

ANNEX - HILLSBOROUGH COUNTY PUBLIC SCHOOLS (HCPS) EXTERNAL OPERATOR SCOPE OF SERVICES SY 2020-21

SERVICE OVERVIEW

COMPREHENSIVE NEEDS ASSESSMENT (CNA) & TURNAROUND PLAN

Each school will receive a comprehensive needs assessment (CNA) to fully develop a turnaround plan. The school needs assessment:

- Will be completed with school administration and will include the analysis of current FSA scores correlated to assessment progress
- Includes classroom visits to assess instruction
- Identification of groups or areas of focus for SY2021
- Identification of school strengths to use as building blocks
- Develop baseline data for SY2021 including distribution of students and their ESSA categories as well as teacher quality attributes (ratings, FSA results, tenure in school/grade level, etc.)
- Detailed turnaround plan developed with school leadership

WEEKLY SUPPORT FROM TURNAROUND TEAM

- Collaborative management of school/progress including:
 - Classroom observations and walk throughs
 - Master scheduling
 - Collaborative planning meetings
 - Data meetings
 - Job-embedded professional development
 - Monthly progress reporting
 - Novice teacher induction
 - Teacher growth plans (as needed)
- Guide/model for providing feedback, coaching, and monitoring instruction including:
 - Constructive/crucial conversations
 - Determine “look fors” during classroom walkthroughs
- Develop and support the school leadership team:
 - Create monthly calendar of leadership tasks
 - Provide decision making strategies and processes
 - Clarify leadership roles and responsibilities
 - Develop school communication plans
- Utilize leadership rubrics to determine current status and areas of growth
- Create professional growth plans for administrators and provide support in implementation
- Develop and co-present parent workshops and other community opportunities
- Provide quarterly reports to HCPS Superintendent or designee to include key performance indicators with recommendations for further school improvements

PROVIDE SUPPORT FOR INSTRUCTIONAL COACHES' (IN COLLABORATION WITH DISTRICT PERSONNEL) TARGETED CURRICULUM PEDAGOGY

- Assist in establishing standards for instruction aligned to standards and scope of FSA
- Facilitate collaborative meetings for planning, formative assessments, professional development
- Provide one-on-one coaching/modeling for teachers
- Identify key areas of support in both ELA and Math
- Provide technical assistance and coaching on Math and ELA curriculum
- Provide guidance in planning and pacing instruction utilizing pacing guides and student data

PRINCIPAL COHORT LEADERSHIP SUPPORT

- Provide self-assessment and conduct workshop to review and utilize results
- Develop leadership role through ongoing workshops each month; sample topics may include:
 - Coaching and feedback
 - Managing data
 - Structures for teaming and collaboration
- Provide onsite peer coaching and feedback sessions to principals
- Develop process to monitor and support teachers using pacing guides and vertical alignment of standards
- Classroom culture and climate
- Ensuring rigor and relevance in the classroom
- Co-teaching/inclusion models

TURNAROUND SPECIALISTS - SCOPE OF SERVICES BY MONTH

Below are sample calendars provided to our Transformation Specialists and their team leaders at the beginning of each year of service. These are “living documents” and updated with specific tasks by school for each month based on continually re-assessed levels of need but serve to illustrate the tasks and activities encompassed in MGT’s service delivery model for HCPS.

Dates	At-A-Glance Activity	School Leadership Action Steps	MGT Turnaround Specialist Support
June	<p align="center">School Start Up Planning Protocols: Complete Master Schedule and Meeting Calendar for the school year</p> <p align="center"><i>June 1 – July 31</i></p>	<ul style="list-style-type: none"> • School Start Up Planning Protocols • Analyze data to determine teacher and student placement • Build the master schedule based on data analysis including the ESE, ELL, & ELP resources • Conduct at least two checks of the master schedule (end of June and end of July) with the district to review for FTE requirements first, and specific school needs second • Complete the meeting calendar for the year to include the following: <ul style="list-style-type: none"> ○ All PLC day/times ○ All Admin Leadership meeting dates (weekly) ○ All Admin Leadership/Coach meeting dates (weekly) ○ All Faculty and Staff Meeting dates (weekly/bi-weekly) ○ All Steering Committee dates (monthly) ○ All Action Team dates (monthly) ○ All grade-level PLCs (monthly) ○ All ILT meeting dates monthly ○ All Quarterly Data Chats & Conference Nights • Determine and schedule Professional Development for the 2020-2021 SY • Complete and update the School Improvement Plan (SIP) 	<ul style="list-style-type: none"> • Provide school with MGT Handbook and sample protocols • Provide input to come to agreement on a comprehensive master schedule and make final review* • Review school meeting calendar* • Ensure master schedule includes mandatory intervention time* • Participate in district review of Master schedule • Plan PD for the new adopted programs, if applicable • Retrieve 2020-2021 Testing Schedule and map out data analysis meetings • Provide input for the School Improvement Plan and make final review* • Determine topics for principal’s meetings <p>*Must be submitted to and approved by MGT project director.</p>
July	<p align="center">Summer Professional Development (PD) & Pre-Planning PD</p> <p align="center"><i>June 1 – July 27</i></p>	<ul style="list-style-type: none"> • Provide teachers with PD related to Summer/Fall 90 Day Plan/SIP action steps specific to their needs • Provide specific training for coaches and support services on tracking teacher support (i.e., using Shared Drive to track teacher progress throughout the coaching cycle) • Provide specific training for student support team on PSLTs and CST processes and expectations 	<ul style="list-style-type: none"> • Meet with new school Leadership teams to set expectations and protocols of MGT partnership • Create and conduct trainings for Summer PDs (individual or multiple MGT schools) • Engage with principal in hiring process and onboarding process for new

Dates	At-A-Glance Activity	School Leadership Action Steps	MGT Turnaround Specialist Support
		<ul style="list-style-type: none"> • Provide specific training for front office staff on “way of work” • Summer PD for teachers is not mandatory, but highly encouraged • Pre-Planning PD is mandatory and should include: <ul style="list-style-type: none"> ○ Training on School Data and creation of Data Walls ○ Training on School-wide behavior management ○ Training on trauma-informed care & poverty ○ Training on ESE strategies for classroom teachers ○ Training on ESOL strategies for classroom teachers • Develop school-wide Behavior management plan • Create post-COVID re-entry plan to support SEL and well-being 	<p>professional staff or teachers with an assignment change</p> <ul style="list-style-type: none"> • Complete Pre-planning Checklist <ul style="list-style-type: none"> ○ Professional development schedule ○ Master schedule ○ Staffing ○ SIP ○ School-wide Behavior Management Plan
	<p>Finalize student classes for 3rd grade</p> <p><i>July 20-July 27</i></p>	<ul style="list-style-type: none"> • Review student placements for 3rd grade based on summer school data 	<ul style="list-style-type: none"> • Re-adjust assignments in 3rd grade classrooms based on final student data (This may be in May for some schools.)
August	Pre-Planning Week	<ul style="list-style-type: none"> • Refer to Pre-planning PD above • Review rosters, schedules, student data • Prioritize PD topics for pre-planning week and on going 	<ul style="list-style-type: none"> • Introduce and share MGT support information to faculty and staff • Provide professional development as needed • Schedule MGT support daily
	Classroom Walkthroughs	<ul style="list-style-type: none"> • Determine the walkthrough focus and collaboratively create or use familiar walkthrough form based upon agreed “look-fors.” (Schools may wish to have a monthly focus and begin the school year with where they left off last school year.) • Share school specific classroom expectations • Conduct classroom walkthroughs daily, visiting all classes at least once a week (every teacher; every week) 	<ul style="list-style-type: none"> • Provide walkthrough checklists and focus for walkthroughs • Create plans for teachers in need of classroom management supports • Provide school with walkthrough analysis to be shared at faculty meeting once per month

Dates	At-A-Glance Activity	School Leadership Action Steps	MGT Turnaround Specialist Support
	<p>Assessment and Data Analysis</p> <p>MGT's CNA</p>	<ul style="list-style-type: none"> Plan beginning of the year assessments for the first two weeks of school to obtain baseline student data (Assessments may include, iReady Diagnostic assessments, math monthly, science assessments). 	<ul style="list-style-type: none"> Review the assessment data and support school coaches with the data review of school, class, and individual student data Based on data reviewed, plan instructional support for whole group and small group instruction Create schedule for school-based coaches with MGT coaches Coordinate MGT coaching support with school-based coaches
<p>September</p>	<p>RTI: Tier III Student Identification and Tracking</p> <p><i>September 1 – September 30</i></p>	<ul style="list-style-type: none"> Follow the Hillsborough Comprehensive Reading plan guidelines for identifying students for Tier III using: <ul style="list-style-type: none"> FSA data (3rd retained – 5th) iReady data (KG-5) STAR data (KG) Really Great Readers data (KG-1) Train RTI Liaisons who then assist in training of grade-level teachers 	<ul style="list-style-type: none"> Create spreadsheet to track the MTSS progress of Tier III students Ensure teachers are provided training for MTSS and RTI and there is a set protocol for RTI meetings TS will collaborate with school and MGT coaches to coordinate attendance at each RTI meeting
	<p>Create (This would already have been created by July 1) Fall/Winter 90-Day/SIP</p> <p><i>September 1- September 15</i></p>	<ul style="list-style-type: none"> Complete an IR of the school with school, district, and state representatives (best to align this review to the scheduled state IR) Update the SIP and measurable goals/1st 90-Day plan to create the 2nd plan (3rd is Winter/Spring) Include specific supports (i.e., coaching cycles) for teachers based on their tier (level of awareness) 1st round of Data Chats – Grades 3-5 <ul style="list-style-type: none"> Administer baseline 4th-8th grade writing assessment Develop monthly writing practice and assessment calendar 	<ul style="list-style-type: none"> Meet with leadership to identify teachers who need MGT coaching support Schedule quarterly progress meeting with Principal Cohort to analyze first quarter progress and course correct for second quarter Collaborate with the Principal to facilitate the data chats along with identifying trends and areas of support needed

Dates	At-A-Glance Activity	School Leadership Action Steps	MGT Turnaround Specialist Support
	Begin Teacher Coaching Cycles	<ul style="list-style-type: none"> Identify teachers in need of support (using CWT data and teacher performance data) 	<ul style="list-style-type: none"> TS will work with Admin Team and MGT Coaches to tier levels of support
October (2nd Nine Weeks)	RTI Calendar Starts	<ul style="list-style-type: none"> Create and Implement RTI calendar based on 1st Nine Weeks data and FSA Test Design Summary (This will begin as early as quarter 1 in some schools. Diagnostic testing is planned for in the first two weeks of school and RTI groups will be created at the end of August or beginning of September) 	<ul style="list-style-type: none"> Use student data from diagnostics and 1st Nine weeks to create RTI groups
Late October/November		<ul style="list-style-type: none"> Early October Plan for ELP Determine standards and curriculum to be using in Extended Learning Program Begin Extended Learning Program Hire teachers for ELP Progress monitoring tool is determined 	<ul style="list-style-type: none"> Come to consensus with Principal on plan for ELP* Review school calendar of events to ensure instructional time is minimally impacted by extra-curricular activities
End of 1st semester (Nov/Dec)		<ul style="list-style-type: none"> Revisit PD schedule and topics 	<ul style="list-style-type: none"> Review teacher tiers and determine support needs
December	Create Winter/Spring 90-Day <i>December 10 – January 10</i>	<ul style="list-style-type: none"> Complete an IR of the school with school, district, and state representatives (best to align this review to the scheduled state IR) Update/revise/add to the turnaround plan to create the 3rd plan Include specific supports (i.e., coaching cycles) for teachers based on their tier (level of awareness) 2nd round of data chats 	<ul style="list-style-type: none"> Gather evidence of progress since first IR and develop presentation with recommendations for next steps* Principal Cohort Meeting – semester reflection Collaborate with the Principal to facilitate the data chats along with identifying trends and areas of support needed

Dates	At-A-Glance Activity	School Leadership Action Steps	MGT Turnaround Specialist Support
January	Coaching Shifts	<ul style="list-style-type: none"> Coach focus shifts from the coaching cycle to working with targeted student groups Student groups are identified based on their sub-group and progress monitoring data using Form 2 from District and iReady diagnostic Coaches continue to plan with 3rd -5th grades and K-2 identifies a point person for each grade to lead planning 	<ul style="list-style-type: none"> Review school-wide data and follow up with targeted students and subgroups Develop FSA countdown plan with school leadership to target cell ownership Revisit school grade projection Develop a quarterly presentation for the Transformation Assistant Superintendent and the MGT project manager to demonstrate school progress using quantifiable data.
	RTI Calendar Updates	<ul style="list-style-type: none"> RTI Calendar updates monthly for each grade level based on monthly data 	<ul style="list-style-type: none"> Collaborate with coaches to update RTI groups and recalculate BQ students
February	Bottom Quartile Update	<ul style="list-style-type: none"> Re-calculate bottom quartile using IPT; only include students who were present for both FTEs when calculating Determine date for mock FSA testing 	<ul style="list-style-type: none"> Ensure accommodations are in place for upcoming testing Recalculate student count for testing data Develop testing culture plan
March	Hire/Establish Team <i>March 1 - April 30</i>	<ul style="list-style-type: none"> Require all teachers to submit their Intent to Return forms by March 15 Meet with district to determine allocations for the upcoming school year Fill all vacancies by April 30 	<ul style="list-style-type: none"> Provide guidance for interviewing teachers for upcoming school year Collaborate with admin on teacher/staff placements Participate in teacher/staff interviews

Dates	At-A-Glance Activity	School Leadership Action Steps	MGT Turnaround Specialist Support
April	Create School Budget <i>April 1 – May 31</i>	<ul style="list-style-type: none"> • Create school budget for the following school year using UniSig and TSSA funds • <i>Include in budget funding for leadership, coaches, and select teachers to work over the summer for planning for the following school year</i> 	<ul style="list-style-type: none"> • Survey leadership and coaches to determine summer professional development topics • Revisit standards and revise pacing guides
May	Create student classes for Upcoming School Year <i>May 1 – May 31</i>	<ul style="list-style-type: none"> • Teachers complete placement cards • APs create classes 	<ul style="list-style-type: none"> • Use class-level progress monitoring data to determine teacher placement • Use student-level progress monitoring data to assign students to classes for the upcoming school year
	Create Summer/Fall 90-Day <i>May 15- May 31</i>	<ul style="list-style-type: none"> • Complete an Instructional Review (IR) of the school with school, district, and state representatives to include: • Walkthroughs of all classrooms • Analysis of teacher and student data • Create first 90-Day plan (to include Summer & 1st month of school) with the Instructional Leadership Team (ILT) using feedback from IR to include: • Calendar of Professional Development days for the Summer/start of school year 	<ul style="list-style-type: none"> • Create agenda/schedule for IR and participate in IR walkthrough and discussion • Write 90 plan and align to IR plan: <i>Smart Goals based on needs related to the 4 Levers: school leadership, instructional infrastructure, climate/culture, and talent management; 3-5 objectives per goal; Detailed action steps for each objective that include dates</i> • Establish a walkthrough focus for 1st quarter based on IR <p>Update leadership information and school personnel information for current schools</p>
Weekly throughout year	Ongoing Processes	<ul style="list-style-type: none"> • Review New Student enrollments weekly to: <ul style="list-style-type: none"> ○ Update ELL student list ○ Update ESE student list • Update Tier III (blue folder) list 	<ul style="list-style-type: none"> • Weekly classroom visits • Attend Leadership Team Meetings • Attend Data Chats • Attend and present information during Faculty Meetings

Note: After each month, MGT's Transformation Specialists will add a row or rows documenting school specific activities conducted in schools by assigned teams.

CONTENT COACHES - SCOPE OF SERVICES BY MONTH

On the following pages we provide sample calendars provided to our Coaches at the beginning of each year of service. These are “living documents” and updated with specific tasks by school for each month based on continually re-assessed levels of need but serve to illustrate the tasks and activities encompassed in MGT’s service delivery model for HCPS.

Month	At-a-Glance	Actions	Coach’s needs from Transformation Specialist
June	Professional Development	<ul style="list-style-type: none"> Participate in Leadership training Develop a plan of action with school-based coaches for facilitation of an effective PLC Develop training modules <ul style="list-style-type: none"> MGT coaches (what does it look like for us?) New Schools New Teachers Any PD days (Monthly/Grade Level focus) Attend professional development trainings that would enhance the services we provide to each school 	
	Coaching	<ul style="list-style-type: none"> Contact district personnel for assigned programs and content to coordinate resources and support Create materials to be used at schools <ul style="list-style-type: none"> Walkthroughs Coaching Cycles “Look-fors” in a classroom (math and ELA) What it looks like to work with MGT partner How to access and analyze data 	
	Collaborate with Turnaround Specialist	<ul style="list-style-type: none"> Collaborate with TS and school admin to provide input on the school improvement plan (SIP) Work with TS to gather and analyze student data from the previous year and establish goals for each of the schools Along with TS plan and create first day of school training for pre-planning 	<ul style="list-style-type: none"> Master Schedule Input (intensive reading, intensive math, Algebra 1 level)

Month	At-a-Glance	Actions	Coach's needs from Transformation Specialist
July	Professional Development	<ul style="list-style-type: none"> Reviewing and revising the training modules BSI Summer Academy (End of July) Participate in the planning and implementation of new teacher orientation Provide PD as MGT team to new schools 	
	Collaborate with Turnaround Specialist	<ul style="list-style-type: none"> In collaboration with the TS and school analyze the school's data to set proficiency and growth goals for the upcoming year With the TS establish school focus including who attends what meetings and begin to create a calendar of support and communicate plans with the school Collaborate with Turnaround Specialist and administration on walkthrough form and classroom look-fors checklist to determine what supports will be needed 	<ul style="list-style-type: none"> PBIS, Tutoring, small group instruction (start at beginning of year, non-negotiable) What is needed for the quarterly plan input (what recommendation or information do you need?) Updates on new teachers and staffing (reoccurring)
	Coaching	<ul style="list-style-type: none"> Work with school-based coach to establish PLC and data chats schedules, norms, and expectations Developing MGT coaching teams Review any new curriculum and instructional guides Create plan to help teachers to bridge the gap between the previous year and current year (Proficiency) 	
August	Coaching	<ul style="list-style-type: none"> Introduction of the MGT team to the schools, coaches, and teachers and begin building relationships Along with school-based coach align roles and responsibilities Finalize schedule with days and times of attending various schools outlining classroom visits, planning sessions, PLCs and communicate the schedule to all stakeholders Review student data with coaches and teachers to determine ESSA groups, growth, and proficiency and individual student needs Begin to hold monthly coaches meeting to collaborate on current needs 	
	Professional Development	<ul style="list-style-type: none"> Along with school-based coach, provide PD on how to navigate instructional guides and use engaging resources to enhance lessons 	

Month	At-a-Glance	Actions	Coach's needs from Transformation Specialist
		<ul style="list-style-type: none"> Reading Coach will provide teachers with training in DRAs and support classroom teachers in administering them Provide PD on analyzing and interpreting data 	
	Collaborate with Turnaround Specialist	<ul style="list-style-type: none"> Collaborate with the TS and school to develop plans and goals for the Quarterly Plan 	Outcomes of CST and IEP meetings. Need access to accommodations and recommendations. (Reoccurring)
	Reoccurring Actions	<ul style="list-style-type: none"> Conduct walkthroughs which include MGT's monthly instructional focus and/or MGT's walkthrough tool to provide data to improve instruction Schedule MGT weekly meeting [TS and Coaches] to discuss school updates, walkthrough data, and coaching cycle updates Hold monthly coaches meeting to collaborate on current needs Schedule MGT monthly coaches meeting 	
September	Coaching	<ul style="list-style-type: none"> Outline a protocol for coaching cycles to include agreed upon feedback loop and data collection Participate in planning sessions and provide research-based materials to target weak standards and skills Identify teacher, grade level, and school wide trends to target our coaching supports and the teacher's instruction Collaborate with school and Turnaround Specialist to tier teachers based on walkthrough data 	
	Professional Development	<ul style="list-style-type: none"> Provide PD on FSA blueprint, Test Item Specs and Sample Questions using the ALDs 	
	RTI and MTSS	<ul style="list-style-type: none"> Create spreadsheets to organize multiple points of student data and to tier the students into small group instruction Coaches can provide trainings for RTI and MTSS including sample documents and research-based materials for Tier II and Tier III groups In conjunction with the school-based coaches, support teachers in analyzing diagnostic data and determining next steps (i.e., data chats) Assist in the creation of data walls Conduct student conferences to review data and set academic goals 	

Month	At-a-Glance	Actions	Coach's needs from Transformation Specialist
	Reoccurring Actions	<ul style="list-style-type: none"> • Conduct walkthroughs which include MGT's monthly instructional focus and/or MGT's walkthrough tool to provide data to improve instruction • Schedule MGT weekly meeting [TS and Coaches] to discuss school updates, walkthrough data, and coaching cycle updates • Hold monthly coaches meeting to collaborate on current needs • Schedule MGT monthly coaches meeting 	
October	ELP	<ul style="list-style-type: none"> • Plan the content and resources for FSA tutoring (ELP) 	
	RTI and MTSS	<ul style="list-style-type: none"> • Conduct walkthroughs during RTI blocks and share feedback with teachers, Turnaround Specialists, and Administration 	
	Professional Development	<ul style="list-style-type: none"> • Provide PD on FSA writing, including writing samples and rubric 	
	Reoccurring Actions	<ul style="list-style-type: none"> • In conjunction with the school-based coaches, support teachers in analyzing diagnostic data and determining next steps (i.e., data chats) • Collaborate with school and Turnaround Specialist to tier teachers based on walkthrough data • Participate in planning sessions and provide research-based materials to support teaching and learning • Conduct walkthroughs which include MGT's monthly instructional focus and/or MGT's walkthrough tool to provide data to improve instruction • Schedule MGT weekly meeting [TS and Coaches] to discuss school updates, walkthrough data, and coaching cycle updates • Hold monthly coaches meeting to collaborate on current needs • Schedule MGT monthly coaches meeting 	
November	Coaching	<ul style="list-style-type: none"> • Conduct student conferences and review data to determine if students met their goals and set new goals if needed 	
	Reoccurring Actions	<ul style="list-style-type: none"> • In conjunction with the school-based coaches, support teachers in analyzing diagnostic data and determining next steps (i.e., data chats) • Collaborate with school and Turnaround Specialist to tier teachers based on walkthrough data • Participate in planning sessions and provide research-based materials to support teaching and learning 	

Month	At-a-Glance	Actions	Coach's needs from Transformation Specialist
		<ul style="list-style-type: none"> • Conduct walkthroughs which include MGT's monthly instructional focus and/or MGT's walkthrough tool to provide data to improve instruction • Schedule MGT weekly meeting [TS and Coaches] to discuss school updates, walkthrough data, and coaching cycle updates • Hold monthly coaches meeting to collaborate on current needs • Schedule MGT monthly coaches meeting 	
December	Collaborate with Turnaround Specialist	<ul style="list-style-type: none"> • Provide input for Quarterly Plan updates 	
	Reoccurring Actions	<ul style="list-style-type: none"> • In conjunction with the school-based coaches, support teachers in analyzing diagnostic data and determining next steps (i.e., data chats) • Collaborate with school and Turnaround Specialist to tier teachers based on walkthrough data • Participate in planning sessions and provide research-based materials to support teaching and learning • Conduct walkthroughs which include MGT's monthly instructional focus and/or MGT's walkthrough tool to provide data to improve instruction • Schedule MGT weekly meeting [TS and Coaches] to discuss school updates, walkthrough data, and coaching cycle updates • Hold monthly coaches meeting to collaborate on current needs • Schedule MGT monthly coaches meeting 	
January	RTI and MTSS	<ul style="list-style-type: none"> • Coaches determine students for groups to directly instruct and frequency of small group sessions • Select standards for RTI lessons based on Winter Diagnostic data • Conduct student conferences and review data to determine if students met their goals and set new goals if needed • ELA Coach will oversee mid-year DRAs and determine if students reading levels have increased 	
	Reoccurring Actions	<ul style="list-style-type: none"> • In conjunction with the school-based coaches, support teachers in analyzing diagnostic data and determining next steps (i.e., data chats) • Collaborate with school and Turnaround Specialist to tier teachers based on walkthrough data 	

Month	At-a-Glance	Actions	Coach's needs from Transformation Specialist
		<ul style="list-style-type: none"> Participate in planning sessions and provide research-based materials to support teaching and learning Conduct walkthroughs which include MGT's monthly instructional focus and/or MGT's walkthrough tool to provide data to improve instruction Schedule MGT weekly meeting [TS and Coaches] to discuss school updates, walkthrough data, and coaching cycle updates Hold monthly coaches meeting to collaborate on current needs Schedule MGT monthly coaches meeting 	
February	Coaching	<ul style="list-style-type: none"> Along with school-based coach, develop FSA "Boot-Camps" and create master schedule of days and times Plan with reading coaches Read Across America activities and incentives 	
	Reoccurring Actions	<ul style="list-style-type: none"> In conjunction with the school-based coaches, support teachers in analyzing diagnostic data and determining next steps (i.e., data chats) Collaborate with school and Turnaround Specialist to tier teachers based on walkthrough data Participate in planning sessions and provide research-based materials to support teaching and learning Coaches determine students for groups to directly instruct and frequency of small group sessions Conduct walkthroughs which include MGT's monthly instructional focus and/or MGT's walkthrough tool to provide data to improve instruction Schedule MGT weekly meeting [TS and Coaches] to discuss school updates, walkthrough data, and coaching cycle updates Hold monthly coaches meeting to collaborate on current needs Schedule MGT monthly coaches meeting 	
March	Coaching	<ul style="list-style-type: none"> Oversee implementation of FSA "Boot-camps" 	

Month	At-a-Glance	Actions	Coach's needs from Transformation Specialist
		<ul style="list-style-type: none"> Conduct student conferences and review data to determine if students met their goals and set new goals if needed 	
	Reoccurring Actions	<ul style="list-style-type: none"> In conjunction with the school-based coaches, support teachers in analyzing diagnostic data and determining next steps (i.e., data chats) Collaborate with school and Turnaround Specialist to tier teachers based on walkthrough data Participate in planning sessions and provide research-based materials to support teaching and learning Coaches determine students for groups to directly instruct and frequency of small group sessions Conduct walkthroughs which include MGT's monthly instructional focus and/or MGT's walkthrough tool to provide data to improve instruction Schedule MGT weekly meeting [TS and Coaches] to discuss school updates, walkthrough data, and coaching cycle updates Hold monthly coaches meeting to collaborate on current needs Schedule MGT monthly coaches meeting 	
April	Coaching	<ul style="list-style-type: none"> Make recommendations for additional supplemental resources 	
	Reoccurring Actions	<ul style="list-style-type: none"> In conjunction with the school-based coaches, support teachers in analyzing diagnostic data and determining next steps (i.e., data chats) Collaborate with school and Turnaround Specialist to tier teachers based on walkthrough data Participate in planning sessions and provide research-based materials to support teaching and learning Coaches determine students for groups to directly instruct and frequency of small group sessions Conduct walkthroughs which include MGT's monthly instructional focus and/or MGT's walkthrough tool to provide data to improve instruction Schedule MGT weekly meeting [TS and Coaches] to discuss school updates, walkthrough data, and coaching cycle updates Hold monthly coaches meeting to collaborate on current needs Schedule MGT monthly coaches meeting 	

Month	At-a-Glance	Actions	Coach's needs from Transformation Specialist
May	Coaching	<ul style="list-style-type: none"> • Hold vertical planning sessions to 1) determine current cohort strengths and weaknesses, 2) determine needs for RTI, and 3) determine critical standards or skills for student to be successful for the upcoming year • During grade level planning sessions review previous years pacing and adjust for next year • ELA Coach will oversee end-of-year DRAs and determine if students are finishing the year on grade level • Conduct student conferences and review data to determine if students met their goals and set new goals if needed. 	
	Professional Development	<ul style="list-style-type: none"> • Outline PD for the start of the school year (with TS) <ul style="list-style-type: none"> ○ New curriculum ○ Pacing guides ○ DRA 	
	Collaborate with Turnaround Specialist	<ul style="list-style-type: none"> • Provide input for the end-of-the-year meeting 	What is needed for the end of the year meeting and turnaround plan for next year?
	Reoccurring Actions	<ul style="list-style-type: none"> • Schedule MGT weekly meeting [TS and Coaches] to discuss school updates, walkthrough data, and coaching cycle updates • Hold monthly coaches meeting to collaborate on current needs • Schedule MGT monthly coaches meeting 	

QUANTITY/FREQUENCY OF SUPPORT

The following table represents the **minimum frequency of supports per school**. As project director, Dr. Babette Moreno will lead a team of School Transformation Specialists and will divide her time among the schools overseeing their work. For each type of support--onsite leadership, instructional support--there is expected to be variation among schools based on degree and acuity of need that will be further defined by the findings from the Comprehensive Needs Assessment.

School Support Role	Details of the Role	Frequency of Support per Campus
Comprehensive Needs Assessment	<p>Analysis of school data correlation of formative assessment data/FSA; completion of needs assessment and recommendations.</p> <p><i>The guided school needs assessment will be completed with school administration within the first 45 days of the school partnership and will include the analysis of current FSA scores correlated to formative assessment data progress, identification of areas of focus for SY2020 and identification of strengths of the school to use as building blocks to improvement. The analysis will provide baseline data for the SY2020 year school improvement plan.</i></p>	1 CNA/ Annually
School Transformation Director Oversight	<p>The HCPS School Transformation Director provides oversight and progress monitoring throughout course of project to ensure:</p> <p><i>The school turnaround plan is executed with fidelity and in accordance with HCPS standards</i></p> <p><i>Compliance with state reporting requirements</i></p> <p><i>Appropriate progress monitoring and assessment</i></p>	5-7 days/monthly
Onsite Coaching Days	<p>School leadership and teacher support, curriculum planning, onsite professional development to leadership and coaching.</p> <p><i>This school-based support will provide ongoing, personalized coaching to school administrators and teachers. Each administrator will complete a self-analysis of their progress on the Florida Principal Leadership Standards. This analysis will be used for bi-monthly coaching sessions. Teacher support will include classroom visits and feedback, Individual and grade level coaching sessions based on the areas of need as mutually determined by teachers and school administration.</i></p> <p><i>Professional development will be based on school need as determined through data analysis, walk throughs, and coaching sessions. Expected topics for the SY2020 based on</i></p>	160 days/SY

School Support Role	Details of the Role	Frequency of Support per Campus
	<p><i>SY 2019 data include, but are not limited to:</i></p> <p>Teacher Clarity- ensuring learning expectations are visible; High Yield instructional strategies for reading, math, and writing; Student engagement strategies to increase student discourse; Assessing for Learning to help ensure student mastery of content area skills; and Scaffolding instruction to meet the students’ learning needs and reach the expectations of the content area standards.</p> <p><i>These professional development topics can be provided at the whole school, grade level, or district level.</i></p>	
School Transformation Specialist	<p>Onsite leadership and execution of school turnaround plan ensuring fidelity of execution, supervision, monitoring, and mentoring of administrative staff and faculty including:</p> <ul style="list-style-type: none"> ◆ Leadership Development. <i>This is work done directly with the school administrators on setting administrative expectations, developing and monitoring school and individual plans of improvement, and developing a high-quality school culture around teaching and learning.</i> ◆ Cohort Leadership Support Days. <i>These sessions include cohort-wide professional development / administrator training provided to all administrators in cohort. This is estimated at 1-2 days a month.</i> ◆ State Reporting. <i>This includes all state requirements for written reports, and attendance and presentations to the State.</i> ◆ Curriculum and Coaching Support. <i>Development and delivery of monthly professional development and training for school coaches. This can also be collaborative with district personnel for all instructional coaches.</i> 	80 days/SY
Virtual support and off-site planning	<p>Video/Phone/Skype/Conferencing for support as needed.</p> <p><i>We have allocated 12 days (96 hours) to off-site work including planning, district communication, virtual support, and any other activities required to fully support the success of the District.</i></p>	12 days/SY

School Support Role	Details of the Role	Frequency of Support per Campus
Family/Community Support and Communication	Onsite support, Cohort family, and community engagement activities	10 days/SY (80 hours)

COST BY SCHOOL

The tables below show cost for each school by the tasks outlined in the preceding sections. The Project Cost shown in each table reflects the maximum possible fees based on the highest tiers of academic performance. These costs do not reflect the holdbacks and reduced fees for lower tiers of performance, which are outlined in Addenda 3 and 4 of the Master Agreement.

COST BY SERVICE – JAMES ELEMENTARY

Milestones and Tasks	Total Project Costs
1.0 Project Initiation	\$5,098.89
2.0 Comprehensive Needs Assessment	\$31,242.11
3.0 Director Oversight (Babette)	\$12,747.23
4.0 Coaching	\$271,940.99
5.0 School Transformation Director	\$114,926.18
6.0 Off Site Planning and Reporting	\$21,245.39
7.0 Community Engagement	\$16,996.31
8.0 Project Management	\$14,922.89
Project Cost	\$489,120.00

COST BY SERVICE – KIMBELL ELEMENTARY

Milestones and Tasks		Total Project Costs
1.0	Project Initiation	\$4,270.87
2.0	Comprehensive Needs Assessment	\$23,729.12
3.0	Director Oversight (Babette)	\$10,677.18
4.0	Coaching	\$227,779.86
5.0	School Transformation Director	\$98,702.55
6.0	Off Site Planning and Reporting	\$17,795.30
7.0	Community Engagement	\$14,236.24
8.0	Project Management	\$14,094.87
Project Cost		\$411,286.00

COST BY SERVICE – ROBLES ELEMENTARY

Milestones and Tasks		Total Project Costs
1.0	Project Initiation	\$5,820.99
2.0	Comprehensive Needs Assessment	\$37,794.01
3.0	Director Oversight (Babette)	\$14,552.47
4.0	Coaching	\$297,376.75
5.0	School Transformation Director	\$142,150.36
6.0	Off Site Planning and Reporting	\$24,254.12
7.0	Community Engagement	\$19,403.30
8.0	Project Management	\$15,644.99
Project Cost		\$556,997

COST BY SERVICE – SULPHUR SPRINGS K-8 COMMUNITY SCHOOL

Milestones and Tasks		Total Project Costs
1.0	Project Initiation	\$6,306.10
2.0	Comprehensive Needs Assessment	\$42,195.90
3.0	Director Oversight (Babette)	\$15,765.24
4.0	Coaching	\$321,533.25
5.0	School Transformation Director	\$153,370.70
6.0	Off Site Planning and Reporting	\$26,275.40
7.0	Community Engagement	\$21,020.32
8.0	Project Management	\$16,130.10
Project Cost		\$602,597.00

COST BY SERVICE – FOLSOM ELEMENTARY

Milestones and Tasks		Total Project Costs
1.0	Project Initiation	\$5,176.53
2.0	Comprehensive Needs Assessment	\$23,357.46
3.0	Director Oversight (Babette)	\$12,941.33
4.0	Coaching	\$276,081.70
5.0	School Transformation Director	\$125,036.45
6.0	Off Site Planning and Reporting	\$21,568.88
7.0	Community Engagement	\$17,255.11
8.0	Project Management	\$15,000.53
Project Cost		\$496,418.00

COST BY SERVICE – FOSTER EMENTARY

Milestones and Tasks		Total Project Costs
1.0	Project Initiation	\$5,162.02
2.0	Comprehensive Needs Assessment	\$23,258.98
3.0	Director Oversight (Babette)	\$12,905.05
4.0	Coaching	\$275,307.80
5.0	School Transformation Director	\$124,718.96
6.0	Off Site Planning and Reporting	\$21,508.42
7.0	Community Engagement	\$17,206.74
8.0	Project Management	\$14,986.02
Project Cost		\$495,054.00

COST BY SERVICE – MCDONALD ELEMENTARY

Milestones and Tasks		Total Project Costs
1.0	Project Initiation	\$5,481.21
2.0	Comprehensive Needs Assessment	\$25,411.79
3.0	Director Oversight (Babette)	\$13,703.03
4.0	Coaching	\$285,106.67
5.0	School Transformation Director	\$138,940.99
6.0	Off Site Planning and Reporting	\$22,838.39
7.0	Community Engagement	\$18,270.71
8.0	Project Management	\$15,305.21
Project Cost		\$525,058.00

COST BY SERVICE – OAK PARK

Milestones and Tasks		Total Project Costs
1.0	Project Initiation	\$5,677.09
2.0	Comprehensive Needs Assessment	\$26,731.91
3.0	Director Oversight (Babette)	\$14,192.71
4.0	Coaching	\$295,089.00
5.0	School Transformation Director	\$143,700.07
6.0	Off Site Planning and Reporting	\$23,654.52
7.0	Community Engagement	\$18,923.62
8.0	Project Management	\$15,501.09
Project Cost		\$543,470.00