

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
May 24, 2016

Board Auditorium

Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 97227

Note: Those wishing to speak before the School Board should *Public comment related to board staff presents the*
that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

AGENDA

- | | | |
|-----|---|----------|
| 1. | <u>VALEDICTORIAN RECOGNITION</u> | 6:00 pm |
| 2. | <u>SUPERINTENDENT'S REPORT</u> | 6:45 pm |
| 3. | <u>STUDENT TESTIMONY</u> | 7:00 pm |
| 4. | <u>STUDENT REPRESENTATIVE'S REPORT</u> | 7:15 pm |
| 5. | <u>PUBLIC COMMENT</u> | 7:20 pm |
| 6. | <u>QUARTERLY UPDATE: BOND ACCOUNTABILITY COMMITTEE</u> | 7:45 pm |
| 7. | <u>QUARTERLY UPDATE: CAPITAL IMPROVEMENT BOND</u> | 8:05 pm |
| 8. | <u>LANGUAGE ARTS ADOPTION: PK-5</u> – <i>action item</i> | 8:25 pm |
| 9. | <u>APPROVAL OF 2016-17 BUDGET</u> – <i>action item</i> | 9:00 pm |
| 10. | <u>BUSINESS AGENDA</u> | 9:45 pm |
| 11. | <u>ADJOURN</u> | 10:00 pm |

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status;

MEMORANDUM

Date: May 4, 2016

To:

Monthly District expenditures on the bond program have hit approximately \$10 million; however, the level of activity will now ramp up considerably. Projections indicate that, in the 16 months between now and September 2017, the bond program will expend approximately \$220 million, and average of almost \$14 million per month. All of this is occurring in a very challenging design/construction regional environment.

Current Issues

Program Budget. Staff has continued to provide budget information to us in a transparent format.

The total Bond Program budget remains \$550 million, of which \$176 million (32%) has been spent although, excluding the \$45 million debt repayment, the program is only 25% complete. Contingencies/reserves at the program level amount to \$20 million after the \$2.2 million from the most recent bond premium is allocated to Roosevelt. However, as discussed below, allocations will need to be made to IP16 work as well as Franklin HS that will reduce this amount considerably. Substantial risks still exist in the program so we are very concerned about this shrinking level of contingency/reserves.

Project Budgets and Schedules. Staff's Balanced Scorecard will continue to show both Roosevelt and Franklin designs behind schedule. Both Roosevelt and Franklin designs are behind schedule.

Construction progress at Faubion is going well. As previously reported, \$1.9 million was transferred from the project contingency to cover the bid amounts that

particularly at Roosevelt where the campus is being shared with staff and students.

Summary

Portland taxpayers can currently observe their tax money at work at the Franklin, Roosevelt and Faubion sites and soon at the 7 schools in the IP 2016 work, and there's significant behind the scenes work on the design of Grant and master planning of Madar-, d



Board of Education Report

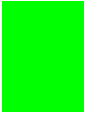
MEMORANDUM

Date: May 24, 2016
To: Members of the Board of Education
From: Jerry Vincent, Chief, School Modernization
Subject : Bond Program Status – May 2016

In the November 2012 election, the voters approved a \$482M capital improvement bond for Portland Public Schools. The District's Office of School Modernization Staff has developed a set of performance measures to provide management information for the staff and reporting tools for the Bond Accountability Committee and the Board's oversight role. Performance metrics for the 2012 bond program are based on the Balanced Scorecard (BSC).

Attachment 1: Balanced Scorecard Report – May 2016
Attachment 2: Project Management Cost Report – May 2016

Narrative Comments:



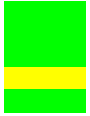
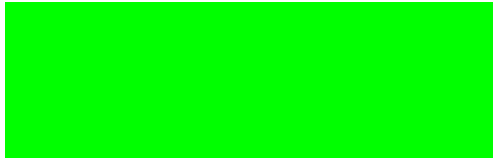
Improvements
2016

Roosevelt HS



Narrative Comments:

 Good
 Concerns
 Difficulty



Improvements 2016

Roosevelt HS

Faubion K8

Improvements 2014

Franklin HS

Improvements 2015

Improvements 2015-SCI

Grant HS

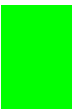
Marshall Campus

Improvements 2015-Maple

Tubman

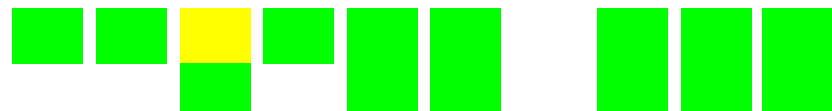
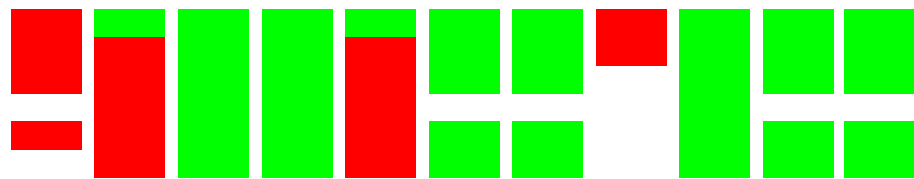
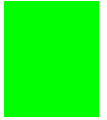
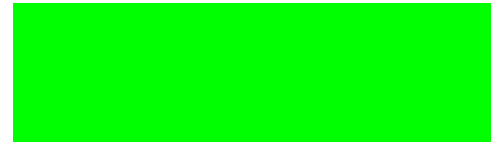
Program Contingency

Program Mgmt



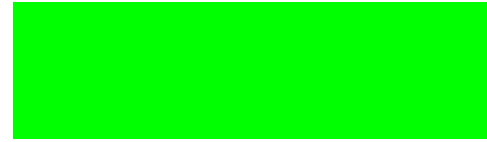
Narrative Comments:

Good
Concerns
Difficulty



Narrative Comments:

 Good
 Concerns
 Difficulty



	Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman
Strategic Objectives											
Performance Measures											
'HVLJQ 0HHWV (GXFDWLRQDO 1HHGV											
Objective C 'HVLJQ \$GYLVRU\ *URXS '\$* 1HHGV											

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*UR`



Board of Education Informational Report

MEMORANDUM

Date: May 20, 2016

To: Portland Public Schools Board of Education

From: Chris Russo, Assistant Superintendent of Teaching and Learning
Ewan Brawley, Director of Instruction Curriculum and Assessment
Angela Giuliano Hubbs, Assistant Director of Instruction Curriculum and Assessment

Subject : PK-5 Literacy Curriculum Adoption

Introduction

The recommendations for materials purchase and professional development represent a shift in pedagogy towards balanced literacy, a framework which supports classroom teachers as instructional decision-makers, charged with providing responsive and personalized instruction to their students. It includes both explicit and systematic instruction in foundational skills of literacy and authentic, culturally relevant instruction that increases students' strategic meaning-making processes. Using a workshop model, which includes whole group direct instruction, small flexible groups, and independent practice in reading and writing (gradual release of responsibility), teachers personalize core instruction for students using formal and informal assessment data. Teachers implement evidence-based best practices in literacy instruction learned and refined through high quality professional learning and collaboration in PLCs using high quality materials designed to support differentiation. "While no single instructional program, approach, or method has been found to be effective in teaching all students to read, evidence-based best practices that promote high rates of achievement have been documented" (Gambrell, Malloy, Marinak, & Mazzoni, 2015, p. 5).

Background and Process

The following recommendations represent 18 months of collaborative work facilitated by the Department of Instruction, Curriculum and Assessment. Key milestones of this process, which has been characterized as transparent, inclusive, and student-centered, are outlined below.

In 2014-2015, a Literacy Advisory Committee was formed. This cross-representative group consisted of 30 educators, including classroom teachers, reading specialists, administrators,

adaptive, personalized learning. In sum, this comprehensive core program provides tools for all students to receive equitable access to Tier 1, core literacy instruction.

The core programs on the ODE-approved materials list were not highly rated by the CMAAC reviewers using the PPS rubric, which was aligned to the ODE rubric but added a focus on equity and culturally relevant texts. After reviewing over 50 curricular materials and identifying the highest quality components for each element of the balanced literacy workshop model, the CMAAC chose to pilot bundled curricular tools to form a comprehensive core program designed to support differentiation and the use of evidence-based instructional practices.

Evidence-based Instructional Practices

Ensuring that all students have equitable access to high quality literacy instruction is imperative. Although research has not found one approach, structure, method, or program effective in teaching all children to read, there are evidence-based instructional practices that can have a positive impact on literacy achievement for all students, specifically those who have been historically underserved. Gambrell, Malloy, Marinak, & Mazzoni (2015) provide ten practices supported by research in literacy instruction:

1. Create a classroom culture that fosters literacy motivation.
2. Teach reading for authentic meaning-making purposes: for pleasure, to be informed, and to perform a task.
3. Provide students with scaffolded instruction in phonemic awareness, phonics, vocabulary, fluency and comprehension to promote independent reading.
4. Give students time for self selected independent reading.
5. Provide students with high-quality literature across a wide variety of genres.
6. Use multiple texts that build on prior knowledge, link concepts, and expand vocabulary.
7. Build a whole-class context that emphasizes community and collaboration.
8. Balance teacher- and student-led discussions of texts.
9. Integrate technologies that link and expand concepts.
10. Differentiate instruction using a variety of instructionally relevant assessments. (p. 14)

These practices align with the PPS vision and literacy principles, and are integrated into the professional development around the use of the recommended materials within a balanced literacy workshop model. Additionally, a balanced literacy workshop model, with appropriate scaffolds and intentional use of assessment data, support access and language development for our emergent bilinguals and struggling readers.

Professional Development

The coherence of the curriculum bundles is ensured through professional development. Professional learning must emphasize application to classroom practice coupled with foundational understandings about best practices in literacy instruction and assessment, in

assessments and providing appropriate whole-class, small group, and individual instruction” (Gambrell, Malloy, Marinak, & Mazzoni, 2015, p. 5). This professional learning will ensure that teachers provide access to rigorous content and quality student interactions specifically for emergent bilingual students, and for other students who may need these explicit supports.

Professional development will be attended by core teachers, ESL teachers, Learning Center teachers, Teacher-librarians, Speech-Language Pathologists, and coaches at adopting schools. This creates a space for collaboration and communication between staff who support our most at-risk students by ensuring their access to core materials.

To that end, professional development for teachers at adopting schools will include:

- ” Summer “Getting Started” PD
- ” Release Days: Professional development on each component
- ” Coaching Cycles focusing on application to classroom practice
- ” Resources and support for Professional Learning Communities
- ” Observations of demonstration classrooms with facilitated reflection and planning time

Professional Development for Literacy Coaches and TOSAs will include:

- ” Best practices in coaching to support instructional change
- ” Professional learning around foundations of literacy instruction, with particular attention to multisensory phonics instruction

The work of the CMAAC and Literacy Advisory Committee was predicated upon access to high-quality, differentiated, supportive professional development for teachers in order to support implementation of best practices in literacy instruction with the use of the recommended curriculum.

Implementation in Ten Schools 2016-17

Senior Directors from the Office of Teaching and Learning and the Office of School Performance solicited and reviewed the proposals submitted by principals for consideration, and jointly selected the schools. Criteria used to select the schools included:

- ” Principal and teacher interest and willingness to lead the effort in the building
- ” The current number and scope of initiatives happening at the school
- ” Teacher and leadership experience with balanced literacy and the workshop model
- ” Strong and effective PLC teams
- ” A willingness to share knowledge and experiences with other schools
- ” Priority and focus status
- ” Cross-District representation- Distribution across clusters and geographic areas of the city

The selected schools were: Arleta, Bridger, Forest Park, Grout, Laurelhurst, Lewis, Sitton, Vernon, Vestal, Whitman. Five of these schools represent the first cohort of the MHCRC TechSmart grant.

In addition to these ten schools, twenty teachers who participated in the Spring 2016 language arts pilot will continue using the adopted materials in 2016-17, serving as demonstration classrooms to support professional development activities.

Beginning with a small cohort of schools will enable us to collect qualitative and quantitative data that will inform implementation with a greater number of schools in 2017-18 and beyond.

Staff Recommendation: Comprehensive Core Program Components

Assessment: Fountas and Pinnell's Benchmark Assessment System (BAS)

Base Reading: Units of Study Reading

Base Writing: Units of Study Writing

Phonics/Word Work: Words Their Way, Project R.E.A.D.*

Guided Reading: Lee & Low (Fiction), Scholastic (Nonfiction)

Independent Reading: Invest in additional books for school libraries and access to independent reading books coordinated through teacher librarians.

* Staff recommends piloting Project R.E.A.D. as a Tier II intervention in a cross section of classrooms

BOARD COMMITTEE REVIEW (Teaching & Learning Subcommittee)

On May 18, 2016 the Teaching and Learning Committee reviewed the the recommendation to forward to the full Board for approval.

ATTACHMENTS

- " Literacy Advisory Committee Vision and Guiding Principles
- " TechSmart Executive Summary
- " CMAAC Phase 1 and 2 Rubrics

References

Gambrell, L. B., Malloy, A. J., Marinak, B. A. & Mazzoni, A. (2015). Evidence-Based best

TechSmart 3rd Grade Literacy Project
MHCRC Grant - Executive Summary

Vision & Guiding Principles Version 2

Vision for Elementary Literacy

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

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

Literacy Principles

Instruction

- x Effective literacy instruction encompasses the five foundations of reading: phonics, phonological/phonemic awareness, fluency, vocabulary and comprehension, which are taught explicitly and deliberately.
- x Students develop their vocabulary and improve fluency through both explicit instruction and incidental learning, and a variety of print and digital tools can support this development.
- x

- x When planning and delivering culturally relevant instruction, teachers must consider the social, cultural, and linguistic contexts of their students as well as their prior experiences with text.

Professional Development

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

Learning Environment

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

Assessment

- x Assessment tools should support instruction by measuring foundational skills, fluency and comprehension.
- x Assessment tools should be embedded within the instructional program.

CMAAC Phase 1 Resource Criteria and Rating Scale

and a variety of print and digital tools can support this development .

- x Quality reading instruction provides opportunities with independent and instructional level texts , and opportunities for students to engage with authentic and relevant texts that challenge them .



program.	C. Assessments for comprehension		
	D. Embedded assessments		
	ASSESSMENT TOTAL SCORE	Total Score:	Additional Comments:

CMAA Phase 2 OPTION 3 Resource Criteria and Rating Scale

OPTION

Group

Texts

stereotypes

<p>ReadingTextClosely:Within a sequenceor collectionof texts, specific anchor texts are selectedas cornerstones that make closer reading worthwhile; makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ** (6)</p>	<p>C. ReadingTextClosely anchor texts and closer reading</p>		
<p>IncreasingTextComplexity:Focuses studentson reading a progression of complex texts, including shorter, challenging texts, drawn from the grade level band. Text centered learning is</p>			

	READING TOTAL SCORE	Total Score:	Additional Comments:
3. Writing	Evidence for Resources	Rating Scale (1-4)	Notes
Rigor: Addresses grade level CCSS ELA standards** (1)	A. Rigor: Addresses grade level CCSS ELA standards** _____ K, _____ 1, _____ 2 _____ 3, _____ 4, _____ 5 Please give each grade level a rating from 1 to 4.	4 out of the 6 grade levels must score 3 or above to receive an overall score of 3 or 4 in this category.	
Writing from Sources Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays):** (8)	B. Writing from Sources; students draw evidence from text to inform, explain and argue in various written forms		
Balance of Writing: Includes a balance of on demand and process writing (e.g. multiple drafts and revision over time) and multiple short, focused research projects, incorporating digital texts and development of digital content where appropriate. (14)	C. Balance of Writing; multiple drafts and revision over time (digital when applicable)		
	PLANNING & PREPARATION TOTAL SCORE	Total Score:	Additional Comments:
4. Speaking & Listening	Evidence for Resources	Rating Scale (1-4)	Notes
Rigor: Addresses grade level CCSS ELA standards** (1)	A. Rigor: Addresses grade level CCSS	4 out of the 6 grade	

	<p>ELA standards**</p> <p>_____ K, _____ 1, _____ 2</p> <p>_____ 3, _____ 4, _____ 5</p> <p>Please give each grade level a rating from 1 to 4.</p>	<p>levels must score 3 or above to receive an overall score of 3 or 4 in this category.</p>	
<p>Academic Discussions Show teachers how to plan substantive academic discussions around grade level topics and texts that students have studied/researched in advance including creating listening prompts and questions. Should highlight strengthening listening skills and ability to respond and challenge with follow up questions and evidence.</p>	<p>B. Academic Discussions shows teachers how to plan and have academic substantive discussions around grade level topics</p>		
	<p>SPEAKING AND LISTENING TOTAL SCORE</p>	<p>Total Score:</p>	<p>Additional Comments:</p>
<p>5. Language</p>	<p>Evidence for Resources</p>	<p>Rating Scale (1-4)</p>	<p>Notes</p>
<p>Rigor: Addresses grade level CCSS ELA standards** (1)</p>	<p>A. Rigor: Addresses grade level CCSS ELA standards**</p> <p>_____ K, _____ 1, _____ 2</p> <p>_____ 3, _____ 4, _____ 5</p> <p>Please give each grade level a rating from 1 to 4.</p>	<p>4 out of the 6 grade levels must score 3 or above to receive an overall score of 3 or 4 in this category.</p>	

Academic Vocabulary: Focus on building students' academic vocabulary (Tier 2 and 3) in context throughout

6. Instructional Supports	Evidence for Resources	Rating Scale (1-4)	Notes
Units/lessons include clear and explicit purpose for instruction. (2)	A. Units/lessons include clear and explicit purpose for instruction.		

(Grades 3-5) Builds students' content knowledge and

(17)

Lessons integrate appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade

texts.

PHASE 2 Rubric Background:

This rubric is aligned to the ODE criteria for Curriculum Adoption and our Portland Public School's equity lens. Materials moving into Phase 2 have already passed Phase 1, which included the PPS Literacy Advisory Committee's vision and principles.

PRINCIPLES CATEGORY	QUANTITATIVE SCORE	QUALITATIVE RATIONALE (Can specify Principles Category Number and 'Evidence for Resources' Letter next to rationale, Ex: 4A)	QUALITATIVE RATIONALE (Can specify Principles Category Number and 'Evidence for Resources' Letter next to rationale, Ex: 4A)
1. Equity	Quantitative Score/Total	Strengths	Areas of Concern
	/20		
2. Reading	Quantitative Score/Total	Strengths	Areas of Concern
	/32		
3. Writing	Quantitative Score/Total	Strengths	Areas of Concern
	/12		

4. Speaking and Listening	Quantitative Score/Total	Strengths	Areas of Concern
	/8		
5. Language	Quantitative Score/Total	Strengths	Areas of Concern
	/8		
6. Instructional Supports	Quantitative Score/Total	Strengths	Areas of Concern
	/72		
7. Assessment	Quantitative Score/Total	Strengths	Areas of Concern
	/16		

8. Digital Materials and Resources	Quantitative Score/Total	Strengths	Areas of Concern
	<i>/28</i>		
FINALTOTALSCORE			

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

INDEX TO THE AGENDA

May 24, 2016

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Resolution 5273

RESOLUTION No. 5273

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible
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Newsela, Inc.	6/30/2016 through 6/30/2020	Digital Resource DR 63016	As part of Resolution No. 5214, Grades 6-12 Language Arts Curriculum Materials Adoption, provide unlimited access to Newsela PRO. PPS-47-0288(4) Approved Class Special Procurement	\$555,000	C. Russo Fund 191 Dept. 5555 Adoption B5421
Andersen Colas Construction, LLC	5/25/2016 through 9/30/2019	Construction Manager/General Contractor CM/GC 62956	Grant High School full modernization. RFP-CM/GC 2015-2044 Bond 2012	Preconstruction Services \$352,024 Estimated total contract price \$81,000,000	J. Vincent Fund 451 Dept. 3217 Project DA001

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland Community College – Cascade Campus	7/1/2016 through 6/30/2017	Intergovernmental Agreement IGA 63007	Middle College Partnership providing Jefferson students with the opportunity to earn college and high school credit while still enrolled in high school.	\$500,000	A. Lopez Fund 101 Dept. 5438

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
City of Portland	7/1/2016 through 6/30/2017	Intergovernmental Agreement IGA 60449 Amendment 3	Provide construction trades Workforce Training and Hiring Program for District public improvement contracts meeting requirements established in EPPC: Contractor Workforce Equity AD 8.50.097-AD.	\$50,000 \$163,330	Y. Awwad Fund 101 Dept. 5552
Miller Nash Graham Dunn LLP	5/25/2016 through 6/30/2016	Legal Services LS 60015 Amendment 4	Provide legal services as requested by General Counsel Office and HR Counsel. PPS 46-0525(3) Direct Negotiation of legal services.	\$325,000 \$3,425,000	J. Patterson Fund 101 Dept. 5528

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Resolutions 5274 through 5277

RESOLUTION No. 5274

RESERVED FOR APPROVAL OF 2016-17 BUDGET RESOLUTION

RESOLUTION No. 5275

Grades PK-5 Language Arts Curriculum Materials Adoption

RECITALS

- A. Ensuring that all students have equitable access to high quality literacy instruction is imperative. For Portland Public Schools, a strong PK-5 Language Arts core program is delivered by teachers as instructional decision-makers, charged with providing responsive and personalized instruction to their students. It includes both explicit and systematic instruction in foundational skills of literacy and authentic, culturally relevant instruction that increases students' strategic meaning-making processes. Using a workshop model, which includes whole group direct instruction, small flexible groups, and independent practice in reading and writing (gradual release of responsibility), teachers personalize core instruction for students using formal and informal assessment data. Teachers implement evidence-based best practices in literacy instruction learned and refined through high quality professional learning and collaboration in PLCs using high quality materials designed to support differentiation.
- B. Collaboration across departments (English Language Arts, Department of Dual Language, Special Education, and English as a Second Language) and with community was key to this 18 month adoption process. This work was completed in three phases:
- ” The PK5 Literacy Advisory Committee developed a vision and set of guiding principles.
 - ” The Curriculum Materials Adoption Advisory Committee (CMAAC) evaluated and selected materials for pilot using the Literacy Advisory Committee's vision and guiding principles, the ODE materials evaluation rubric, and the PPS Educational Equity Policy to guide this work.
 - ” A pilot in 46 classrooms to evaluate student engagement and academic success, the viability of various components and inform professional development. The process also included inviting feedback from multiple perspectives from the community in the form of three community events (held April 9, April 19, and April 21, 2016) as well as a virtual open house website.
- C. Preschool and Dual Language have been included in this PK-5 Language Arts adoption since the beginning, and have had key stakeholders involved on all the committees referenced above. CMAAC subcommittees were formed to attend to the unique needs of these two programs on a separate timeline, with pilots projected for the 2016-17 school year and a goal of bringing recommendations around materials to the Board in the Spring of 2017.
- D. The Curriculum Materials Adoption Advisory Committee identified two sets of materials designed to be implemented by teachers through a balanced literacy workshop model. These materials were piloted between February and April 2016. The department of Systems Planning & Performance assisted in collecting and analyzing data in order to make the recommendations for materials and professional development. Data points included: student focus groups and surveys, pilot teachers' materials evaluations, community feedback from open houses.

RESOLUTION No. 5276

Calendar of Regular Board Meetings
School Year 2016-2017

RESOLUTION No. 5277

Minutes

The following minutes are offered for adoption:

May 17, 2016