MILWAUKEE PUBLIC SCH
PURCHASING DEPT.

2016 AUG 31 A 19 3

Purchase Requisition Number: CR024491
Contract Number: C025510
Vendor Number: V0125709

MILWAUKEE BOARD OF SCHOOL DIRECTORS
PROFESSIONAL SERVICES CONTRACT

This Contract is being entered into this 1st day of August 2016, by and between **Houghton Mifflin Harcourt Publishing Company** ("Contractor") and Milwaukee Board of School Directors ("MPS"). This Contract is the result of an open competitive procurement, specifically Request for Proposal (RFP) 916.

1. SCOPE OF SERVICES
Contractor shall specifically perform the following tasks:

Contractor shall provide MPS with an English professional development plan in the area of literacy, herein referred to as "Services Plan," and herein attached as "Exhibit A" and incorporated by reference, to produce "reading expert coaches" that will be able to deliver high-quality reading instruction to PreK through 3rd grade teachers. The Services Plan shall be able to support up to 275 staff participants at any point throughout the school year; however if MPS seeks more than 275 participants, Contractor and MPS shall mutually agree on modifications necessary for the Services Plan. The Services Plan shall also include up to 3 years of support, so that year 1 participants can enhance practices in subsequent years and new staff members can participate and receive initial professional development.

MPS and Contractor shall mutually agree on dates, times and locations of the Services Plan when deemed necessary for scheduling purposes. MPS and Contractor shall also mutually agree on any modifications made to Contractor's Services Plan at any point based on the needs and desires of MPS.

MPS reserves the right to request reporting on usage and performance at any point during the Services Plan as well as be present, unannounced, for progress monitoring.

RFP 916 and Contractor's Response to RFP 916 are incorporated herein by reference.

Contractor shall provide, at its own expense, all personnel required to perform the services under this Contract.

2. TERM
This Contract shall be in effect from August 1, 2016 through June 30, 2017, (the "Initial Term"), with the possibility of two, one-year extensions to run from July 1, 2017 through June 30, 2018 and July 1, 2018 through June 30, 2019. MPS will base its renewal decisions on the following performance metrics to be rated by MPS personnel. Contractor must attain a minimum score of 90 points to be eligible for contract renewal; however, 90 points does not guarantee renewal.

Performance Metrics	Points
Quality in execution of Services Plan	25
Ability to document and provide reporting to MPS	25
Responsiveness in meeting the needs of MPS	25
Approach in Customer Service	25
Total	100

No work shall commence before a Contractor receives a fully executed Contract and has been given approval to proceed. Any work performed by the Contractor prior to obtaining a fully-executed Contract with approval to proceed shall not be compensated pursuant to this Contract. Any continuation of the Contract beyond this term must be set forth in writing and signed by the original signatories to the Contract.

3. COMPENSATION
The total cost shall be based on per participant in the Services Plan. The cost per participant shall be $1,980.00 and shall be inclusive, but not limited to, any and all administration expenses, travel, overhead expenses, and staffing costs. Total compensation under this Contract in the Initial Term shall not exceed $544,500.00.

MPS reserves the right to determine in its sole discretion whether services have been adequately and fully delivered; to withhold payment until services are fully and adequately delivered; or to disallow a pro rata share of payments for services not fully and adequately delivered.

Milwaukee Public Schools does not pay in advance for services. No payment shall be made until a properly submitted invoice is approved. Invoices shall be submitted to:

Milwaukee Public Schools
ATTN: Debbie Kuether
5225 W. Vliet Street
Milwaukee, WI 53208

A properly submitted invoice must include a detailed description of the dates and times worked, and the tasks performed. As a matter of practice, MPS attempts to pay all invoices in 30 days. It is mutually agreed that State Prompt pay law does not apply to this Contract.

Unless otherwise specified, MPS shall not pay invoices submitted more than 60 days after actual work. In the case of grant funding, no payments shall be made after grant close out. Final invoices must be marked as such.

4. NON APPROPRIATION OF FUNDS
This Contract is contingent upon the appropriation of sufficient funds by appropriate MPS officials. If funds are not appropriated, Contractor agrees to take back any commodities furnished under the Contract, terminate any services supplied to MPS under the Contract, and relieve MPS of any further obligations under the Contract.

5. NON-DISCRIMINATION
In the performance of work under this Contract, Contractor shall not discriminate in any way against any employee or applicant for employment on the basis of a person's sex, race, age, religion, national origin, ancestry, creed, pregnancy, martial or parental status, sexual orientation, disability, or socio-economic status. This prohibition includes but is not limited to employment; promotions, demotions and transfers; recruitment; advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeships. Contractor is required to include a similar provision in all subcontracts to this Contract.

If MPS determines Contractor has violated this non-discrimination policy, MPS may terminate this Contract without liability for undelivered services or materials. MPS may also deem the Contractor ineligible to participate in future contracts with MPS.

6. INDEMNITY
Notwithstanding any references to the contrary, Contractor assumes full liability for all of its acts or omissions in the performance of this Contract, as well as the acts or omissions of its subcontractors. Contractor shall indemnify and hold harmless MPS, its agents, officers and employees against all liabilities, losses, judgments, decrees, costs, and expenses that may be claimed against MPS as a result of granting of this Contract to said Contractor, or that may result from the carelessness or neglect of said Contractor, its agents, or employees. If judgment is recovered against MPS in suits of law or equity for any reason, including by reason of the carelessness, negligence, or acts or omissions of the Contractor, against such persons, firms or corporations carrying out the provisions of the Contract for the Contractor, the Contractor assumes full liability for such judgment, not only as to any monetary award, but also as to the costs, attorneys' fees or other expenses resulting therefrom.

In accordance with applicable laws, MPS shall be responsible for defending and paying judgments on behalf of its officers, employees and agents while acting within the scope of their employment or agency for any claims that may arise out of MPS's negligence for acts, policies, or directives that affect the activities covered by this Contract.

7. BACKGROUND CHECKS
Contractor will conduct, at Contractor's expense, a criminal information records background check, (hereinafter referred to as "background check"), through the Wisconsin Department of Justice and other appropriate states' agencies, on all current and potential administrators, board members, officers, and employees who have, or who are anticipated to have, "direct, unsupervised contract" with MPS students in the performance of this Contract.

An out of state background check should be completed in the state(s) in which the individual resided for at least six months within the last two years and was eighteen years or older at the time.

Contractor will submit to MPS's Department of Employment Relations (DER), (via mail to Milwaukee Public Schools Background Checks, Attn: Department of Employment Relations, Room 116, 5225 West Vliet Street, Milwaukee, WI 53208, or via email at 564@milwaukee.k12.wi.us), all completed background checks. Such records will be reviewed and MPS will notify Contractor of any individual(s) who, based on MPS standards, are unfit and should not have contact with MPS students. All

determinations made by MPS with regards to whether an individual is fit to provide services pursuant to this Contract are made in MPS's sole discretion.

The following will each be a material failure to comply with the terms of this Contract and cause for immediate termination of this Contract by MPS: failure to perform background checks as outlined in this Section 7; failure to submit background checks to MPS as outlined in this Section 7; allowing services to be provided by an individual who has not be subjected to a background check; and allowing services to be performed by an individual who has been determined to be unfit by MPS as outlined in this Section 7.

8. INSURANCE AND PROOF OF FINANCIAL RESPONSIBILITY

Contractor understands and agrees that financial responsibility for claims or damages to any person, or to Contractor's employees and agents, shall rest with the Contractor. Contractor and its subcontractors shall effect and maintain any insurance coverage, including, but not limited to, Workers' Compensation, Employers' Liability, General Liability, Contractual Liability, Professional Liability, Automobile Liability and Umbrella Liability to support such financial obligations. The indemnification obligation, however, shall not be reduced in any way by existence or non-existence, limitation, amount or type of damages, compensation, or benefits payable under Workers' Compensation laws or other insurance provisions.

The minimum limits of insurance required of the Contractor by MPS shall be:

Workers' Compensation	Statutory Limits
Employers' Liability	$100,000 per occurrence
General Liability	$1,000,000 per occurrence/$2,000,000 aggregate
Professional Liability	$1,000,000 per occurrence
Auto Liability	$1,000,000 per occurrence
Umbrella (excess) Liability	$1,000,000 per occurrence

The Milwaukee Board of School Directors shall be named as an additional insured under Contractor's and subcontractors' general liability insurance and umbrella liability insurance. Evidence of all required insurances of Contractor shall be given to MPS. The certificate of insurance or policies of insurance evidencing all coverages shall include a statement that MPS shall be afforded a thirty (30) day written notice of cancellation, non-renewal or material change by any of Contractor's insurers providing the coverages required by MPS for the duration of this Contract.

9. SHIPPING /TAXES

If goods are provided pursuant to this Contract, please note that MPS is exempt from Federal Excise and Wisconsin Sales Taxes. All vendor quotes, bids and invoices must include delivery FOB destination to the MPS location receiving the goods and freight must be prepaid. This means any freight, shipping, processing, handling or like charges must be part of a unit price. Any separate line items for freight, shipping, processing, handling or like charges listed on an invoice will be deleted and NOT PAID.

All textbook purchases shall be governed by the terms and conditions in the Milwaukee Board of School Director Textbook Contract, found on the Milwaukee Public Schools portal (http://mpsportal.milwaukee.k12.wi.us) which provides that textbooks shipped to MPS or its schools must be done at no additional charge to MPS or its schools.

MPS reserves the right to reject any items that do not conform to the bid, quote or Purchase Order. All return freight charges associated with the rejected materials shall be borne by the vendor.

10. IRREPARABLE HARM

It is mutually agreed the breach of this Contract on Contractor's part shall result in irreparable and continuing damage to MPS for which money damages may not provide adequate relief. Therefore, the breach of this Contract on Contractor's part shall entitle MPS to both preliminary and permanent injunctive relief and money damages insofar as they can be determined under the circumstances.

11. TERMINATION BY CONTRACTOR

Contractor may, at its option, terminate this Contract upon the failure of MPS to pay any amount, which may become due hereunder for a period of sixty (60) days following submission of appropriate billing and supporting documentation. Upon said termination, Contractor shall be paid the compensation due for all services rendered through the date of termination including any retainage.

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12. TERMINATION BY MPS - BREACH BY CONTRACTOR

If Contractor fails to fulfill its obligations under this Contract in a timely or proper manner, or violates any of its provisions, MPS shall thereupon have the right to terminate it by giving five (5) days written notice before the effective date of termination of the Contract, specifying the alleged violations, and effective date of termination. The Contract shall not be terminated if, upon receipt of the notice, Contractor promptly cures the alleged violation with five (5) days. In the event of termination, MPS will only be liable for services rendered through the date of termination and not for the uncompleted portion, or for any materials or services purchased or paid for by Contractor for use in completing the Contract.

13. TERMINATION BY MPS

MPS further reserves the right to terminate this Contract at any time for any reason by giving Contractor written notice by Registered or Certified Mail of such termination. MPS will attempt to give Contractor 20 days' notice, but reserves the right to give immediate notice. In the event of said termination, Contractor shall reduce its activities hereunder, as mutually agreed to, upon receipt of said notice. Upon said termination, Contractor shall be paid for all services rendered through the date of termination, including any retainage. This section also applies should the Milwaukee Board of School Directors fail to appropriate additional monies required for the completion of the Contract.

14. INDEPENDENT CONTRACTOR

Contractor agrees and stipulates that in performing this Contract, it is acting as an Independent Contractor, and that no relationship of employer and employee, partnership or joint venture is created by this Contract. Contractor has exclusive control over work hours, location, and other details of such services, and MPS's sole interest is to ensure that said service shall be performed and rendered in a competent, safe, efficient, timely and satisfactory manner in accordance with the terms of this Contract.

Contractor has the sole obligation to provide for and pay any contribution or taxes required by federal, state or local authorities imposed on or measured by income. Contractor specifically covenant not to file any complaint, charge, or claim with any local, state or federal agency or court in which Contractor claims to be or to have been an employee of MPS during the period of time covered by this Contract and that if any such agency or court assumes jurisdiction of any complaint, charge or claim against MPS on Contractor's behalf, Contractor will request such agency or court to dismiss such matter. MPS shall not be charged any obligation or responsibility whatsoever of extending any fringe benefits which may be extended to MPS employees, including any insurance, or pension plans.

Contractor further agrees that MPS is not to be charged with the obligation or responsibility of extending any fringe benefits such as hospital, medical and life insurance, or pension plans which may be extended to employees of MPS from time-to-time and further agree to indemnify and hold harmless MPS and all its employees, officers and agents from any liability for personal injuries, including death, or for damage to or loss of personal property, which might occur as a result of the performance of the services provided for under this Contract.

15. ASSIGNMENT LIMITATION

This Contract shall be binding upon and inure to the benefit of the parties and their successors and assigns; provided, however, that neither party shall assign its obligations hereunder without the prior written consent of the other.

16. PROHIBITED PRACTICES

A. Contractor during the period of this Contract shall not hire, retain or use for compensation any member, officer, or employee of MPS to perform services under this Contract, or any other person who, to the knowledge of Contractor, has a conflict of interest.

B. Contractor hereby attests it is familiar with MPS's Code of Ethics, providing in pertinent part, "[a]n employee of Milwaukee Public Schools may not accept any gift or gratuity in excess of $25.00 annually from any person, persons, group or any firm which does business with or is attempting to do business with MPS."

C. No person may enter into this Contract for services that the MPS employee would otherwise perform as an employee.

D. No current or former MPS employee may perform services on a professional services contract without the prior written consent of the MPS Chief Human Capital Officer or his/her designee.

E. If the Contract is for apparel for $5,000.00 or more, the Contractor agrees to provide only items manufactured by responsible manufacturers. Contractor is required to include a similar provision in all subcontracts to this Contract.

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17. LIVING WAGE REQUIREMENT

Contractor shall comply with, and ensure its subcontractors performing work under this Contract comply with, Milwaukee Board of School Directors' Administrative Policy 3.09(17), which requires that employees be paid a "living wage."

18. NOTICES

Notices to either party provided for in this Contract shall be sufficient if sent by Certified or Registered mail, postage prepaid, addressed to the signatories on this Contract, or to their designees.

19. WAIVER

The waiver or failure of either Party to exercise in any respect any rights provided for in this Contract shall not be deemed a waiver of any further right under this Contract.

20. INTEGRATION / SEVERABILITY

This Contract, any exhibits and addenda, RFP 916, and Contractor's Response to RFP 916 constitute the entire Contract among the Parties with respect to the subject matter hereof and supersede all prior proposals, negotiations, conversations, discussions and Contracts among the Parties concerning the subject matter hereof. No amendment or modification of any provision of this Contract shall be effective unless the same shall be in writing and signed by both Parties.

The District shall not be bound by any terms and conditions included in of Contractor's packaging, service catalog, brochure, technical data sheet or other document which attempts to impose any conditions at variance with or in addition to the terms and conditions contained herein.

If any term or provision of this Contract should be declared invalid by a court of competent jurisdiction or by operation of law, the remaining terms and provisions of this Contract shall be interpreted as if such invalid Contracts or covenants were not contained herein.

21. CHOICE OF LAW & FORUM

The state courts of Wisconsin shall be the sole forum for all disputes arising of this Contract. The validity, construction, enforcement and effect of this Contract shall be governed solely by the laws of the State of Wisconsin.

22. TIMING

Time is of the essence in this Contract.

23. CERTIFICATION REGARDING DEBARMENT OR SUSPENSION

Contractor certifies that neither Contractor or its principals; its subcontractors or their principals; the sub-recipients (if applicable) or their principals are suspended, debarred, proposed for debarment, voluntarily excluded from covered transactions, or otherwise disqualified by any federal department or agency from doing business with the Federal Government pursuant to Executive Orders 12549 and 12689. Contractor specifically covenants that neither the Contractor or its principals, its sub-contractors or their principals, or the sub-recipients (if applicable) or their principals are included on the Excluded Parties List System ("EPLS") maintained by the General Services Administration ("GSA").

24. FORCE MAJEURE

MPS will not be liable to pay Contractor for any work that the Contractor is unable to perform due to act of God, riot, war, civil unrest, flood, earthquake, outbreak of contagious disease or other cause beyond MPS's reasonable control (including any mechanical, electronic, or communications failure, but excluding failure caused by a party's financial condition or negligence).

25. STUDENT DATA

Contractor acknowledges that student data is protected by both federal and state law. *See* Wis. Stat. § 118.125; 20 U.S.C. § 1232g(b); 34 C.F.R. § 99.1 *et seq*. If MPS determines that Contractor has disclosed any student record information in violation of either federal or state law, without prejudice to any other rights or remedies the MPS may have, MPS shall be entitled to immediately terminate this and every other existing Contract without further liability. Moreover, MPS may bar Contractor from future MPS contracts for varying periods up to and including permanent debarment.

26. NON-DISCLOSURE

Absent prior written consent of the person listed in Section 3 or his/her designee, Contractor shall not: (1) disclose, publish, or disseminate any information, not a matter of public record, that is received by reason of this Contract, regardless of whether the Contractor is or is not under contract at the time of the disclosure; or (2) disclose, publish, or disseminate any information developed for MPS under this Contract. Contractor agrees to take all reasonable precautions to prevent any unauthorized use, disclosure, publication, or dissemination of the same information.

All information and any derivatives thereof, whether created by MPS or Contractor under this Contract remains the property of MPS and no license or other rights to such information is granted or implied hereby. For purposes of this Contract, "derivatives" shall mean: (i) for copyrightable or copyrighted material, any translation, abridgment, revision, or other form in which an existing work may be recast, transformed, or adapted; and (ii) for patentable or patented material, any improvement thereon.

Within ten business days of the earlier of receipt of MPS' written or oral request, or final payment, Contractor will return all documents, records, and copies thereof it obtained during the development of the work product covered by this Contract.

27. MPS LOGO/PUBLICITY

No Contractor shall use the MPS Logo in its literature or issue a press release about the subject of this Contract without prior written notice to and written approval of MPS's Executive Director of Communications & Outreach.

28. ORDER OF PRIORITY

In the event of a conflict among the documents constituting this Contract, the order of priority to resolve the conflict shall be: 1) this Contract; 2) RFP 916; and 3) Contractor's Response to RFP 916.

29. PUBLIC RECORDS

Both parties understand that the Board is bound by the Wisconsin Public Records Law, and as such, all of the terms of this Contract are subject to and conditioned on the provisions of Wis. Stat. § 19.21, *et seq.* Contractor acknowledges that it is obligated to assist the Board in retaining and producing records that are subject to Wisconsin Public Records Law, and that the failure to do so shall constitute a material breach of this Contract, and that the Contractor must defend and hold the Board harmless from liability under the law. Except as otherwise authorized, those records shall be maintained for a period of seven years after receipt of final payment under this Contract.

30. CONTRACT COMPLIANCE REQUIREMENT

The HUB requirement on this Contract is 5%. The student engagement requirement of this Contract is 300 hours. The Career Education requirement for this Contract is 10 hours. Failure to achieve these requirements may result in the application of some or all of the sanctions set forth in Administrative Policy 3.10, which is hereby incorporated by reference.

IN WITNESS WHEREOF, the parties here to have executed this Contract on the day, month and year first above written.

CONTRACTOR (Vendor #: V0125709)   MILWAUKEE BOARD OF SCHOOL DIRECTORS

By: _Lisa A. Jacobson_____   By: _Kristen DeCato_____
    Authorized Representative   *Kristen D. DeCato, Director*
    Lisa A. Jacobson   *Procurement and Risk Management*
    Director, Business Desk

Date: August 12, 2016   Date: _8/17/16_____
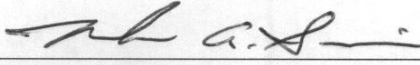
Houghton Mifflin Harcourt Publishing Company
222 Berkeley, MA 02116-3764
Boston, MA 02116-3764   By: _____
                                                   Darienne B. Driver, Ed.D.
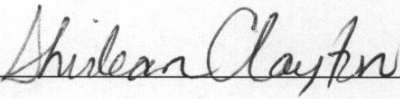   *Superintendent of Schools*

                                                   Date: _8/26/16_____

SSN / FEIN:

Budget Code: GEN-0-0-INV-DW-ECTS

By: _____

Mark A. Sain, President
Milwaukee Board of School Directors

Date: _____8-30-16_____

Reviewed by Risk Management:

By: _____

Date: _____8/17/16_____

2. SERVICES REQUESTED

2.1 Scope of Services

In response to Milwaukee Public School's request for an English Foundational Reading Services Plan for the development of reading expert coaches at grades PreK, Kindergarten, and grades 1, 2, and 3 that will noticeably support and underscore the district's widely recognized strong commitment to providing robust and sustained professional learning for all teachers, **Houghton Mifflin Harcourt™ (HMH®)** is pleased to present the following Services Plan.

The Services Plan offered by **HMH** is designed to include a balance of face-to-face and webinar consultation, and facilitation of professional development sessions with a focus on relevant teaching and learning, culturally relevant pedagogy, in and out of classroom coaching, observation and debriefing, coherent integration of resources, materials and technology, classroom management, data reporting on teachers and students, and checkpoints at relevant intervals for continuous improvement practice. The Services Plan includes three years of support and is structured so that year-one participants can enhance practices in subsequent years, and new staff members can participate and receive initial professional development. The following Services Plan presented by **HMH** focuses on the content as stated in the framework of the Foundations of Reading Test (FoRT), which can be found at http://docs.nesinc.com/SA/SA_090_FW.pdf

At **HMH** our focus is on a collaborative partnership with literacy leaders to boost student achievement by building and maintaining professional capital, and supporting PreK-3 teachers with developmentally appropriate, rigorous instruction that results in the strong literacy foundation necessary for students to be successful with next generation assessments and the demands of college and careers. The Services Plan we propose will provide a continuum of learning for new teachers, coaches, and leaders, as well as those beginning their second and third year in a new role so that Milwaukee Public Schools' journey to literacy achievement is fully realized and supported over time.

Research spanning the past several decades repeatedly shows that teachers who engage in professional learning increase their students' achievement significantly. **HMH** has spent the last 50+ years listening and working side-by-side with Milwaukee Public Schools. Through the

current implementation of our *Journey's 2011* program, we are familiar with what drives success and creates results within the district.

We understand that professional development is not just a plan, but also a demonstration of customer service. To manage and organize the scope and magnitude of this implementation, a dedicated *project manager* will work closely with district leadership to coordinate and schedule trainings, establish selection criteria, and collaborate to create a comprehensive district plan of implementation and ongoing progress-monitoring that clearly communicates district expectations and non-negotiables.

Through the next three years **HMH** is poised to offer a Services Plan to support 225 English-speaking staff participants to become "reading expert coaches." Our statement of work outlines three distinct phases over the course of this 3-year project.

2.1.1 Phase 1: Professional Development Coordination

> Describe the different types (face-to-face at MPS locations, webinar, self-based) of professional development that will be used in Phase 1. Explain how sessions will be conducted (i.e., will face-to-face professional development be more hands on or computer-based)

During Phase 1, we will focus on deepening educators' knowledge and practice of early and emerging literacy development within the context of developmentally appropriate instructional strategies. Although reading instruction must be provided in all elementary grades, the focus of this instruction does change dramatically from the early to later grades.

The **HMH** Services Plan for Milwaukee Public Schools is grounded in research collected over several decades. **HMH** consultants who specialize in early literacy are equipped to work with Pre-K teachers traversing with their colleagues at grades 1, 2, and 3 to emerge as expert reading coaches. At the PreK level, the Services Plan will concentrate on helping participants develop three and four-year-olds' Oral Language & Vocabulary, Phonological Awareness & Alphabet Knowledge, and Emergent Reading & Writing skills. An overview of the targets of instruction and methods used for instruction at PreK follows.

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Oral Language & Vocabulary - Reading aloud and discussing books are among the most effective ways to facilitate oral language development in a classroom setting (Justice, Kaderavek, Fan, Hunt, & Sofka, 2009; Kaderavek & Justice, 2002; National Early Literacy Panel, 2008; Teale, 2003). Children's early language and literacy skills, including oral language and vocabulary, are strongly linked to their later reading performance and overall school achievement (Cunningham & Stanovich, 1997; Graves, 2009; Hart & Risley, 1995; Kamhi & Catts, 2002; National Institute of Child Health and Human Development [NICHD] Early Child Care Research Network, 2005; Phythian-Sence & Wagner, 2007; Storch & Whitehurst, 2002).

Phonological Awareness - Phonological awareness, or the ability to perceive and manipulate phonemes, is a strong predictor of later reading success (Adams, 1990, 2001; National Early Literacy Panel, 2008; Stanovich, 1993; Vellutino, Scanlon, & Sipay et al., 1996). Phonological awareness may be reinforced through activities such as identifying picture names beginning with the same sounds and blending sound units into words (Adams et al., 1996; Cunningham, 1990; Schatschneider et al., 1999). Knowledge of phonemes and their correspondence with letters and spellings determine children's ability to eventually read words fluently and comprehend text (Adams & Bruck, 1995; Scarborough, 2002; Wagner, 2008).

Alphabet Knowledge - Children's knowledge of the alphabet in kindergarten has been found to be predictive of reading achievement later in school (National Early Literacy Panel, 2008; U.S. Department of Health and Human Services, 2003). Alphabet knowledge is critical to mastering phonics (Chard & Osborn, 1999); children must be able to recognize and name alphabet letters accurately and fluently in order to understand and apply the alphabetic principle, or "the understanding that there are systematic and predictable relationships between written letters and spoken sounds" (Texas Education Agency, 2002).

Emergent Reading - Studies have firmly established that shared picture book reading plays a critical role in the development of oral language, vocabulary, and narrative skills and is linked to later reading success (Neuman, Copple, & Bredekamp, 2000; Zevenbergen and Whitehurst, 2003).

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Emergent Writing - The process of learning to write goes through six stages: drawing, scribbling, writing letter-like forms, writing units or letter strings, invented spelling, and conventional spelling (Bennett-Armistead, Duke, & Moses, 2005).

Sessions for Grades 1, 2, and 3

The **HMH** Services Plan for teachers becoming expert reading coaches at grades 1, 2, and 3 is illustrated in the table below. Torgesen, J., Houston D., Rissman, L., & Kosanovich, K. (2007), have identified the components of reading instruction most essential at each grade level. Movement through this instructional sequence might be a bit slower or a bit faster depending on the student population in any given school (*Teaching all students to read in elementary school: A guide for principals*. Portsmouth, NH: RMC Research Corporation, Center on Instruction); however, it does provide a research-based model for how each grade level must carefully craft instruction to support learners along this continuum.

Grade	Targets of Instruction and Methods Used for Instruction
Kindergarten	• Phonemic awareness—Teachers use explicit instructional techniques and systematic practice to help students acquire skill in identifying the sounds (phonemes) in spoken words • Phonics—Systematic and explicit instruction is used to teach students the relationships between letters and the sounds they typically represent in words. Students also receive instruction and practice to help them learn how to use their knowledge of letter sound relationships to "sound out" unfamiliar words in text. Acquiring strong word analysis/phonemic decoding skills is one of the keys to becoming an accurate and independent reader by the end of first grade • Learning to recognize a small set of high frequency words "by sight"—Teachers provide repeated exposures to words that occur very frequently in Kindergarten texts so that students learn to read them at a single glance. The more high frequency words a child can master at Kindergarten the greater fluency and automaticity they will develop as they read • Vocabulary—Teachers use a variety of techniques, from explicit instruction to incidental teaching, to expand students' vocabulary, or knowledge of the meaning of words across subject areas • Oral language comprehension—Teachers read stories and other kinds of text, and discuss their meaning with students to enhance the students' ability to understand both narrative and expository text. At the same time, these activities can help deepen students' interest in reading and their sense of reading as a meaningful activity

First Grade	
	• Phonics/word analysis—First grade is a time for students to expand and deepen both the accuracy and fluency with which they can use a variety of strategies to identify unfamiliar words in text. Teachers will use high quality decodable texts to help develop strong Phonological Awareness then move into more complex text as children grow and develop as strong, confident readers as we progress through the year • Fluency—Students expand the range of words they can recognize "by sight" as they do large amounts of reading, which contributes significantly to the growth of their text-reading fluency. Most words are learned after students have read them correctly multiple times. Teacher modeling of reading in phrases and with proper expression can also help build fluency • Vocabulary—Teachers use a variety of techniques, from explicit instruction to incidental teaching, to expand students' vocabulary, or knowledge of the meaning of words. Teachers often read texts to students that are beyond their current independent reading ability in order to expose them to more challenging vocabulary than they encounter in text they can read on their own. This helps prepare students for the higher levels of vocabulary they will encounter as they move into second and third grade • Reading Comprehension—Teachers begin to teach specific comprehension strategies, such as the use of story structure, to help students increase their reading comprehension. They also create many opportunities for students to discuss the meaning of the text they are reading. Writing in response to reading and sharing and discussing student writing is also an important instructional technique for reading comprehension
Second Grade	• Phonics/word analysis—Students are taught more complex letter patterns, simple morphological units, and work extensively with decoding strategies for multi-syllable words • Fluency—Teachers encourage extensive reading and use specific methods, such as timed readings, partner reading, and reader's theater, to stimulate growth in fluency • Vocabulary—Teachers continue to provide direct vocabulary instruction as well as instruction to help students learn how to infer the meanings of words they encounter when they are reading • Reading Comprehension—Teachers model and explicitly teach reading comprehension strategies, and provide scaffolded support for their use during reading. They also create many opportunities for students to engage in high-level discussions of the meaning of both narrative and expository text. Writing continues to be used as an aid to building reading comprehension, and also as a way of monitoring the growth of students' spelling knowledge
Third Grade	• Word analysis—Teachers continue to support the growth of students' ability to identify unfamiliar words in text through morphemic analysis and other word-reading strategies • Fluency—Continued growth in students' ability to read grade-level text fluently occurs primarily as a result of large amounts of practice in reading meaningful text

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	• Vocabulary—Continued explicit and strategic instruction as in second grade
	• Reading Comprehension—Students continue to be taught and supported in the use of reading comprehension strategies, and continue to learn how to construct the meaning of text as they participate in carefully guided discussions, both with the teacher and among themselves. Writing in response to reading continues to be an important instructional technique in this area. Although the growth of conceptual knowledge is an important support for reading comprehension from the first day of kindergarten, it becomes increasingly important that students master complex content knowledge from science, history, social studies, etc. in order to maintain their ability to comprehend increasingly difficult expository text in these areas

HMH will provide sustained professional development on PreK-3 literacy as outlined in the table above. Each learning experience is designed so that educators experience first-hand the essential elements of literacy instruction. Our teacher-centered offerings are provided on a continuum based on the Gradual Release Method of Teaching and Learning. In-person sessions provide "View & Do" and "We Do It Together" model lessons and strategies, while our follow-up webinars support teachers with "You Do It" strategies and professional study as they implement the strategies in their classrooms throughout the school year.

During professional learning sessions educators will be engaged in a variety of experiences to deepen and apply the learning including discussion, problem solving, collaboration, practice and reflection. Follow-up webinars are interactive and focus on practical strategies, hands-on implementation, answering teachers' questions, sharing teachers' success with implementation, and deepening teaching practice. Our webinars also facilitate teacher study groups.

> **Detail how much lead-time is necessary to conduct and effectively complete Phase 1 of the Services Plan before implementing Phase 2.**

HMH will provide teachers with comprehensive literacy professional development on a quarterly basis throughout the school year. During the first quarterly cycle, teachers will attend a face-to-face Literacy Institute on PreK-3 *Essential Elements of Literacy*, and then participate in the follow-up session via webinar. Teachers will deepen their learning during additional in-person Literacy Institutes in Quarter 3 and again participate in follow-up sessions via webinar to complete the school year. In addition, job-embedded coaching will support teachers with modeling and feedback each month throughout the school year:

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	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reading Expert Coaches	1-Day Literacy Institute **Guest Speaker**: Shane Templeton PLC plan and take action **Optional** Resource: <u>When Readers Struggle</u> by Fountas & Pinnell	Follow Up Webinar PLC plan and take action **Optional** Resource: <u>Literacy Continuum</u> by Fountas & Pinnell	1-Day Literacy Institute **Guest Speaker:** TBD based on District Needs PLC plan and take action **Optional** Resource: <u>Guided Reading</u> by Fountas & Pinnell	Follow Up Webinar PLC plan and take action **Optional** Resource: <u>Teaching Reading in Small Groups</u> by Seravall
	Job-Embedded **Monthly** Coaching Support and Project Management			

Describe the ideal instructor-to-participant ratio.

During the face-to-face Literacy Institutes and webinars, we will be providing grade-band breakout sessions for Pre- and K teachers, Grade 1 and 2 teachers, and Grade 3 teachers. Each session will contain no more than 50 participants per session. Our monthly team coaching sessions will contain no more than 10 teachers per group.

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Describe the materials and technology that are included in the Services Plan.

HMH will provide both print and technology resources targeted to meeting the Milwaukee Public Schools Literacy Framework and are recommended to support and enhance the personal interactions from the trainers and coaches. These print materials will take the form of **HMH** published books, professional journals, and trade books currently in place in the district, as well as additional resources that may be acquired from **HMH**. These materials will be discussed and used in Professional Learning Communities (PLC's) so that the coaches see the importance of building the professional knowledge base of the teachers with whom they will work.

Technology is a powerful tool to assist a teacher's professional development and coaching skills. There will be formal and informal opportunities to use videos, on-line resources, and classroom-based technology programs. Students in the primary grades are very comfortable with using computers, tablets, and other devices to get information, play games, practice skills and read books. While harnessing the power of technology is desirable, so is providing an environment with frequent opportunities and interactions from the classroom teachers to view students using the classroom technology resources effectively.

HMH's digital foundational technology program will be one tool recommended as a resource to complement the coach's ability to ensure students' mastery of foundational literacy skills. We will provide direct coaching and professional development around this tool and existing technology devices in the classroom that support students learning of essential foundational skills. The primary coaches will build professional knowledge from both the print and technology resources while they learn the instructional routines that can be easily transferred to the varied instructional approaches in place in the district.

Our goal is to provide effective training that can be implemented with a variety of materials, but we would also leverage assets you have in place throughout your schools such as:

- Words to Know and Vocabulary in Context
- Instructional Flip Charts
- Curious About Words
- Alphafriends
- Reading Toolkit
- Think Central at all grade levels

- TE and SEs would also come into play for instruction to support above.

> **Describe how the approaches are universal in nature and are not reliant on one approach or one set of materials. Describe how programming will be effective in a variety of scenarios and implemented with various materials. Describe how core reading instruction and intervention are aligned in the professional development services that are provided.**

The **HMH** balanced literacy design is based on a lesson model developed by Irene Fountas and Shane Templeton. This model includes: whole group, small group, and independent learning incorporating a variety of assessment tools and instructional best practices. During the Foundational Learning Institutes, this model will serve as the basis for understanding how to implement effective lessons that include the components of FoRT. Irene Fountas used the same lesson design in primary and intermediate grades, since the philosophy is the same. What changes is the curriculum framework or standard expectations at each grade level, not the format for the kind of instruction students need. Students need the experience of whole group instruction, small group instruction, and independent activities to illustrate application and gain stamina in independent reading. This model can then be used with any text both informational and literary and any type of writing. Additionally, the model can be used in all learning scenarios or environments. The model does not change but the selection of the writing and the text change based on the students' needs and interests.

Every day in the framework for Reader's Workshop, students experience an Interactive Read Aloud—or Shared Reading—followed by a Reading Mini-Lesson. Both of these are done with the heterogeneous whole class. Small Group Guided Reading is a homogeneous grouping based on leveled reading, where text levels are matched to students. Small Group Literature Discussions are heterogeneous. Independent student work is either reading independently or independent literacy work.

Whole group instruction includes Interactive Read Aloud and Shared Reading of the Anchor and Paired Texts. The whole group lessons give all students a context to think about a piece of reading. The mini-lesson principle of whole group mini-lesson principle is based on getting student to think about the important events in a story to help them understand what happens. The format is: teach, summarize and apply, and group share.

Small group instruction includes mini-lessons, the key tool of the Reader's Notebook, in which students reflect on their reading in various forms, including dialogue letters that are answered by the teacher" (Pinnell & Fountas, 2007). Small group instruction also includes leveled readers, guided reading, and writing mini-lessons. Independent reading practices that students engage in are literacy centers, reading authentic texts, and the Reader's Notebook.

Provide documentation of the alignment to FoRT. Provide a series of reading (core and intervention) lessons that highlight the effective instructional design features of your approach.

The table below shows the alignment to FoRT and lessons that highlight the effective instructional design features of the HMH Services Plan for Milwaukee Public Schools.

FOUNDATIONS OF READING DEVELOPMENT		
	Sub-areas	**HMH Foundational Learning Institutes (Face to Face and Virtual)**
0001	Understand phonological and phonemic awareness.	• Establishing Literacy Foundations: Explore tools & strategies to teach alphabet knowledge, phonological awareness, phonics, and decoding to support the development of all readers.
0002	Understand concepts of print and the alphabetic principle.	• Establishing Literacy Foundations: Explore tools & strategies to teach alphabet knowledge, phonological awareness, phonics, and decoding to support the development of all readers. • Creating and Managing a Literacy-Rich Environment
0003	Understand the role of phonics in promoting reading development.	• Establishing Literacy Foundations • Explore tools & strategies to teach alphabet knowledge, phonological awareness, phonics, and decoding to support the development of all readers.
0004	Understand word analysis skills and strategies.	• Developing Oral Language, Vocabulary, and Knowledge: *Learn strategies for broadening children's knowledge of the world through the development of strong oral language and vocabulary skills*
DEVELOPMENT OF READING COMPREHENSION		
0005	Understand vocabulary	• Developing Oral Language, Vocabulary,

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	development.	and Knowledge: Learn strategies for broadening *children's knowledge of the world through the development of strong oral language and vocabulary skills*
0006	Understand how to apply reading comprehension skills and strategies to imaginative/literary texts.	• Building Knowledge of Strategies using Informational and Literary Texts • **Building Fluency: The Bridge to Comprehension:** *Learn strategies to help readers develop fluency, the critical bridge between decoding and comprehension.*
0007	Understand how to apply reading comprehension skills and strategies to informational/expository texts.	• Building Knowledge of Strategies using Informational and Literary Texts • Building Fluency: The Bridge to Comprehension • Learn strategies to help readers develop fluency, the critical bridge between decoding and comprehension.
READING ASSESSMENT AND INSTRUCTION		
0008	Understand formal and informal methods for assessing reading development.	• Using Actionable Data Using Formal and Informal Assessments
0009	Understand multiple approaches to reading instruction.	• Creating and Managing a Literacy-Rich Environment • Building Fluency: The Bridge to Comprehension: Learn strategies to help readers develop fluency, the critical bridge between decoding and comprehension. • Personalizing and Differentiating Instruction • Examine ways to personalize and differentiate instruction by determining individual needs, managing a respectful classroom community, and using instructional routines.
INTEGRATION OF KNOWLEDGE AND UNDERSTANDING		
0010	Prepare and organized, developed analysis on a topic related to one or more of the following: foundations of reading	• Establishing Literacy Foundations: Explore tools & strategies to teach alphabet knowledge, phonological awareness, phonics, and decoding to support the development of all readers. • Creating and Managing a Literacy-Rich Environment

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development; development of reading comprehension; reading assessment and instruction.	• Developing Oral Language, Vocabulary, and Knowledge: Learn strategies for broadening children's knowledge of the world through the development of strong oral language and vocabulary skills

All institutes and coaching will be focused on a balanced literacy approach that provides a strong foundation of reading strategies and skills across Language Arts within three instructional contexts that will increase teachers' knowledge base and implementation of FoRT.

• Whole Group Teaching

• Small Group Teaching

• Independent Literacy Work

In addition to these three instructional contexts, the balanced literacy instructional design includes; assessment and instructional practices. To guide and increase fidelity of the implementation of the core and intervention lessons, teachers and coaches will reflect on their implementation using the **Instructional Practices Inventory**.

Describe how the Services Plan supports the Reading and Writing Workshops in the classroom.

Our Institutes focus on preparing teachers to excel in the Reading and Writing Workshop model and are customized to meet the individual needs of your district. We realize that the make-up of all your schools is different and that each school comes complete with their own challenges. By using the balanced literacy model that includes whole and small group instruction and independent learning in both reading and writing as the basis for all of the institutes and job-embedded coaching, all students across the district will be engaged with the same instructional practices. Additionally, using **HMH**'s Instructional Practices Inventory (IPI) aligned with FoRT will establish the expectations for implementation of the balanced literacy model.

2.1.2 Phase 2: Classroom Implementation and Monitoring

Describe how ongoing support will be provided during classroom implementation in regards to in and out of classroom coaching, observation, and debriefing for individual participants.

Coaching is a shared professional learning experience. With students at the center, coaches foster a culture of collaboration at a school or district by building strong relationships with the teachers with whom they enter into a coaching partnership. Because teaching is an evolving and complex process, teachers benefit from a professional learning experience that is ongoing and focused on goals targeted to address their unique needs. Taking time to analyze, reflect on, and explore new ideas as partners, coaches support teachers' understanding and application of new content knowledge and effective instructional practices.

To be effective, professional learning must be part of a larger, long-range improvement strategy, and integral to the school culture. Initiating and sustaining meaningful change in instruction and student achievement requires involvement at every level of the district, from the superintendent to each teacher in the classroom. Coaching is most effective when based on goals and a vision shared among all stakeholders. To increase student achievement through effective instruction, we employ a blend of coaching models to meet the needs of teachers, schools, and districts.

Model	Goal - To increase teacher effectiveness and student learning we support teachers with:	Identified Need
Instructional Coaching	• Making intentional decisions about implementing research-based instructional practices • Reflecting on planning and instructional decisions • Making instructional adjustments as needed.	When there is a gap between teachers' knowledge and their implementation of programs and/or instructional strategies, resulting in student learning gaps.
Content Coaching	• Strengthening content knowledge • Developing content skills to support effective instruction.	When teachers need content specific support to learn curriculum, assessment strategies, or pedagogy.
Data Coaching	• Analyzing student results • Designing and refining assessments • Planning instruction in response to assessments and data.	When teachers have access to assessments and data but do not yet use the available data to make decisions about classroom instruction.

Describe the ability to monitor participant proficiency in content knowledge and application. What is the scope and sequence of support?

Our Coaching Process is research-based and centers on evidence of student learning. During individual and team coaching sessions, **HMH** instructional coaches meet with classroom teachers to collaboratively identify evidence-based student learning targets.

Once the teacher has identified learning targets, the HMH instructional coach and the teacher work in partnership to select specific instructional practices to implement that will result in students achieving the learning target. Using a gradual-release professional learning continuum, **HMH** instructional coaches support and guide educators through the content and instructional strategies, gradually decreasing scaffolding over time and preparing educators for implementation success.
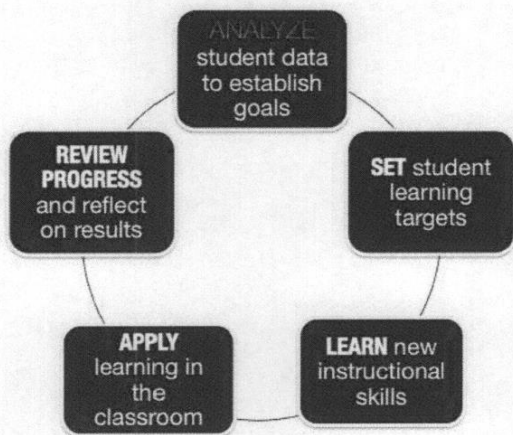
Two main resources support the coaching process by helping to guide the conversation, establish goals, record action steps and document progress to goal. *The Instructional Practices Inventory* includes the aligned FoRT indicators and the *Instructional Blueprint* serves to record mutually agreed upon goals and action steps.

Each Coaching Cycle follows a 6-Step Sequence

STEP 1: Complete a preconference with the teacher/group to establish the student-centered purpose and goals for the coaching visit.

•Purpose: The coach meets with the teacher(s) to establish the focus of the visit. The coach will explain that they will be looking to partner with the teacher to collect student evidence in support of focus areas, identify student learning targets, and action steps to improve student achievement.

•The pre-conference may be conducted via phone, WebEx, Skype, Join.me, or in-person. This meeting may also take place with a group of teachers to establish the district/school goals and coaching purpose.

•The coach will partner with the teacher to record the identified coaching focus areas on the Blue Print Form based on the teacher's self-reflection and/or evidence of student learning.

STEP 2: Schedule Visit(s)

•The coach will schedule the visit and establish the expectation of the need for in-classroom support and debrief time. Debrief time should occur when the teacher is not teaching (i.e. prep period, after school, etc.)

•The coach will send an email to the teacher(s) restating the purpose of the visit; including the student focus areas listed on the Blue Print Form.

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STEP 3: Conduct Coaching Visit

•During the visit the coach will look for evidence of student work to support the conversation with the teacher during the debrief. Evidence may include data, observations, scribed student conversations or interactions, and/or classroom artifacts (data reports, student work, reading logs, writing samples, rubrics, test data etc.).

•The coach may participate in instruction or listen and view independent practice during Whole or Small Group Instruction.

•A coaching visit may include one or more of the following instructional practices:

- Analysis of student work
- Collaborative Planning
- Co-Teaching/Model Lesson
- Student Observation with Feedback
- Lead a Professional Learning Community
- Team Planning
- Observation of Other Classrooms

STEP 4: Debrief

•The coach will complete the debrief via phone, WebEx, Skype, Join.me, or in-person. In-person is preferable, but other options are valid and essential for the coaching process.

•In partnership, the coach and the teacher(s) will complete remaining sections on the Blue Print Form.

•The coach will begin the discussion by asking the teacher(s) to reflect on the lesson and use the data that was collected/noted during the coaching visit to support and guide the conversation.

•The coach and the teacher will work together to determine specific student learning targets.

STEP 5: Follow Up Visit(s)

•Prior to the follow-up visit, the coach will review the actions steps set on the previous visit(s). Note the started and completed steps.

•During the follow-up visit, the coach will look for evidence that supports progress toward action steps and student learning targets established during the previous coaching visit as described of the Blue Print Form (which may include data, observations, scribed student conversations or interactions and/or classroom artifacts, etc).

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•During the follow-up debrief

- Reflect on start and completed dates for each action step; adjust as needed.
- Review Blue Print Form focusing on student evidence.

STEP 6: Repeat Coaching Cycle

•Debrief via phone, WebEx, Skype, Join.me, or in-person. In-person is preferable if schedule allows.

•The coach and teacher will review data and complete the Blue Print Form, discuss the action steps in support of meeting student learning targets and ensure they are clear and sequential to all.

•Conclude the debrief by communicating the purpose of the next visit which will include:

- A review of the Blue Print Form from Visit 1 and 2 including established action steps and student goals
- The completion of the Blue Print Form from Visit 2; including a list evidence of actual student progress toward goal
- A model lesson or data analysis session (or other coaching practices) to partner with the teacher to refine student learning targets or establish new student learning targets

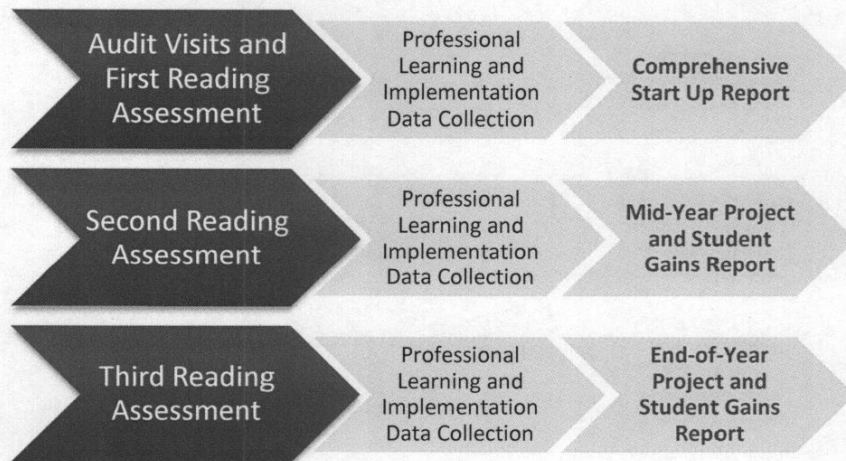**What tools are provided for progress monitoring foundational reading?**

HMH will begin with an anticipation guide/pre-assessment to help the consultants better understand the participants' background knowledge of the content and pedagogy. At the end of the first year, participants will retake the anticipation guide as a post-assessment, to measure the acquisition of the content and pedagogical knowledge and comfort level with implementation of instructional practices to support foundational literacy including phonological and phonemic awareness; letter knowledge; phonics and decoding; fluency; text comprehension; vocabulary and oral language proficiency; spelling and writing. **HMH** will also conduct end of the day exit slip evaluations to help inform the next day of professional learning or coaching, so consultants can differentiate content and delivery based on participants' needs. **HMH** will also use the pre- and post-assessment data to inform the next cycle of professional development and share the data and evaluations with the district.

Data will be collected after each institute, webinar, and coaching visit using a variety of artifacts. These will include data collected from the anticipation guide/pre-assessment, Instructional Practices Inventory, and coaching exit tickets. All artifacts will be available electronically to stakeholders in a real-time collaborative environment. This will provide complete access to all documents providing transparency of the fidelity of the project.

> **Describe the ability to provide on-demand ad hoc reporting and unscheduled performance reporting as requested by the District. What does reporting and data look like? How can MPS monitor and attain such data on teachers and students to illustrate trends? Provide exemplar reports that would be used to show progression and trends.**

The classroom-driven *Instructional Practices Inventory,* which encompasses all components of a balanced foundational literacy program, allows consultants to collect data on fidelity of project implementation and report progress over time. This data provides the district with insight into the degree of application of foundational literacy practices in classrooms across individual schools and the district. Along with the collection of professional learning data and artifacts, **HMH** will also collect and analyze implementation data and student data from reading assessments to report out in comprehensive gains and implementation district reports at least three times during the year.

Audit Visits and First Reading Assessment	Professional Learning and Implementation Data Collection	Comprehensive Start Up Report
Second Reading Assessment	Professional Learning and Implementation Data Collection	Mid-Year Project and Student Gains Report
Third Reading Assessment	Professional Learning and Implementation Data Collection	End-of-Year Project and Student Gains Report

This combined approach and triangulation of data allows the district to monitor participant proficiency in content knowledge and application and provides a comprehensive plan for leveraging professional learning in Milwaukee Public Schools to improve foundational literacy in grades PreK-3.

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Describe how regular checkpoints will be implemented for a continuous improvement practice.

HMH will incorporate the *Instructional Practices Inventory* at regular checkpoints, determined by the district, to ensure a continuous improvement practice throughout the district. This will establish expectations for all PreK-3 teachers, coaches, and administrators. During Quarter 1, MPS Coaches and Expert Teachers will gain experience in utilizing this tool first through role-playing. Then, working alongside an **HMH** consultant, they will visit classrooms to establish practices for completing and sharing the document with the classroom teacher and school and district administrators.

Indicators in the *Instructional Practices Inventory* closely align with the 10 FoRT subareas. Classroom-driven, the *Instructional Practices Inventory* encompasses all components of a balanced foundational literacy program:

1. Learning Environment
2. Engaging with Text
   a. Whole Group
   b. Small Group
   c. Instructional Practices
   d. Independent Reading
3. Academic Language and Discourse
   a. Whole Group
   b. Small Group
   c. Instructional Practices
   d. Independent Reading
4. Evidence-Based Writing
   a. Whole Group
   b. Small Group
   c. Instructional Practices
   d. Independent Reading
5. Assessment and Data-Driven Instruction
   a. Data Gathering
   b. Other Assessments
   c. Program Assessments
   d. Supporting Assessments

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2.1.3 Phase 3: Collection and Analysis

> **Describe how year-end debriefing and recap will be conducted with individual participants. Also describe plans for an overview for the District.**

All stakeholders will be debriefed both with both formative and summative tools. At year-end, all data points collected will be aggregated at the school and District level. These data points will include but are not limited to: the anticipation guide/pre-assessment, **Instructional Practices Inventory**, coaching exit tickets, and reading benchmark, as identified in the MPS Balanced Assessment System. These data points will reflect fidelity of the project implementation and reports teacher growth in foundational literacy knowledge and implementation, and student literacy growth over time.

This data will provide the district with insight into the degree of application of foundational literacy practices in classrooms across individual schools and the district. All data points will be reported out to all stakeholders at the school and district levels at least three times during the year. With the year-end being a summary of the impact of the program on student achievement over time.

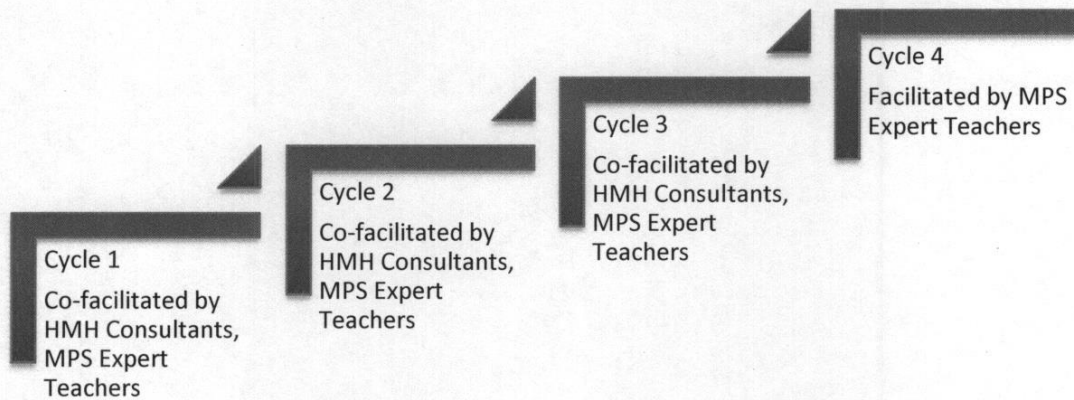> **What does the transition from Year 1 to Year 2 look like for participants?**

HMH believes in building the capacity of local teams to support their own professional learning initiatives. We know that this approach will ensure long-term success and return on investment. With that goal in mind, each phase will include a gradual release component where designated MPS team members will be supported to co-facilitate and eventually facilitate the professional learning for their colleagues. In this way, by the end of the project, local teams will be fully equipped to continue to support the momentum gained during the 2016-2017 school year. Model classrooms and expert teachers that exemplify outstanding literacy instruction will be identified at each grade level. These model teachers will bring to the forefront teacher voice and teacher choice in implementing best practices to achieve the literacy goals for all MPS students so that they are ready for college and career. A *teachers teaching teachers* approach will be used to build capacity and highlight model practices across the district.

Each professional learning cycle throughout the year will have a teacher voice and the support of a MPS Instructional Coach at the forefront so stakeholders may embrace the literacy instructional practices described in the MPS Literacy Framework as a grass-roots initiative led by their peers and colleagues. By the end of the 2016-2017 school year, the MPS Coaches and Expert Teachers will begin to take the lead on the final professional learning cycle.

How will professional development be coordinated and facilitated for Year 1 participants in Year 2?

The diagram below illustrates how will professional development will be coordinated and facilitated for Year 1 participants in Year 2. Throughout Year 2 there will be a gradual release, as shown below.

Cycle 4
Facilitated by MPS
Expert Teachers

Cycle 3
Co-facilitated by
HMH Consultants,
MPS Expert
Teachers

Cycle 2
Co-facilitated by
HMH Consultants,
MPS Expert
Teachers

Cycle 1
Co-facilitated by
HMH Consultants,
MPS Expert
Teachers

Describe what onboarding systems are in place for new participants for Year 2.

Onboarding systems in place for new participants for Year 2 include the Timeline and Professional Learning Cycles that include both the MPS Expert Teachers and New Model Teacher Participants.

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Timeline	Teachers and Teaching & Learning Leadership
July/August September/ October Co-facilitated by HMH Consultants, MPS Coaches & Expert Teachers	**Quarter 1** • 1 Day Literacy Institute • Job-Embedded Coaching
November/ December/January Co-facilitated by HMH Consultants, MPS Coaches & Expert Teachers	**Quarter 2** • Support Webinars • Job-Embedded Coaching
January/February/March/ April Co-facilitated by HMH Consultants, MPS Coaches & Expert Teachers	**Quarter 3** • 1 Day Literacy Institute • Job-Embedded Coaching
February/March/ April/May Facilitated by MPS Coaches & Expert Teachers	**Cycle 4** • Support Webinars • Job-Embedded Coaching