the grant. Based on the cost of \$220 per day, per substitute teacher -2 days per year for 19 teachers (\$8,360) for 3 school years.

Grant: \$0
Match: \$25,080

Travel

Travel expenses and mileage: Costs associated with both out-of-district travel for professional learning and in-district travel for Secondary Innovation Coach, Secondary Math Coach, and Digital Curriculum Specialist to support coaching and support in multiple school sites. Based on standard district reimbursement rates. \$1,000 per year for 3 school years

Grant: \$0
Match: \$3,000

Equipment/ Software

Classroom Instructional Equipment Bundles: This includes classroom instructional technology equipment bundles for all math classrooms, the special education classroom, and the ELD classroom in each of the five middle schools. Classroom instructional technology bundles for classrooms include: an interactive flat panel and cost for installation, software for interactive panel, audio amplification system, Apple TV, and an instructional staff laptop.

Based on a bundle cost per classroom of \$5000 per classroom for 34 classrooms

Grant: \$170,000 (all math, SpEd and ELD classrooms)
Match: \$0

Student Devices: Based on \$8400 for a lockable, portable charging cart with 36 chromebooks in each of the 34 middle school math, SpEd and ELD classrooms, one backup per building.

Grant: \$327,600
Match: \$0

Device Management Software: Annual subscription fee for device management tool designed to keep students safe online and engaged in the assigned learning tasks. Estimate for 3 years for 2500 students at approximately \$7 per student.

Grant: \$50,000
Match: \$0

iReady Online Curriculum: Annual subscription fee for the iReady online service. Cost based on \$20 per student, per year for 3,000 students in grades 6-8 (\$60,000) for 3 school years.

Grant: \$0
Match: \$180,000

Overhead Costs

Overhead Costs: The standard district 6.45% indirect cost of administering grants by the GBSD business services and other departments.

Based on a grant amount of \$688,000 (prior to applied indirect costs)

Grant: \$22,188

Match: \$22,188

GBSD Statement of Matching Resources

Total Match Resources by School Year - Total: \$947,768

	Matching GBSD Funds	2019-2020	2020-2021	2021-2022	Totals
Personnel	6-8 Instructional Technology Coach	110,000	110,000	110,000	330,000
Personnel	Digital Curriculum Implementation Support Specialist Digital Curriculum Implementation Support Specialist 25%, 75%, 75%	20,000	60,000	60,000	140,000
Personnel	75% of a 6-12 Math Support TOSA/Coach	82,500	82,500	82,500	247,500
Education and Training	Professional Development for teachers	8,360	8,360	8,360	25,080
Software	Purchase of iReady subscriptions (@20 per 3000 student per year)	60,000	60,000	60,000	180,000
Travel	Travel Cost for Instructional Tech Coach	1,000	1,000	1,000	3,000
Overhead	Overhead Costs (Indirect)	7,396	7,396	7,396	22,188

ATTACHMENT 1: IMPLEMENTATION PLAN

Math Matters TechSmart Initiative Year 1 -2019-2020																
Project Component	LEAD	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
Professional Learning																
Technology Walks (in collaboration w/ Reynolds SD)	SITC/EITC															
Collaboration Walks	SMC/EMC															
Teachers participate in PLT (twice month)	BP/ASTL															
PL Provided specific to support in Els in Math	SMC/DEL															
District-Wide Professional Learning Days (Math and Tech)	DTL/BP/SMC/EMC/SITC/EITC															
Teacher Innovation Tech Summer Camp	SITC/EITC															
Instructional Tech Coaching Available for Teachers	SITC/EITC															
Math Coaching Available for Teachers	SMC/EMC															
Technology Management																
Purchase and intake of instructional equipment	DTS															
Teachers receive devices and accounts	DTS/DCIS															
Purchase and intake of student devices	DTS/DCIS															
Student/Teacher Device setup (Accounts, security, etc.)	DTS/DCIS															
Classroom Technology Setup/Testing	DTS/DCIS															
Maintenance of equipment, networks, and devices	DCIS/DTS															
Management of Student/Teacher Accounts	DCIS															
Data Analysis and Evaluation																
Teacher Survey	PRE/SITC/EITC															
Teacher Interviews	PRE															
Classroom Observations	SITC/EITC/SMC/EMC															
iReady Diagnostic Data	DCIS/DTL/SMC/EMC															
iReady Usage Data Reports	DCIS/DTL/SMC/EMC															
Smarter Balanced Assessment	ASTL															
Submit TechSmart report	DTL															
PRE Evaluation Reports Published	PRE															
Family and Community Involvement																
Math focused listening & support session w/ families	DEL															
Math focused workshop for families	DEL/DTL															
Collaboration with Migrant Programs and SUN for timely communication with families	DEL															

Math Matters TechSmart Initiative Year 2/3 -2020-2022

Project Component	LEAD	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Professional Learning													
Technology Walks (in collaboration w/ Reynolds SD)	SITC/EITC												
Collaboration Walks	SMC/EMC												
Teachers participate in PLT (twice month)	BP/ASTL												
PL Provided specific to supportin Els in Math	SMC/DEL												
District-Wide Professional Learning Days	DTL/BP/SMC/EMC/SITC/EITC												
Teacher Innovation Tech Summer Camp	SITC/EITC												
Instructional Tech Coaching Available for Teachers	SITC/EITC												
Math Coaching Available for Teachers	SMC/EMC												
Technology Management													
Maintenance of equipment, networks, and devices	DCIS/DTS												
Management of Student/Teacher Accounts	DCIS												
Data Anaylsis and Evaluation													
Teacher Survey	PRE/SITC/EITC												
Teacher Interviews	PRE												
Classroom Observations	SITC/EITC/SMC/EMC												
iReady Diagnostic Data	C/DTL/SMC/EMC												
iReady Usage Data Reports													
Smarter Balanced Assessment	ASTL												
Submit TechSmart report	DTL												
PRE Evaluation Reports Published	PRE												
Family and Community Involvement													
Math focused listening & support session w/ families	DEL												
Math focused workshop for families	DEL/DTL												
Collaboration with Migrant Programs and SUN for timely communication with families	DEL												

ASTL =Assistant Superintendent of Teaching and Learning
 BP= Building Principals
 DCIS = Digital Curriculum Implementation Specialist
 DEL-Director of English Learner Programs
 DTL = Director of Teaching and Learning
 DTS = Director of Technology Services/ Tech Service Staff
 EITC= Elementary Instructional Technology Coach
 EMC = Elementary Math Coach
 PRE= Pacific Research and Evaluation
 SITC = Secondary Instructional Technology Coach
 SMC = Secondary Math Coach