

PART 4- PROJECT NARRATIVE- LCSD PROJECT SEAL**(a) Significance (10 points).****(i) Build local capacity to provide, improve, or expand services that address the needs of the target population. (5 points)**

The needs of our target population- all K-12 students in Lincoln County School District- are significant. The 1,000 square mile Lincoln County School District (LCSD), with 10 regular schools and four public charter schools in rural, coastal Oregon has exhibited rapid growth in its minority populations, exceeding the national average. It has also experienced dramatic shifts in the employment landscape. Students' economic condition continues to decline as family wage jobs in timber and fishing vanish and employment increases in lower-paying service industries, with a concomitant increase in poverty rates over the last 10 years (US Census, 2010).

The district encompasses communities ranging from small, incorporated towns to unincorporated townships and the Confederated Tribes of Siletz Indians Reservation (Figure 1, Part 6) and serves ~5000 students, many of whom face serious economic and social challenges. The median family income is 21% below the state median, with >27% of Lincoln County's children living in poverty – the 7th highest county rate in Oregon (2010 Census). From 2000 to 2010 there was a 43% increase in Hispanic students with a 52% increase in English as a Second Language learners. Sixty-five percent of students receive free/reduced lunch (June 2012) and ~400 students receive services from LCSD's Homeless Program. These hardships impact the proportion of students who fail to complete K-12 education: LCSD has an average drop-out rate of 24%, compared to 18% statewide, a factor that can lead to economically disadvantaged status in adult life. Student achievement is below state averages in all tested content areas. The age of the average library book collection is 17.8 years and book expenditures are just [REDACTED]

student- significantly below the national average of [REDACTED] (School Library Journal, 2012) and the recommended [REDACTED]. Although the library-media centers provide computers and Internet access for students, and a new bond will provide wireless access in all buildings, classrooms lack wireless devices for instant access to library research and reference resources.

Project SEAL (Students Engaged in Authentic Literacy) will address these needs by improving and expanding, over a 24-month period, LCSD school libraries' book collections, technology resources, and access for students and parents with increased hours of operation. Local capacity will be built by providing professional development to all teachers and library media assistants (LMA's) in authentic literacy instructional strategies (Model Classroom/Project Based Learning -PBL) and the use of technology resources. This will assist LCSD's school libraries and classrooms to form a connected "21st Century Learning Environment" that "enables students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work allowing equitable access to quality learning tools, technologies and resources" (Partnership for 21st Century Skills). By the end of the project, all Media Specialists, assistants and teachers will be trained in the Model Classroom 21st Century PBL (www.modelclasrom.org), which incorporates project or challenged based learning and technology to improve students' traditional literacy skills (reading, writing, speaking, listening) and 21st Century Literacy Skills (collaborate, communicate, connect, create). Our libraries and classrooms will form a 21st Century connected learning environment that integrates technology into every step of the literacy and learning process.

(ii) Promising new strategies that build on, or are alternatives to, existing strategies. (5 Pts)

Project SEAL builds on our successful, strong, award winning community partnerships (Coastal America Presidential Award, 2010) with higher education, government, and non-profit

marine science, engineering and technology institutions. The Oregon Coast is a powerful hub of ocean research and development initiatives. For these reasons, we focus on integrating Ocean Literacy with Common Core State Standards (CCSS). Our vision utilizes contextual, Problem-Based Learning (PBL) to enhance teaching and promote higher achievement among students from our rural communities. Since reading proficiency is a predictor of achievement in all academic areas, our school libraries need current resources to support these efforts and ensure Ocean literacy is embedded in all content areas.

Expanding our library resources alone is not unique. **Project SEAL's innovation is connecting the library resources, technology, and staff training with authentic literacy instruction.** Utilizing rich learning environments right outside our doors we address local and regional issues to provide authentic, challenging, contextual, problem-based learning (PBL) experiences that cut across compartmentalized disciplines and curricula, and **engage students in applying their literacy skills** to social issues, scientific inquiry, engineering design, technology and math applications. Our focus will be on providing teachers with the training to employ authentic literacy approaches with strategies to incorporate PBL approaches in the classroom.

(b) Quality of the project design (20 points).

(i) Goals, objectives, outcomes achieved are clearly specified and measurable. (5 points)

An extensive body of research (50 years) consistently shows a positive correlation between student achievement on standardized tests and school libraries (Scholastic, 2008). Higher achievement is associated with libraries having increased hours, flexible scheduling, higher staffing levels, larger & more current collections accessible via technology, and library-centered and collaborative instruction between school librarians and teachers (NCES, 2007; Scholastic, 2008; Lance & Loertscher, 2005). In addition, the new Common Core Standards are supported

by recent research that indicates students need a variety of more complex texts available to them as they progress through higher grades (Adams, 2009), and authentic literacy experiences—which means having them read and write for a real purpose. **LCSD’s school libraries and classrooms will form a connected, “21st Century Learning Environment” that “enables students to learn in relevant, real world 21st century contexts.**

As shown in Figure 2, Part 6, the design of Project Seal interconnects library resources, personnel and training to improve literacy for students and increase library access for families. Based on our research and through a focus on elevating our libraries to be information rich, 21st Century learning environments, Project SEAL’s **goals, objectives and measurable outcomes are:**

Goal 1: Increase student literacy and academic achievement across content areas. Objective

1.1: Increase the number of students served who improve their reading skills. Outcome 1.1.a: Student proficiency in reading on statewide assessments will increase 5% over the current year’s percentage. Objective 1.2: Increase the number of students who improve writing and science skills. Outcome 1.2.a: Student proficiency on the district writing assessment and state science assessment will increase 5% over current year.

Goal 2: Acquire up-to-date school library media resources and technology. Objective 2.1:

Substantially improve the number of nonfiction books, variety of formats, text complexity, and age and balance of book and e-subscription collections to support the curriculum and district Ocean Literacy focus. Outcome 2.1.a: Increase the number of titles by 5 per student. Outcome 2.1.b: Decrease the average copyright age of media resources. Outcome 2.1.c: Purchase online subscriptions that can be accessed in both classrooms and the library. Objective 2.2: Purchase advanced technology, including classroom wireless internet access and class sets (available for

checkout) of PDA's. Outcome 2.2.a: Advanced technologies are available for use in participating classrooms to allow access to Ocean Literacy media resources as measured by checkout records. Outcome 2.2.b.: Student information literacy, retrieval, and critical thinking skills are improved as measured by formative assessment measuring student growth, with data compiled in Student Data Folders.

Goal 3: Integrate Ocean Literacy relevance and new technology with the curriculum to increase students' and teachers' skills in retrieving and using information. Objective 3.1:

Provide professional development for Library Media Specialists (LSM), Assistants (LMA) and Core Subject Teachers in Model Classrooms. Outcome 3.1.a: By the end of year 2, all Core Subject staff receives professional development in PBL. Outcome 3.1.b: Library media specialists, assistants and teachers collaborate in developing meaningful, cross-content lessons, posted to the Project SEAL website and aligned to Common Core Standards to advance student learning in Ocean Literacy. Outcome 3.1.c: A project web page linked to the district site for access to project resources and lessons is developed by June 2013. Objective 3.2: Students apply literacy skills in authentic, contextual projects or problems relevant to the Oregon Coast, its marine environment, culture, and economy. Outcome 3.2.a: Students of project teachers complete at least one PBL per year.

Goal 4: Increase library hours for students and parents. Objective 4.1: Hire an additional half-time district Library Media Specialist to provide training and support to LMA's and teachers. Outcome 4.1.a: Additional LMS documented trainings and support. Objective 4.2: Extend elementary school libraries staffed (LMA's) hours before and after school. Outcome 4.2.a: Library usage records document increased use by students and parents. Objective 4.3: Hold 21st Century Family Literacy nights at each campus to increase family involvement in

children's literacy, and provide forum for students to present their projects. Outcome 4.3.a:
Family night attendance and projects posted to website.

(ii) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources. (5 points)

LCSD began planning for this project in September 2011 with a census of existing school library books, resources, and a staff professional development survey. The development team (teachers, media specialist and assistants, parents, Linn-Benton Lincoln Education Service District (LBL ESD) media specialist, Hatfield Marine Science Center librarian, city public librarians, district administrator) planned the Project SEAL proposal. In the development process, LCSD recognized an opportunity to build on its existing partnerships and collaborations with Hatfield Marine Science Center (HMSC/Oregon State University), Oregon Coast Aquarium, NOAA (National Oceanic & Atmospheric Administration), and Oregon Department of Fish and Wildlife research facility. **Project SEAL targets Ocean Literacy as our local, relevant thematic focus to engage students in science, reading, writing, and math.**

Project SEAL coordinates with several current key efforts and initiatives, and leverages community, state, and other federal resources. Through ongoing Math Science Partnership (MSP) grants (OCAMP 2009-2012; Oregon Coast Regional STEM Center 2012-2014) LCSD's marine science partners provide professional development in STEM content and pedagogy, and also use the PBL model that Project SEAL will use. Strong relationships with our partners provide a wealth of relevant learning experiences for our teachers and students.

For the 5th successive year LCSD was awarded an Oregon Department of Education Mentoring Grant providing 90 hours of one-to-one induction support for 1st and 2nd year teachers, who will comprise 25% of our staff in 2012-13. Three (3) full time mentors support

beginning teachers with classroom observations and feedback, lesson planning, analyzing student work, and technology integration. These efforts align with and complement planned Project SEAL professional development.

In 2011-12, LCSD trained 50 teachers and all administrators in *Power Strategies for Effective Teaching* (Marzano), focusing on how to more effectively select instructional strategies aligned with current evidence of student learning in three key areas: activating learning, engaging the learner, and **strengthening literacy**. These instructional strategies significantly and quickly raise academic achievement in all subject areas. In combination with the careful examination of student work, frequent collaboration among teachers, and authentic PBL, widespread implementation of these Power Strategies can produce dramatic results.

The district media specialist, building teachers, LBL ESD media specialist, and HMSC librarian worked together to develop a list of print, non-print, and media resources needed to support Ocean Literacy across the curriculum. Teachers, media assistants, and parents assisted each school in the development and prioritization of a list of needed library technology resources. School Site Councils from each school participated in concept development and planning for the 21st Century Family Literacy Nights. Project SEAL represents a broad spectrum of community interests and regional resources, professionals, and parent volunteers. Each group adds to the diversity of involvement and quality of the project.

(iii) Comprehensive effort to improve teaching and learning and support rigorous academic standards for students. (5 points)

While poverty and increasing diversity present challenges for our students and teachers, several district initiatives align with Project SEAL to form a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. LCSD focuses on

improving teacher and administrator quality through the use of the Baldrige Quality Education Framework and the New Teacher Center model of new teacher induction. Professional development that integrates Ocean Literacy into all content areas, Total Instructional Alignment, and Power Strategies for Effective Teaching are district initiatives providing all teachers with high quality, ongoing, job-embedded professional development to support LCSD's vision of "Quality Learning for All." The philosophy of continuous improvement guides us to achieve our mission of developing passionate learners and responsible citizens. Our ultimate goal is the highest achievement for all students, and, to meet this goal, we support teachers in increasing their content and pedagogy knowledge, as well as strengthening their use of instructional strategies and data for instructional planning.

LCSD has invested in the training and development of all teachers and administrators to carry out the Total Instructional Alignment (Lisa Carter) model, ensuring all teachers are skilled in implementing high-quality, standards based curriculum, instruction and assessments. **Project Seal will ensure that our library resources for students and instructional strategies employed by teachers support this alignment with materials and technology that help teachers meet the Common Core State Standards (CCSS).** The planned professional development on Project Based Learning using expanded library resources aligns precisely with the CCSS. For example, teachers and library staff will collaborate to design projects that provide students opportunities to meet English Language Arts standards, including: *Conduct short as well as more sustained research projects based on focused questions. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Delineate and evaluate the argument and specific claims in a*

text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Project SEAL will not be carried out in a vacuum. Rather it will be an integral part of LCSD's total effort to raise the quality of teaching and level of student learning by having **school libraries and classrooms that form a connected, "21st Century Learning Environment"** that "enables students to learn in relevant, real world 21st century contexts." Library staff, teachers and administrators will have the necessary training to use the project resources to design rigorous learning activities that support students in meeting Common Core and Career and College Readiness standards.

(iv) Performance feedback, continuous improvement integral to design. (5 points)

Ongoing staff, student and parent engagement in monitoring during implementation of the project will ensure that our efforts and activities support the desired goals, objectives and outcomes. The Project Director, Primary Investigator, Evaluator and Media Assistants will communicate through regular planning meetings. Professional development and student learning experiences will be designed and implemented by the project team using a cycle of continuous feedback and improvement (Plan-Do-Study-Act- PDSA) and aligned with relevant content standards. All professional development will include formative evaluations, and these will be used to improve subsequent trainings. If feedback warrants, modifications and improvements will be made to ensure outcomes are reached.

Since Year 1 will focus on K-6 (and one K-8) school libraries and staff, we will have the opportunity to survey students, parents and staff and use the results to inform any changes or adjustments needed for Year 2 and the 7-12 school libraries and staff. Specifically, we will monitor the usage and integration of the newly acquired library resources (print and technology) by students and teachers, and, in particular, how often these resources are woven into the developed PBL's. Once teachers have been trained and begin designing and implementing their projects, we anticipate they may require different or additional books or technology for year 2. Our 2 year design allows for some flexibility based on feedback.

(c) Quality of the project services (25 points).

(i) Quality and sufficiency of strategies ensuring equal access/treatment for eligible participants, members of groups that have traditionally been underrepresented.(10 pts)

By the conclusion of this 2-year project, every K-12 student in LCSD will have been reached by its improved library resources and trained staff. Project SEAL aims to impact all 5,000 students in the district, including its charter schools. We ensure equal access and treatment for all participants because all are included. Special education, limited English proficient, and minority students will all have access during the school day. Our goal of extending the libraries hours and hosting 21st Century Family Nights will allow parents who are unable to come to the school during the day to have evening access with their children.

One school, Siletz Charter School, is located next to the Confederated Tribes of the Siletz Indians Reservation and its students are predominantly Native American. Thus, this traditionally underrepresented group of students is guaranteed to have an improved, 21st Century Learning environment and its teachers to receive the same training as the rest of the district.

The district publishes and distributes all communications in both English and Spanish, thus ensuring our English Language Learners and their parents are apprised of all programs, resources and opportunities. The ESL Coordinator and bilingual assistants will collaborate with the District Media Specialists to guarantee that purchased resources are available in or can be translated to Spanish. Our Homeless Coordinator and area Homeless Liaisons ensure that our ~400 homeless students receive all services, providing public transportation vouchers for students and families to get to schools and programs and access library resources after school. In addition, the Juvenile Crime Prevention Program will collaborate to provide expanded library services to the 83 secondary students they serve. As described in Part A, the entire district is classified as rural and high needs, The provision of the project services to the entire district over the course of 2 years is a strategy that will ensure each and every student regardless of race, color, national origin, gender, age, or disability will be equally served.

(ii) Services to be provided appropriate to the needs of the intended recipients. (10 points)

Services to be provided by the proposed project are appropriate to the needs of the recipients and beneficiaries. The project services and activities are directly based on our identified needs and form the foundation for our stated goals, objectives and outcomes.

Need 1: To improve literacy rates in children from economically disadvantaged families. Our strategy for improving literacy in LCSD is to train all teachers and library staff to design authentic, challenging, contextual, problem-based learning (PBL) experiences that cut across compartmentalized disciplines and curricula, and engage students in applying their literacy skills to social issues, scientific inquiry, engineering design, technology and math applications. We propose to utilize our Ocean Literacy focus and our community partners to deliver high quality professional development to staff. This training is based on the Model Classroom, Pearson

Foundation New Learning Institute, using engaging, personalized, project-based digital media programs (modelclassroom.org). As staff implement new projects, students will be working on Basic Literacy (reading, writing, speaking, listening) and applying those basic literacy skills to collaborate, solve problems, think critically, and create visual and digital communications of their ideas to a larger audience.

As Oregon moves to the Common Core State Standards, teachers must significantly alter their teaching methods. In recently released annotated examples of the Smarter Balanced performance tasks, which Oregon will use for assessment, “Students engage strategically in collaborative and independent inquiry to investigate/research topics, pose questions, and gather and present information.” Training our teachers in using library and digital resources for PBL will strengthen their ability to teach students in ways that will support the new assessments. Both the Common Core Math and English Language Arts standards align with this contextual, authentic learning approach and the PBL approach will support higher student achievement on the new measures. Research on PBL reports positive outcomes related to student learning in the areas of content knowledge, collaborative skills, engagement and motivation, and critical thinking and problem-solving skills- all areas that will be stressed in the new Common Core State Standards and Assessments (Center for Excellence in Leadership of Learning, 2009).

Need 2: To acquire up-to-date, relevant media resources and advanced technology. Library resources in general and in Ocean Literacy are deficient. The average age of book collections is 17.8 years; the 2012 book expenditure was just [REDACTED] per student, and only 2.33% are reference books -just 1 book for every 2 students. Students need online resources for the most up-to-date content. Technology, therefore, is needed to provide classrooms with personal digital devices for virtual research, references, and resource connectivity. Media center and classroom technology is

limited now to desktop computers, with few digital resources, such as e-books and subscriptions available. Project SEAL will provide new technology and library resources for students and teachers, targeting Ocean Literacy as the relevant and thematic focus, engaging students daily in science, reading, writing, math skill development, and knowledge surrounding ocean science, ocean stewardship, and caring for the oceans.

Need 3: To increase hours of operation and access to our school libraries. The program description on the ed.gov website says it all. LCSD has all the stated characteristics: school libraries that do not deliver high-quality literacy programming to children and their families, few qualified library media specialists and assistants, under-resourced facilities that lack adequate books and technology, and high-need children and students that have limited access to appropriate age- and grade-level reading material in their homes. Access to library media resources is critical to the students, teachers, and the community. Project SEAL will provide new and increased access and activities for LCSD students and their families. Media specialists, assistants, teachers, and administrators will hold 21st Century Literacy Family Night events bi-annually. These after-school and evening hours and events will highlight Ocean Literacy resources available to students and parents through the media centers in schools. Parents will be introduced to online resources that they can access from home and the public library. Students will present their authentic literacy projects to their families and the public, thus demonstrating proficiency in some of the new CCSS. Homeless and Juvenile Crime Prevention program students will be engaged in our schools through the libraries.

Project SEAL will provide LCSD with a way to adequately resource their libraries and improve the literacy programming they offer. The acquisition of new materials and technologies, coupled with the staff training in using them with authentic literacy tasks, will increase the

quality of the programs. Our libraries are currently severely understaffed, not allowing for extended hours and access for families before or after school. The proposed addition of 2 hours daily for each media assistant and the addition of a half-time LMS as project director will provide our students and families the increased access they deserve.

(iii) Training or professional development services are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. (5 pts)

The point of professional development is to deepen educators' content knowledge and increase their teaching skills, which then translates into increased learning and achievement for students. Often professional development offered to educators is short term; a workshop or two with very little follow up. Traditional professional development also offers little opportunity for educators to collaborate and work with peers around teacher or student growth and learning. Due to these limitations, professional development frequently does not result in changes to educators' knowledge base or to changes in instructional behaviors for individual educators, let alone to system wide changes in instructional practices that would benefit all students. Effective professional development must be high quality, intensive, and sustained over time. This is the basis for Project SEAL's 2-year time period. We want to see real results for our students. Research suggests professional development of less than 14 hours has no effect on student learning (Darling-Hammond, Chung Wei, Andree, Richardson, & Orphanos, 2009).

Professional development should focus on student learning, address the teaching of specific curriculum content, and be directly connected to instructional practices. The purpose of our district's professional development is to improve student achievement and to move teacher practice forward for the benefit of all students. "Rigorous scientific studies have shown that when high-quality approaches are sustained by providing educators with 50 or more hours of

support per year, student test scores rise by an average of 21 percentage points” (Yoon, et al 2007). In Project SEAL, professional development is founded on best practice research. Training on new library technology and PBL will not be “one shot, drive-by workshops.” Staff will receive initial training and regular follow-up will utilize the professional learning community (PLC) model. Staff will collaborate regularly on integrating library resources with lesson strategies that integrate the Ocean Literacy focus into classrooms to improve literacy and attain project achievement goals.

“To impact student achievement, a community of professionals is needed that studies together, puts learning into practice, and shares results. A professional learning community enables educators to develop the skill needed for implementation.” (Joyce and Showers, 2002). Staff will work together to link Ocean Literacy resources and developed PBL’s to CCSS and integrate the professional development products into the district’s Total Instructional Alignment document posted to the project website. As teachers implement their PBL lessons, they will evaluate, refine and update them for the next year.

(d) Adequacy of resources (10 points).

(i) Costs are reasonable in relation to objectives, design, potential significance. (5 points)

Project SEAL’s literacy efforts involve not just district students, but also their teachers, administrators, media specialists, and parents – all who influence a student’s developing literacy. The project is **designed for sustainability** by strengthening local media resources and technology and training teachers in literacy pedagogy across disciplines through PBL focusing on the relevant Ocean Literacy theme. The relationship between the requested funds and project goals and federal GPRAs is documented in the Budget Narrative, Part 5. Reaching objectives 1.1 (increasing reading skills), 2.1 (acquiring media resources), and 2.2 (purchasing advanced

technology) will be accomplished primarily through personnel/fringe dollars to train media specialists, assistants, teachers, and administrators as well as through book and equipment purchases. Objectives 3.1(Provide PBL Professional development to staff) will utilize funding for teacher stipends and consultant costs, and 3.2 (Students apply literacy skills) is achieved with the implementation of teacher designed projects, and personnel/fringe costs for staffing 21st Century Family Literacy Nights. Reaching objectives 4.1 (hiring additional staff) and 4.4 (extend libraries' staffed hours) will be financed with funds from the personnel budget category, travel costs to annual U.S. Ed required meeting, and books and technology in the equipment categories, as well as through leveraged resources from other grants. Personnel/fringe dollars are significant for the project director to lead integration activities, maintain Project website, and conduct library media assistant, teacher, and administrator training on implementing/aligning Ocean Literacy lessons and using advanced media resources purchased with equipment dollars for books and technology. The **significance** of Project SEAL is increased academic achievement across the content areas, specifically in reading, writing and science for LCSD's students.

(ii) Costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (5 points)

In Year 1 the Project will serve 70 teachers and administrators at all K-6, K-8 and charter schools, 8 library media assistants and 2 half time LMS. Costs for improving library collections, subscription and technology are reasonable in that they will serve and benefit 5,000 students at the all 14 schools. In Year 2 the Project will serve 66 core subject teachers and administrators at all 7-12 and charter schools and 4 additional media assistants, and continue to serve all students. Over the course of the project's 2 years, all 5,000 LCSD students will be served by the improved library collections and technology resources, and 150 teachers, media specialists and media

assistants will be served by the provided professional development and support. Year 1 costs per staff person will average [REDACTED] Year 2 [REDACTED] Year 1 costs per student will average [REDACTED], Year 2 [REDACTED] The number of books per student will have been increased from and the per student library expenditure raised from [REDACTED] to [REDACTED] for books.

(e) Quality of the management plan (20 points)

(i) Adequacy of management plan to achieve objectives on time/within budget, clearly defined responsibilities, timelines, milestones for accomplishing project tasks. (10 pts)

All project personnel have clearly defined roles and responsibilities and specific, measurable timelines for accomplishing project tasks. Outcomes and evaluation will ensure the project is completed on time and within budget.

Year 1: As soon as grant funds are awarded, the Project Director, Primary Investigator, and HR Manager will hire the additional .5 FTE District Media Specialist and extend media assistant hours before and after school at all schools. Utilizing the lists of recommended materials from the planning group, the Media Specialist will purchase grant media resources & advanced technology for each of the 12 schools: Sam Case Elementary, Newport Intermediate, Crestview Heights, Toledo Elementary, Taft Elementary, Oceanlake Elementary, Siletz Valley Charter School, and Eddyville Charter School, Newport High, Taft 7-12, Toledo Jr/Sr High, Waldport High.

Materials will be in place by December 2012 (Need 2, Goals 1,2,3). The Evaluator will collect baseline & subgroup data for GPRA 2, 3, 4 and Goals 1,3,4 (Need 1,2) upon award. (October 2012) By December 2012, wireless classroom access points will be installed by the Network Administrator in all buildings (District Bond funding). Classroom sets of PDA's will be purchased by the District Media Specialist and available in libraries for check-out to teachers in

by November 2012. District media specialists will present new library media resources directly connected to the ocean, ocean concepts, and literacy each month at staff meetings from December 2012 to May 2013 (Need 1, 2, Goals 1, 3, 4). Project Based Learning initial professional development for Year 1 building staff will be completed by December 2012, with building PLC's meeting monthly for follow up and lesson development (Need 1, Goal 1, 3). This training will include use of the newly acquired library and technology resources. 21st Century Family Literacy Nights, coordinated by LMS, LMA and classroom teachers, will be held once per semester at each Year 1 building, in January 2013 and April 2013. The evaluator will collect professional development evaluations and new resources usage data monthly (Need 1,2, Goal 2,4).

In March, 2013 the Aquarium and HMSC staff will provide teacher training on using Ocean Literacy library resources and literature- both fiction and non-fiction- to increase literacy. (Need 1, 2, Goal 1, 3) LMS will provide staff development on how to improve literacy in content areas through technology integration into curriculum at monthly PLC's and by building request. Mentor teachers will support technology integration and lesson planning of beginning teachers as part of Induction program (Need1, Goals 1,2,4). A mid-year Project SEAL continuous improvement review will be conducted by the Project Team in April 2013. (All Needs/Goals).

The Project Director, Primary Investigator and evaluator will attend required U.S. Ed grant meetings in Washington DC. (Date TBD) Media specialists, teachers, and administrators will link Ocean Literacy resources to CCSS, develop instructional lessons, and record in district's Total Instructional Alignment document. (January 2013) Lessons will be piloted and LMS posts to Project Website, (June 2013) (Needs 1,3, Goals 2, 3,4). The Project Team will complete the Year 1 GPRA and local Project SEAL goals evaluation/reports. (July 2013) (All needs & goals)

The Project team will use PD evaluations and library usage records to modify/adjust Year 2 plans.

Year 2: The Project Director, Primary Investigator, and HR Manager will continue the extended media assistant hours before and after school at all schools (September 2013) (Need 3, Goal 4). Utilizing feedback and evaluation data from Year 1, the Media Specialist will purchase additional library resources to fill in any identified gaps or meet newly identified needs. Materials will be in place by September 2013 (Need 1, 2, Goal 1, 2, 3). The Evaluator will update baseline & subgroup data for GPRA 2, 3, 4 and All Goals/Needs for Year 2 schools (October 2012).

District media specialists will present new library media resources directly connected to the ocean, ocean concepts, and literacy each month at Year 2 school staff meetings from October 2013 to May 2014 (Need 1,2, Goals 1-4). Project Based Learning initial professional development for Year 2 building staff will be completed by November 2013, with building PLC's meeting monthly for follow up and lesson development (Need 1 ,2, Goals 1, 3, 4). This training will include use of the newly acquired library and technology resources. 21st Century Family Literacy Nights, coordinated by LMS, LMA and classroom teachers, will be held once per semester at all Year 1 and Year 2 buildings, in January and April 2014 (Need 3, Goal 4). The evaluator will collect professional development evaluations and new resources usage data monthly. In March, 2014 the Aquarium and HMSC staff will provide Year 2 teachers training on how to use Ocean Literacy library resources and literature- both fiction and non-fiction- to increase literacy (Need 1, 2, 3, Goal 1, 2, 3). LMS will provide staff development on how to improve literacy in content areas through technology integration into curriculum at monthly PLC's by building request. Mentor teachers will support technology integration and lesson

planning of beginning teachers as part of Induction program (Need 1, Goals 1,2,3). Project Team will conduct mid-year continuous improvement review by April 2014. (Goals 1-4)

The Project Director, Primary Investigator and evaluator will attend required U.S. Ed grant meeting in Washington DC. (Date TBD) Media specialists, teachers and administrators will link secondary Ocean Literacy resources to CCSS, develop instructional lessons, and record in district's Total Instructional Alignment document. (January 2014) Lessons are piloted and LMS posts to Project Website, (June 2014) (Need 1, Goals 1, 3). The Year 2 GPRA and end of project goals evaluation/reports will be completed by August 2014) (All needs & goals) Project Team completes and submits final grant report to U.S. Ed by September 2014. Based on results, sustainability plans beyond the grant period will be developed by the project team and district administration by the Spring of 2014.

(ii) Time commitments of project director and principal investigator, other key project personnel appropriate and adequate to meet the objectives of the proposed project. (5 pts)

Overseeing the program will be a team consisting of a district media specialist project director; the district assistant superintendent as Primary Investigator and compliance administrator; a district data coordinator/evaluator; building media assistants; and the outside evaluator. Resumes are included in appendices. **Project Director, .5 FTE** in this position for 24 months: Doug Hoffman, District Media Specialist, will oversee the project, coordinating the project activities, media purchases, technology curriculum integration, professional development, extended hours and Family Nights. **Primary Investigator and Compliance Coordinator, .05 FTE:** Dr. Sara Johnson, Assistant Superintendent, 2007 Oregon Elementary Principal of the Year, will supervise all project personnel and co-coordinate project activities with the Project Director. She will also oversee requisitions for all grant purchases. No funds are requested-

district effort and funding. **Hardware Technology Installation, Year 1:** Lynn Smith, Network administrator for LCSD will direct the installation of all Internet improvements. With over 25 years of technology implementation and installation experience, Mr. Smith, will direct installation of all wireless routers and ensure classroom access to the broadband ISP company. No funds requested- District effort/matching from bond measure.

Evaluation: Ms. Mary Kelly, Data Coordinator for Lincoln County School District, will work with outside evaluator to develop and collect required information and data for the evaluation process. She is experienced in grant evaluation overseeing data collection for 6 federal grant programs for the district. No funds requested- already integrated into current role. Dr. Shawn Rowe, and graduate researcher Michelle Mileham, Oregon Sea Grant Free Choice Learning Center and Oregon State University College of Education (HMSC/Oregon State University) will serve as contracted outside project evaluator. (Yearly contract in budget, see evaluator resumes.)

Training: Tiffany McGettigan, Model Classrooms/Pearson Foundation New Learning Institute, will provide and develop staff PBL training based on their Smithsonian “Mission Possible” program. (<http://www.modelclassroom.org>) Yearly contract in budget, see Ms. McGettigan’s resume and description of program in Part 6 of application.

(iii) Adequacy of mechanisms ensuring high-quality products/ services. (5 points)

The ongoing feedback and data collection, regular collaboration of the project team, and thorough evaluation will ensure high quality products and services result from this project. The project evaluation report will be presented to the superintendent and school board and posted to the project website for staff comment and input. The continuous improvement process (Baldrige) that is an embedded part of LCSD’s operations will ensure that the Plan-Do Study-Act method is applied, and that all reports and feedback are valued and utilized for improvement. Teachers will

be encouraged to develop high-quality PBL lessons that will be posted to the website, thus ensuring the projects resources will be available and sustained well beyond the grant period.

(f) Quality of the project evaluation (15 points)

(i) Methods of evaluation include use of objective performance measures, clearly related to intended outcomes; will produce quantitative and qualitative data. (10 points)

The evaluation will determine the degree to which the project's goals are met and provide usable data for continuous growth and quality of the program on an on-going basis. The project evaluation will be both formative and summative. The formative evaluation activities will include monitoring the implementation of the proposed program, student records of participation and services provided, and formal assessment data. The Program Director, in cooperation with the Evaluator, Data Coordinator and Primary Investigator, will be responsible for collecting and maintaining data throughout the project period. This data will enable us to determine the extent to which the program has been successfully implemented. Data will be collected and stored in a database program so it can be easily disaggregated, by school, activity, gender, and subgroups. The summative evaluation will assess the overall academic performance of the participating students in each year of the project. The project students' scores on various state and district tests will be used in assessing their performance. The data will be compared to state averages when available. GRPA Performance Measure 2,3, and 4 will be measured and reported as required.

The effectiveness of the program will be determined by evaluating the that each of the project goals have been met. The evaluation will involve all students in Year 1 schools the first year, and all students in the district during Year 2, designated instructional staff (teachers, media assistants, media specialists), and other persons served by the project.

Chart A shows the program goals, measurement tools, responsible persons, and timelines for evaluation. The Evaluator will report quarterly and a final report will be due in September of each year. The Project Team will prepare an improvement/modification plan by May of each year. Reports will be provided to the U.S. Department of Education, school board, staff and public by October of each year or by the deadline determined by the department.

Project SEAL Outcomes	Data Sources	Analysis Strategies
<p><u>1.1.a:</u> Student reading proficiency on state OAKS will increase 5%. <u>1.2.a:</u> Student writing and science proficiency on district/ state assessments will increase 5%</p>	<ul style="list-style-type: none"> • OAKS Reading Scores • OAK Science Scores • District Writing Assessment (Gr. 3-10) • State Writing Assessment (Gr. 11) 	<ul style="list-style-type: none"> • Statistical analysis of OAKS data • Statistical analysis of District Writing Assessment/state writing assessment
<p><u>2.1.a:</u> Number of titles > by 5 per student. <u>2.1.b:</u> < average copyright age of media resources. <u>2.1.c:</u> Online subscriptions purchased/accessed. <u>2.2.a:</u> Technologies available for use. <u>2.2.b:</u> Student information literacy, retrieval, and critical thinking skills are improved</p>	<ul style="list-style-type: none"> • Library collection census end of Year 1 and Year 2 • Circulation & Usage records • Classroom Formative Assessments 	<ul style="list-style-type: none"> • Descriptive statistic analysis • Review and summary of usage of new materials • Analysis of PBL units for implementation and use of library resources • Descriptive analysis of formative assessments

<p><u>3.1.a:</u> Staff receives PBL professional development.</p> <p><u>3.1.b:</u> Collaboratively developed meaningful, cross-content lessons, <u>3.1.c:</u> Project web page <u>3.2.a:</u> Students complete at least one PBL</p>	<ul style="list-style-type: none"> • Documentation of training • Staff and student PD survey results • Web page use documented • PBL Lesson Plans 	<ul style="list-style-type: none"> • Analysis of PBL units for CCSS alignment, literacy skills • Quantitative and qualitative analyses of PD survey results • Descriptive and thematic analysis of students' presentations at Family Literacy Nights • Thematic analysis of posted lessons/work on web page
<p><u>4.1.a:</u> LMS documented trainings/support <u>4.2.a:</u> Increased library resources use by students and parents. <u>4.3.a:</u> Family night attendance and projects posted to website.</p>	<ul style="list-style-type: none"> • Documentation of training • Student surveys • Parent surveys • Attendance records 	<ul style="list-style-type: none"> • Analysis of documentation, attendance • Quantitative and Qualitative Analyses of surveys

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

The project evaluator will work closely with project staff to implement a cost-effective evaluation that will balance evidence-based summative findings with formative and contextualized feedback on implementation of activities and lessons learned specific to the project goals and outcomes. Four key questions will guide the evaluation process: (1) To what extent is the project achieving its intended goals, (including recommendations for ongoing improvement)? (2) How effective is the project in changing teacher knowledge and pedagogy? (3) What effects do the PBL units and rigorous authentic literacy instruction using library resources have for participating students? (4) In what ways do the evaluation findings reinforce or differ from project results. Evaluation strategies are designed to provide formative evidence of project strengths and challenges to promote continuous improvement as well as summative data on the effectiveness of the project in achieving outcomes described in the proposal. Evaluation strategies matched to project goals will be employed as described in Chart A.