

eAgenda

POLK COUNTY PUBLIC SCHOOLS

Reviewer : View Agenda Item

Agenda

06 16 2020 School Board Meeting 12 30 PM

Category

Consent

Sub-Category

Learning General Items

Title

External Operator Contract for McLaughlin Middle

Description

Request to accept External Operator contract **McLaughlin Middle** (Learning Sciences International) for the 2020-2021 school year, as required per Florida Department of Education, Rule 6A-1.099811, FAC.

Recommendation

Recommend the acceptance of the External Operator contract McLaughlin Middle School.

My Contact

Patricia J. Barnes
Regional Assistant Principal

Financial Impact

McLaughlin Middle (Learning Sciences International) \$498,000.00

Attachments: (list)



[McLaughlin Middle EO Contract.pdf](#)

Audit Data	Date & Time
Agenda Item Copied from '06 16 2020 School Board Meeting 12 30 PM' by Wendy Winchester	6/4/2020 4:14:33 PM
Attachment 'Griffin Elementary EO Contract.pdf' copied by Wendy Winchester	6/4/2020 4:14:33 PM
Attachment 'McLaughlin Middle EO Contract.pdf' copied by Wendy Winchester	6/4/2020 4:14:33 PM
Wendy Winchester Assigned as Item Author by Wendy Winchester	6/4/2020 4:14:33 PM
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Elizabeth Warren - (Sr. Director's Secretary)
Role : Reviewer

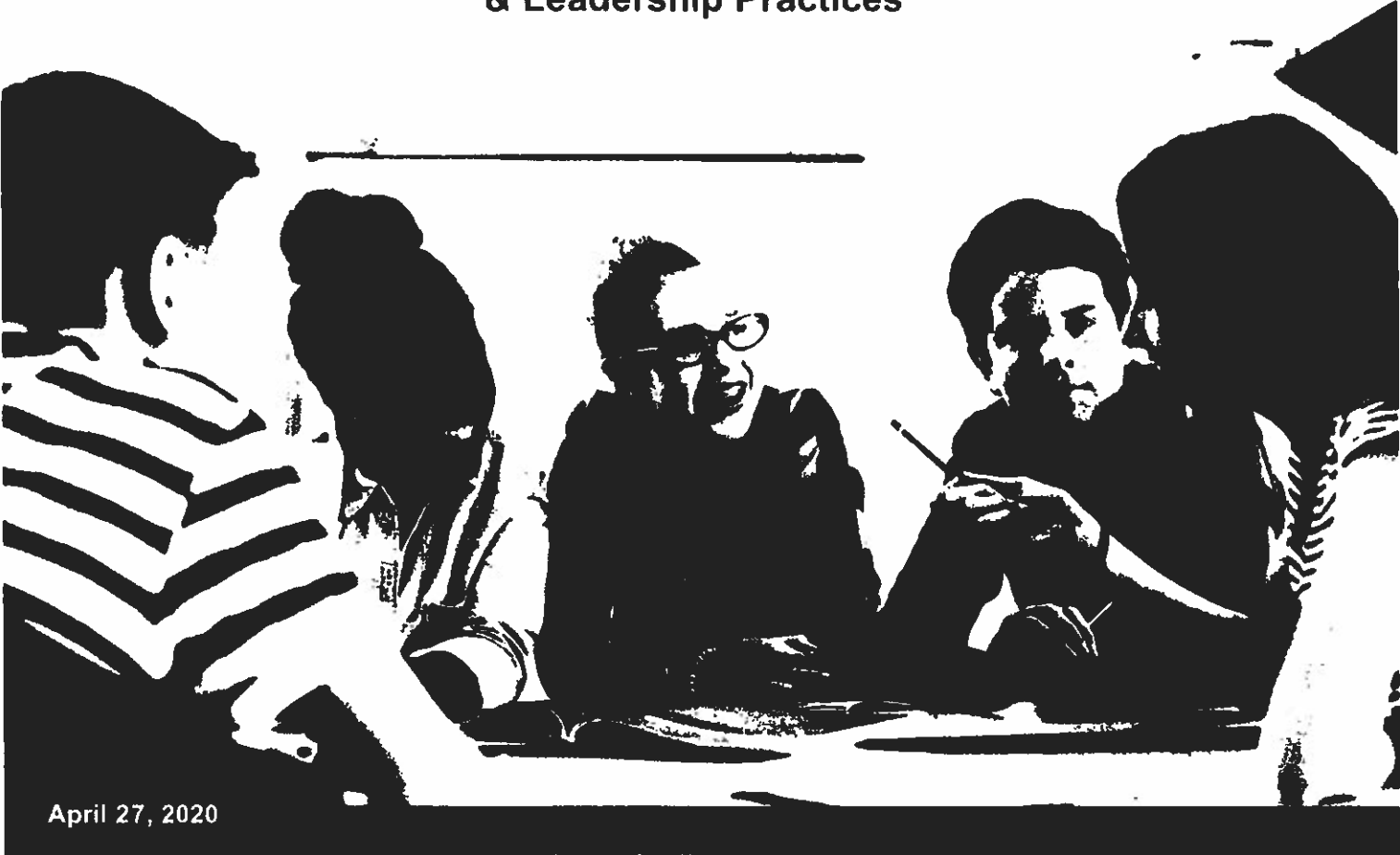
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Polk County Public Schools
1915 South Floral Avenue Bartow,
FL 33830

& Leadership Practices



April 27, 2020



**LEARNING
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Intensive Supports to Continue the Transformation of Core Instruction

Our Mission

Learning Sciences International® (LSI) empowers schools and districts to transform core instruction and leadership practices, resulting in rapid gains in student learning. We are a research-based organization dedicated to the development of teacher expertise and comprehensive school leadership, working closely with leading researchers and educators to reimagine school success and achieve sustainable school performance.



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McLaughlin Middle School and Fine Arts Academy: Improved Conditions, Teaching, and Learning

For the 2019-20 school year, Polk County Schools partnered with Learning Sciences International in an external operator partnership for McLaughlin Middle School and Fine arts Academy. Since the inception of the partnership, conditions supportive of learning have improved, making it possible for teachers and students to focus on learning. However, the school has experienced unique staffing challenges. To ensure a successful launch into the 2020-21 school year, LSI has assisted with recruitment of qualified faculty and is working with the school to create an induction and preparation program for newly assigned teachers.

As instruction moved from on-site to virtual, gains in Math proficiency in grades 6 and 8, as well as in Science in all grade levels, had been achieved. The remaining gaps in ELA and civics proficiency were being addressed through an intensive pull-out and push-in model that was grounded in explicitly remediating specific standards. These efforts were showing promise based on formative assessment data.

To ensure an aggressive increase in proficiency in all tested areas, we have adjusted our plan of support and scope of work to expand and deepen our work to address specific deficiencies in ELA, Science, Math, and Civics.

External Operator Model

LSI's External Operator (EO) model provides a continuum of supports to build capacity for sustainable improvement in two phases: *Refining Supportive Conditions for Learning* and *Transformation of Core Instruction*. McLaughlin had begun to advance through the first phase prior to the COVID-19 crisis that closed all schools. We anticipate that conditions will initially need more attention upon reopening the school, so we will return to that phase at the beginning of the school year.

The *Refining Supportive Conditions for Learning Phase* ensures that the school has the strong, supportive expectations, systems, and processes that foster rigorous teaching and learning for every student. Once these foundations are re-established, the *Transformation of Core Instruction Phase* will shift the school back to engaging, student-centered, standards-based learning to prepare students for success in the new economy of the 21st Century. Teachers and school leaders will rebuild a strong culture of teambased, mutually supportive teaching and learning.

Investment in People and Systems

As the District knows well, our EO partnership model is an investment in people and systems for effective, rigorous core instruction and school leadership. The model is designed to elevate the quality of instructional leadership and teaching, and to increase student achievement in high-need, highpoverty schools. McLaughlin's teachers and students will continue to be empowered, and students will return to developing the academic, social, and emotional skills that they were so powerfully demonstrating before schools had to close.

Schools and districts that partner with LSI have realized systemwide improvements in the effectiveness of leadership, rigor of classroom instruction, engagement of students, and growth in social and emotional skills. These improved outcomes have resulted in **accelerated learning rates**. In less than one year, students in these LSI partner schools outpaced the learning rate in their district as follows:

- Flora Ridge Elementary School in Osceola County by **18%** in 5th grade reading and **33%** in math
- Deerwood Elementary School in Osceola County by **61%** in 4th grade reading and **25%** in math
- Champion Elementary School in Volusia County by **27%** in 5th grade reading and **20%** in math
- Westside Elementary School in Volusia County by **18%** in 5th grade reading and **86%** in 5th grade math
- William Moseley Elementary School in Putnam County by **76%** and **60%** in 5th and 4th grade reading, respectively

Nationally, the LSI Applied Research Center recently completed a 3-year longitudinal study of student performance in schools implementing our model of instruction. This study shows that these students outpaced the learning rate of matched students in non-implementing schools by as much as 32% in Reading and 24% in Math. Given the nation's current crisis in which most students are out of school and many are falling behind in their learning progress, it will be of critical importance for schools to regain lost ground as quickly as possible when their students return.

Your Plan of Action

Refining Supportive Conditions for Learning

Assemble the Executive Action Team (EAT)

The Executive Action Team reviews progress of the actions outlined in the contract with LSI as well as the annual action plan. Members will work collaboratively to resolve any impediments to McLaughlin's success. Typically, the team consists of the following members:

- Superintendent/ Deputy Superintendent
- Chief Academic Officer
- School Improvement Director or Regional Superintendent
- LSI Turnaround Practice Leader
- LSI Turnaround Leadership Coach
- School Principal

Sustaining Efficient Systems and Processes

Systems and processes at McLaughlin must continue to create a supportive atmosphere where teaching and learning can flourish. LSI will assist the school's leadership team in sustaining and consistently enforcing procedures needed to ensure that each school is efficiently managed and safe.

Empowering Strong Leadership Teams

We will assist McLaughlin's principal, assistant principal, and teacher leaders through careful root-cause analysis of data and examination of student evidence of learning. The LSI leadership coach and principal will continue the weekly Action Board process using frequent classroom inspection and teacher feedback to accelerate student mastery of standards-driven learning goals. This will support the continued development of a strong leadership team who has taken ownership of student learning.

Deepen Student-Centered Core Instruction

Engaging, rigorous, standards-driven learning results from strong core instruction using student-centered tasks. McLaughlin's leadership team and faculty will deepen student-centered instructional systems and expectations. Students will continue to work in mutually accountable learning teams that take ownership of progress toward learning goals. Teachers will further develop their skills at scaffolding learning tasks that build student mastery at the full intent and rigor of the standards and expect students to produce evidence of learning at that level. The LSI faculty coach will deliver PD, followed by classroom observations and coaching sessions to ensure faithful implementation of the strategies needed to reach higher levels of rigor.

Expand Next Generation Systems and Culture

The school will expand previously established, coordinated systems of leadership, curriculum, data, core instruction, instructional coaching, PLCs, multitiered supports for students, all designed to rapidly improve student achievement outcomes. The most important metric driving these systems is student evidence of learning. The leadership teams will continue to develop a deep understanding of what to inspect in classrooms to ensure that these systems are working effectively. This effort will expand and continue to facilitate a culture of high expectations, high support, and mutual accountability through the development of masterful instructional leaders, expert teachers, and self-regulated, engaged students.

Transformation of Core Instruction

Verify Team-Centered Core Instruction in All Classrooms

The principal and school leadership team will be well practiced at inspecting evidence of student learning that results from strong core instruction. They will regularly provide supportive feedback to teachers, using short-, mid-, and long-cycle assessment data to ensure measurable improvement of student learning. Teachers will continue to develop mutually accountable teams that are well-calibrated to classify levels of student achievement based on classroom evidence of learning. They will reflect on the effectiveness of their own practice and observe peers' use of instructional strategies to provide feedback that improves the entire team's level of expertise. Students will become accustomed to working in teams that are mutually accountable for the quality and progress of learning.

Transition of Next Generation Systems to Teacher Teams

The leadership, curriculum, data, core instruction, coaching, PLC, and MTSS will be fully operational in McLaughlin. The principal will transition these systems to teacher teams and ensure their effectiveness through the interdependent work of leadership, teacher, and student teams.

Implementation Plan Summary

External Operator Partnership

Summer 2020

School Leadership Coach

- Back-to School Planning
- Team Diagnostic Survey #1
- Communication
- Action Board Planning and Daily Stand-up
- School-wide Discipline Systems
- Expectations and Rules for School-wide Systems
- Teaching Expectations and Rules
- Supporting Classroom Systems
- Data Analysis
- Building a Master Schedule to Support Interventions
- Student Assignment for Interventions
- ELA and Math Standards for Instructional Leaders
- Developing a Mentoring Program for At-Risk Students
- Technical Assistance: Site-Based Budgeting and Federal Funds

2020-21 School Year Implementation

LSI will assume primary school oversight with the following:

- Oversee all school operations
- Primary responsibility for all school academic programs
- Assignment, reassignment, coaching and evaluation of school personnel
- Identification, training, and coaching of professional learning community leaders
- Student academic assessment
- Monthly scientific metrics including surveys, data analysis and reporting.
- Public relations support
- Monthly project review meetings
- LSI dedicated Faculty and Leadership Coach resources

School Leadership Coach (10 days per month)

- Executive coaching for principal to continue developing strong, systemic conditions supportive of rigorous teaching and learning, includes:
 - District Kickoff to launch project and partnership with stakeholders
 - Designing Implementation
 - Continuance of Rigor Diagnostics delivered each quarter
 - Conditions Walks and/or RigorWalks administered every other week, as needed
 - Monthly Executive Action Team Meetings with project reviews to address barriers and impediments to project success

Faculty Coach (10 days ELA per month, 10 days math per month, and 4 days science per month)

- Targeted professional development and coaching for teachers
 - Enhancing classroom conditions and routines supportive of rigorous learning
 - ELA and math actions to achieve the standards
 - Standards-based alignment of learning targets and tasks
 - Teacher verification and feedback to students on attainment of learning targets
 - Effective functioning of PLCs focused on student evidence of learning
- Coaching to Strengthen PLCs
 - PLCs will serve as the medium for collegial learning, peer coaching, and professional growth both as a team and as individual practitioners
 - Focus on student-centered learning

Dedicated Resources

- Project leadership and supervision, program management, monthly support and management of project activities, data analysis, logistics, and reporting
- Academic Teaming Toolkits, 1 set for each professional learning day, typically 3 days
- Academic Teaming Material Reproduction Licenses
- Building Expertise 2021 Conference, registration for Principal attendance
- *Radical Candor*, Kim Scott (10 copies)
- *The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever*, Michael Bungay Stanier (10 copies)
- *How I Wish I'd Taught Maths*, Craig Barton (instructional coach and faculty copies)

Integrated tech tools measuring growth in school leadership effectiveness and teaching practice

- LSI Trend Tracker® for principals to collect and analyze data about classroom practices and student evidence of learning and to make data-informed decisions for improvement
- LSI Standards Tracker® for teachers to develop standards-based learning targets and success criteria, plan instruction, and formatively assess student progress toward standards mastery
- LSI Growth Tracker® for teachers and teacher teams to grow their instructional expertise through professional development, peer coaching, attainment of micro-credentials

Overview of EO Services by Stakeholder Participation

SERVICES	DISTRICT LEADERS	PLC PRINCIPAL LEADERS	WHOLE SCHOOL	COACH/ MENTORS
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	PROFESSIONAL LEARNING (3 DAYS)	✓	✓	✓	✓
	SCHOOL LEADER COACHING (10 DAYS/MONTH)	✓			
	COACHING FOR TEACHERS (20 DAYS/MONTH)		✓	✓	✓
	PLC SUPPORT (WEEKLY)		✓	✓	✓
	RIGOR DIAGNOSTIC (QUARTERLY)		✓	✓	✓
	EXECUTIVE ACTION TEAM (MONTHLY)	✓	✓		
	FALL CULTURE SURVEY (OCTOBER)	✓	✓		
	SPRING CULTURE SURVEY (MARCH)			✓	✓
	TEAM DIAGNOSTIC SURVEY (AUGUST, DECEMBER, APRIL)			✓	✓
	LSI TREND TRACKER (ONGOING)		✓		✓
	LSI GROWTH TRACKER (ONGOING)		✓		✓
YEAR 2		✓	✓	✓	✓
July 2020 - June 2021	LSI STANDARDS TRACKER (ONGOING)	✓	✓	✓	✓

Detailed Scope of Work

Summer - June 2020 – July 2020

SIMM System		Module	School Leader Support
Leadership	Designing Implementation		Facilitated by an LSI School Leadership Coach, <i>Designing Implementation</i> is a full-day session that includes district and school leaders convening to discuss desired outcomes and a recommended process for targeted professional development and strategic coaching supports. Through the use of the Team Diagnostic Survey, teams will assess and re-launch prior to engaging in coaching around the work. The goal of this planning day is to ensure a successful launch of the school leadership team and set criteria for successful school improvement, including the identification of specific expectations for all stakeholders. Principals and school leadership teams will receive a <i>Quick Start Success Toolkit</i> with resources that will support implementation, including communication templates for faculty and the community, sample action boards, SIMM worksheet, sample leadership coaching agendas, professional learning articles, podcasts, and videos from principals who have done this work.
Leadership	Back-to-School Planning		Through the support of an LSI School Leadership Coach, principals and leadership teams will explore all aspects of a school's operation and develop a comprehensive plan for the distribution of instructional and non-instructional duties. Additional coaching will include developing an action plan for increasing the time the principal and leadership team will spend in the classroom. Early adopters and professional learning topics for the year will also be established.
Leadership	Team Diagnostic Survey #1		School leadership teams will take the Initial Team Diagnostic Survey, a research-based instrument that measures the conditions in place within a team prior to the team receiving coaching. The school leadership team will assess, re-launch, and be coached as it works together to implement school turnaround.
Leadership	Communication		Through the support of an LSI School Leadership Coach, principals and leadership teams will collectively develop a communication system and way-of-work that is grounded in the development of the SIMM. This communication system will ensure the principal and leadership team of each school are able to clearly articulate the purpose and reason for the work to the staff and community. Leadership teams will also engage in a book study using Kim Scott's book <i>Radical Candor</i> as they develop a culture of openness and honest, actionable feedback.
Leadership	Action Board Planning and Daily Stand-up		Through the support of an LSI School Leadership Coach, principals and leadership teams will develop an action board that focuses on the most important activities of the team and validates the data present in the LSI Trend Tracker. The action board is a visible tool that provides urgency and focus, guiding the leadership team in implementing and monitoring the systems that lead to a strong leadership team. Leadership teams will also establish a daily stand-up—a daily, focused meeting (5-15 minutes) where team members share observed implementation of the action plan. Coaching will include how to use the daily stand-up to problem-solve impediments.
Leadership	Data Analysis		Through the support of an LSI School Leadership Coach, principals and leadership teams will review and analyze historical student assessment data and identify goals for improvement. Teams will develop a system for the review and analysis of long-, mid-, and short-cycle data as a system for continuous improvement planning and evaluation. Coaching will include the development of a comprehensive data wall and communication plan for sharing data with the staff and community.
Leadership	Building a Master Schedule to Support Interventions		Through the support of an LSI School Leadership Coach, principals and leadership teams will build a master schedule that includes time for student interventions based on long- and mid-cycle data. Coaching will provide guidance and problem solving related to managing a master schedule that promotes a 20-day intervention cycle.

SIMM System		School Leader Support	
Module		School Leader Support	
Leadership	Student Assignment for Interventions	Through the support of an LSI School Leadership Coach, principals and leadership teams will develop a written protocol for assigning students to interventions based on their needs identified from long- and mid-cycle data. Coaching will include techniques for problem solving student placement for intervention in the context of conditions support, including for students who are more than one grade level below in ELA and/or math.	
Leadership	ELA and Math Standards for Instructional Leaders	Through the support of an LSI School Leadership Coach, principals and leadership teams will explore standards progressions for the state ELA and math standards. Coaching will include an in-depth examination of the standards, how they impact curriculum development, formative assessment, and professional learning resources. Ongoing coaching for the school leadership team will be provided related to the standards as members of the team build their content knowledge and key look-fors in the classroom in all grade levels and subject areas.	
Leadership	Quarterly Community Meeting: The External Operator Partnership	Through the support of an LSI School Leadership Coach, principals and leadership teams will develop a quarterly update for the External Operator partnership that will be shared with the community. Coaching and technical assistance related to implementation progress, student achievement data, condition data, and teacher and student success stories will be provided. Additional coaching related to integrating community partners and wraparound services will also be included. Marketing and graphics assistance will be provided.	
Leadership	Developing a Mentoring Program for At-Risk Students	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance in the creation of a mentoring program for students considered to be at-risk based on the school's early warning system. Focus on the development of social, emotion, and cognitive learning (SECL) skills is included. Coaching will also include the development of a wraparound approach using all available staff and community resources. Marketing and graphics assistance will be provided.	
Leadership	Technical Assistance: SiteBased Budgeting and Federal Funds	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to sitebased budgeting, including effective and integrated uses of Title I, Part A; Title I Parental Involvement; Title II; Title III; Title IV; and other federal and state grant funds. Coaching relative to return on investment will also be provided with a specific emphasis on the percentage of students exiting interventions directly funded by various sources.	

**July 2020 - August 2020
Pre-planning Bootcamp**

SIMM System Teacher Module

Teacher Support

School Leader Support

Conditions	Generating Faculty Commitment	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will develop buy-in strategies and a system for involving faculty in establishing goals for developing conditions for learning. Coaching will include techniques for talking so people will listen, obtaining staff feedback, and sharing data.	Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in the development of buy-in strategies and a system for involving faculty in establishing goals for developing conditions for learning. Coaching will include techniques for talking so people will listen, obtaining staff feedback, and sharing data.
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SIMM System		Teacher Support	School Leader Support
Conditions	School-wide Discipline Systems	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will review and analyze prior-year behavior data and conduct a root cause analysis. Coaching will include alternatives to out-of-school suspension, existing behavior frameworks and discipline plans, data entry protocols, behavior definitions, and response protocols.	Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in the review and analysis of prior-year behavior data and conduct a root cause analysis. Coaching will include alternatives to out-of-school suspension, existing behavior frameworks and discipline plans, data entry protocols, behavior definitions, and response protocols.
Conditions	Expectations and Rules for Schoolwide Systems	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will work together to create school-wide behavior expectations and a behavior matrix that aligns to the school culture. Coaching will include guidance related to ensuring the plan results in a system that allows students to be safe, engaged, connected, and supported in their classrooms.	Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in the creation of school-wide behavior expectations and a behavior matrix that aligns to the school culture. Coaching will include guidance related to ensuring the plan results in a system that allows students to be safe, engaged, connected, and supported in their classrooms.
Conditions	Teaching Expectations and Rules	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will develop a plan for implementing a school-wide conditions system. Schedules for implementation will be developed with important component timeliness and check points.	Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in the development of a plan for implementing a school-wide conditions system. Schedules for implementation will be developed with important component timeliness and check points.
Core Instruction	ELA Standards Bootcamp: Unpacking Standards	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development related to unpacking ELA standards into Learning Targets and Success Criteria. Coaching relative to meeting rigor as it relates to the full intent of the standard will be provided. Ongoing coaching through the PLC process, collaborative planning, and side-by-side coaching will include how to align lesson plans to standards and supporting students as they build content knowledge.	Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development related to unpacking ELA standards into Learning Targets and Success Criteria. Coaching relative to meeting rigor as it relates to the full intent of the standard will be provided. Coaching will be provided to principals and leadership teams on how to coach instructional coaches and PLC leaders regarding process, collaborative planning, and side-by-side coaching, specifically related to observations of aligned lesson plans to standards and supporting students as they build content knowledge.

Curriculum and Assessment	ELA Standards Bootcamp: Test Item Specifications	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development related to task development, specifically focusing on interdependent tasks at the comprehension, analysis, and knowledge utilization levels that require academic teaming consistent with the ELA test item specifications.	Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development related to task development, specifically focusing on interdependent tasks at the comprehension, analysis, and knowledge utilization levels that require academic teaming consistent with the ELA test item specifications. Coaching will include how to identify taxonomy aligned to the test item specifications during classroom walkthroughs and how to provide actionable feedback to instructional coaches, PLC leaders, and teachers.
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SIMM System		Teacher Support	School Leader Support
Core Instruction	ELA Standards Bootcamp: Integrating Writing	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development and coaching support relative to integrating writing within each subject area, focusing on writing to a text or texts and using correct grammar, usage, and mechanics.	Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development relative to integrating writing within each subject area, focusing on writing to a text or texts and using correct grammar, usage, and mechanics. Coaching will include how to identify effective writing instruction during classroom walkthroughs and how to provide actionable feedback to instructional coaches, PLC leaders, and teachers.
Core Instruction	ELA Standards Bootcamp: Target/Task Alignment	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will learn how to plan ELA tasks that allow students to demonstrate progress toward a standard using Learning Targets. Through the PLC process, coaching will include a focus on allowing teachers to step back from a direct instruction role to focus more time on monitoring and supporting students as they work.	Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development on how to plan ELA tasks that allow students to demonstrate progress toward a standard using Learning Targets. Coaching will include observation of ELA PLCs and providing actionable feedback to instructional coaches on their support of PLC leaders and teachers in ensuring target/task alignment.
Core Instruction	ELA Standards Bootcamp: Instructional Focus Calendars	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive technical assistance related to the development and use of an ELA Instructional Focus Calendar (IFC) for each grade level that is integrated with the adopted curriculum map. Coaching related to analyzing long-, mid-, and short-cycle data; statewide content focus reports; and standard sequencing will be provided on an ongoing basis. Following the administration of progress monitoring assessments, coaching related to the refinement of the IFC will be provided.	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to the development and use of an ELA Instructional Focus Calendar (IFC) for each grade level that is integrated with the adopted curriculum map. Coaching related to analyzing long-, mid-, and short-cycle data; statewide content focus reports; and standard sequencing will be provided on an ongoing basis. Following the administration of progress monitoring assessments, coaching related to the refinement of the IFC will be provided. Coaching will also include providing actionable feedback to PLC leaders and teachers regarding pacing and instructional adjustments.

Curriculum and Assessment	<p>ELA Standards Bootcamp: CPALMS Tutorials</p>	<p>Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development related to the overall purpose and key features of CPALMS, understanding how to navigate and operate CPALMS resources and features, understanding how CPALMS supports the implementation of the Florida Standards, and exploring how CPALMS resources can support standards-driven instruction in the ELA classroom.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development related to the overall purpose and key features of CPALMS, understanding how to navigate and operate CPALMS resources and features, understanding how CPALMS supports the implementation of the Florida Standards, and exploring how CPALMS resources can support standards-driven instruction in the ELA classroom. Coaching will include providing actionable feedback to instructional coaches, PLC leaders, and teachers specific to CPALMS as a resource.</p>
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SIMM System		Teacher Support		School Leader Support	
Curriculum and Assessment	<p>ELA Standards Bootcamp: English Language Arts Formative Assessment System (ELFAS)</p>	<p>Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development related to the overall purpose and key features of CPALMS, understanding how to navigate and operate CPALMS resources and features, understanding how CPALMS supports the implementation of the Florida Standards, and exploring how CPALMS resources can support standards-driven instruction in the ELA classroom.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development related to the overall purpose and key features of CPALMS, understanding how to navigate and operate CPALMS resources and features, understanding how CPALMS supports the implementation of the Florida Standards, and exploring how CPALMS resources can support standards-driven instruction in the ELA classroom. Coaching will include providing actionable feedback to instructional coaches, PLC leaders, and teachers specific to CPALMS as a resource.</p>		
Core Instruction	<p>Math Standards Bootcamp: Unpacking Standards</p>	<p>Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development related to the overall purpose and key features of CPALMS, understanding how to navigate and operate CPALMS resources and features, understanding how CPALMS supports the implementation of the Florida Standards, and exploring how CPALMS resources can support standards-driven instruction in the ELA classroom.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development related to the overall purpose and key features of CPALMS, understanding how to navigate and operate CPALMS resources and features, understanding how CPALMS supports the implementation of the Florida Standards, and exploring how CPALMS resources can support standards-driven instruction in the ELA classroom. Coaching will include providing actionable feedback to instructional coaches, PLC leaders, and teachers specific to CPALMS as a resource.</p>		

<p>Curriculum and Assessment</p>	<p>Math Standards Bootcamp: Test Item Specifications</p>	<p>Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development related to task development, specifically focusing on interdependent tasks at the comprehension, analysis, and knowledge utilization levels that require academic teaming consistent with the math test item specifications.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development related to task development, specifically focusing on interdependent tasks at the comprehension, analysis, and knowledge utilization levels that require academic teaming consistent with the math test item specifications. Coaching will include how to identify taxonomy aligned to the test item specifications during classroom walkthroughs and how to provide actionable feedback to instructional coaches, PLC leaders, and teachers.</p>
<p>Core Instruction</p>	<p>Math Standards Bootcamp: Target/Task Alignment</p>	<p>Through the support of an LSI Faculty Coach and school-based instructional coach, participants will learn how to plan math tasks that allow students to demonstrate progress toward a standard using Learning Targets. Through the PLC process, coaching will include a focus on allowing teachers to step back from a direct instruction role to focus more time on monitoring and supporting students as they work.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development on how to plan math tasks that allow students to demonstrate progress toward a standard using Learning Targets. Coaching will include observation of Math PLCs and providing actionable feedback to instructional coaches on their support of PLC leaders and teachers in ensuring target/task alignment.</p>

<p>SIMM System</p>		<p>Teacher Support</p>	<p>School Leader Support</p>
<p>Core Instruction</p>	<p>Math Standards Bootcamp: Using Manipulatives</p>	<p>Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development and hands-on practice with implementing manipulatives during the math core block. Coaching relative to their use to introduce, practice, or remediate a concept will be provided. During lesson planning in the PLC process, participants will develop lesson plans that call for use of use manipulatives and will use them in the PLC prior to implementing them in the classroom.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development and hands-on practice with implementing manipulatives during the math core block. Coaching will be provided regarding actionable feedback during classroom walkthroughs relative to their use to introduce, practice, or remediate a concept. Additional coaching will be provided to principals and leadership team members regarding how to provide feedback to instructional coaches and PLC leaders in their efforts to promote use during lesson planning and teacher use prior to implementing them in the classroom.</p>

Curriculum and Assessment	Math Standards Bootcamp: CPALMS Tutorials	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development related to the overall purpose and key features of CPALMS, understanding how to navigate and operate CPALMS resources and features, understanding how CPALMS supports the implementation of the Florida Standards, and exploring how CPALMS resources can support standards-driven instruction in the math classroom.	Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development related to the overall purpose and key features of CPALMS, understanding how to navigate and operate CPALMS resources and features, understanding how CPALMS supports the implementation of the Florida Standards, and exploring how CPALMS resources can support standards-driven instruction in the math classroom. Coaching will include providing actionable feedback to instructional coaches, PLC leaders, and teachers specific to CPALMS as a resource.
Curriculum and Assessment	Math Standards Bootcamp: Mathematics Formative Assessment System (MFAS)	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development related to math formative assessment, key strategies for using formative assessment, and how to use formative assessment to support differentiated instruction. Additional coaching will be provided to teachers through the PLC process on how to use formative assessment rubrics to examine student thinking and misconceptions.	Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development related to math formative assessment, key strategies for using formative assessment, and how to use formative assessment to support differentiated instruction. Coaching will include how to provide actionable feedback to instructional coaches, PLC leaders, and teachers regarding their use of formative assessment as observed during classroom walkthroughs.

SIMM System		Teacher Support	School Leader Support
Core Instruction	Math Standards Bootcamp: Instructional Focus Calendars	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive technical assistance related to the development and use of a math Instructional Focus Calendar (IFC) for each grade level that is integrated with the adopted curriculum map. Coaching related to analyzing long-, mid-, and short-cycle data; statewide content focus reports; and standard sequencing will be provided on an ongoing basis. Following the administration of progress monitoring assessments, coaching related to the refinement of the IFC will be provided.	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to the development and use of a math Instructional Focus Calendar (IFC) for each grade level that is integrated with the adopted curriculum map. Coaching related to analyzing long-, mid-, and short-cycle data; statewide content focus reports; and standard sequencing will be provided on an ongoing basis. Following the administration of progress monitoring assessments, coaching related to the refinement of the IFC will be provided. Coaching will also include providing actionable feedback to PLC leaders and teachers regarding pacing and instructional adjustments.

<p>Core Instruction</p>	<p>Science Standards Bootcamp: Unpacking Standards</p>	<p>Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development related to acquiring knowledge of the Next Generation Sunshine State Standards (NGSSS) benchmarks that specifically address science. Coaching will be provided on the implementation of instructional strategies that emphasize science as a body of knowledge, science as a set of process skills used to gain an understanding of that body of knowledge, and scientific dispositions that foster engagement in scientific processes. Additional coaching will be provided related to the sequencing and delivery of standards in The Nature of Science, Physical Science, Earth and Space Science, and Life Science. Ongoing coaching through the PLC process, collaborative planning, and side-by-side coaching will include how to align lesson plans to standards and supporting students as they build content knowledge.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development related to acquiring knowledge of the Next Generation Sunshine State Standards (NGSSS) benchmarks that specifically address science. Coaching will be provided on the implementation of instructional strategies that emphasize science as a body of knowledge, science as a set of process skills used to gain an understanding of that body of knowledge, and scientific dispositions that foster engagement in scientific processes. Additional coaching will be provided related to the sequencing and delivery of standards in The Nature of Science, Physical Science, Earth and Space Science, and Life Science. Coaching will be provided to principal and leadership team members on how to provide actionable feedback to instructional coaches, PLC leaders, and teachers relative to lesson planning and instructional delivery at the full intent of the standard and how it will be tested.</p>
<p>Curriculum and Assessment</p>	<p>Science Standards Bootcamp: Test Item Specifications</p>	<p>Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development related to task development, specifically focusing on interdependent tasks at the comprehension, analysis, and knowledge utilization levels that require academic teaming consistent with the science test item specifications.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development related to task development, specifically focusing on interdependent tasks at the comprehension, analysis, and knowledge utilization levels that require academic teaming consistent with the science test item specifications. Coaching will include how to identify taxonomy aligned to the test item specifications during classroom walkthroughs and how to provide actionable feedback to instructional coaches, PLC leaders, and teachers.</p>

<p>Core Instruction</p>	<p>Science Standards Bootcamp: Reteaching Prior Grade Standards</p>	<p>Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development related to unpacking science standards into Learning Targets and Success Criteria, specifically for standards taught in previous grade levels that will be tested during the current year. Coaching relative to meeting rigor as it relates to the full intent of the standard will be provided. Ongoing coaching through the PLC process, collaborative planning, and side-by-side coaching will include how to align lesson plans to standards and supporting students as they build content knowledge. The use of formative assessment to determine standards mastery gaps will also be provided as a means for acceleration and remediation.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development related to unpacking science standards into Learning Targets and Success Criteria, specifically for standards taught in previous grade levels that will be tested during the current year. Coaching relative to meeting rigor as it relates to the full intent of the standard will be provided. Principals and leadership teams will receive coaching regarding how the use of formative assessment to determine standards mastery gaps function as a means for acceleration and remediation. Problem solving will also take place to ensure all prior-grade level standards are retaught before the statewide assessment.</p>
<p>Curriculum and Assessment</p>	<p>Science Standards Bootcamp: Lab Cycles</p>	<p>Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development and hands-on experience with designing, implementing, and reflecting on lab cycles for The Nature of Science, Physical Science, Earth/Space Science, and Life Science. Coaching related to sequencing lessons to reflect the 5E instructional model will also be provided. Ongoing coaching related to managing the science lab environment will be provided. Based on the progress monitoring data, additional coaching for designing labs based on standards from previous grade levels will be provided as a means to remediate student mastery of standards.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development and hands-on experience with designing, implementing, and reflecting on lab cycles for The Nature of Science, Physical Science, Earth/Space Science, and Life Science. Coaching will involve how to provide actionable feedback around the sequencing of lessons to reflect the 5E instructional model, as well as how to provide feedback to instructional coaches, PLC leaders, and teachers regarding their management of the science lab environment. Problem solving based on the progress monitoring data and the potential need for designing labs based on standards from previous grade levels will be provided as a means to remediate student mastery of standards.</p>
<p>Core Instruction</p>	<p>Science Standards Bootcamp: Instructional Focus Calendars</p>	<p>Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive technical assistance related to the development and use of a science Instructional Focus Calendar (IFC) for each grade level that is integrated with the adopted curriculum map. Coaching related to analyzing long-, mid-, and short-cycle data; statewide content focus reports; and standard sequencing will be provided on an ongoing basis. Following the administration of progress monitoring assessments, coaching related to the refinement of the IFC will be provided. Additional focus on teaching standards from previous grade levels will be provided.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to the development and use of a science Instructional Focus Calendar (IFC) for each grade level that is integrated with the adopted curriculum map. Coaching related to analyzing long-, mid-, and short-cycle data; statewide content focus reports; and standard sequencing will be provided on an ongoing basis. Following the administration of progress monitoring assessments, coaching related to the refinement of the IFC will be provided. Coaching will also include providing actionable feedback to PLC leaders and teachers regarding pacing and instructional adjustments.</p>

SIMM System		Teacher Module	Teacher Support	School Leader Support
Data to Drive Improvement / Intervention	Elective Area Intervention Support Bootcamp: Writing and Literacy Across the Curriculum	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development related to the instructional shifts in ELA, how literacy is cultivated in each subject area, and how to implement writing strategies across all grade levels and subject areas. Coaching related to text-specific writing, textdependent questioning, and higher-order thinking skills will be provided.	Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development related to the instructional shifts in ELA, how literacy is cultivated in each subject area, and how to implement writing strategies across all grade levels and subject areas. Coaching related to text-specific writing, textdependent questioning, and higher-order thinking skills will be provided. Coaching will be provided to principals and leadership teams on how to coach instructional coaches and PLC leaders regarding process, collaborative planning, and side-by-side coaching, specifically related to observations of aligned lesson plans to standards and supporting students as they build content knowledge.	
Core Instruction	Academic Teaming 101: Student-Led Team Basics	Teachers will participate in a professional learning day delivered by an LSI Faculty Coach where they will be able to teach students to share their thinking in their teams as they work, place students in well-balanced teaming, create tasks that help students share their thinking as they learn the standard/Learning Target, and monitor if students are adhering to structures and sharing their thinking and make changes if they aren't. Participants will receive a Toolkit of resources, Thinking Guides, and How to Guides to support these outcomes. Time will be provided throughout the training for participants to troubleshoot and practice implementing these resources before use in the classroom with students.	Through the support of an LSI School Leadership Coach, principals and leadership teams will engage in professional learning related to academic teaming. Coaching will include a focus on developing highly functioning systems and process gains as a means to increase rigor in all classrooms. Systems will be developed around teaming, student evidences, team tasks, and an environment of autonomy. Two (2) weeks prior to the delivery of the professional learning day, an LSI School Leadership Coach will provide an overview of the content and collaboratively map out a plan for the school leadership team to support the learning during the day of delivery.	
Collaboration	New and Newly Assigned Teacher Support Plan: PrePlanning	Through the support of an LSI Faculty Coach and school-based instructional coach, new and newly assigned teachers will develop a support plan in tandem with their teacher mentor. A monthly meeting schedule will be developed to address topics such as classroom management, lesson plan development, standards-based instruction, using district curriculum maps and resources, family engagement, support for students with disabilities, multitiered systems of support, district evaluation system, grading, and contributions to PLCs. Based on the need of the mentee, book studies and/or article reviews may also be included in the plan.	Through the support of an LSI School Leadership Coach, principals and leadership teams will assign a coordinator and mentors to support the implementation of a teacher support program for new and newly assigned teachers. Coaching will be provided to ensure the support plan is designed in tandem with teacher mentors. A monthly meeting schedule will be developed to meet with mentors to address topics such as classroom management, lesson plan development, standardsbased instruction, using district curriculum maps and resources, family engagement, support for students with disabilities, multitiered systems of support, district evaluation system, grading, and contributions to PLCs. Mentors will receive technical assistance in the selection of books and/or research-based articles that can be used with mentees.	

Phase 1 - August 2020 – December 2020

SIMM System		Teacher Module	Teacher Support	School Leader Support
Conditions	Supporting Classroom Systems: -Classroom Foundations and Strategies -Classroom Tools -Classroom Problem-Solving	Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will develop a plan for implementing classroom systems aligned with the schoolwide conditions plan. Coaching will include the development of plans and creation of a toolbox of resources to support classroom systems. Ongoing coaching for problem solving classroom issues is included.	Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in the development of a plan for implementing classroom systems aligned with the school-wide conditions plan. Coaching will include the development of plans and creation of a toolbox of resources to support classroom systems. Ongoing coaching for problem solving classroom issues is included.	
Conditions	Embedded Coaching in the Classroom	Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will develop a multitiered approach for supporting teachers as they demonstrate a need for coaching related to conditions for learning. Coaching will include a plan for transitioning the principal and other leadership team members from being initial responders to being resources for teachers in addressing behavior issues.	Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in the development of a multitiered approach for supporting teachers as they demonstrate a need for coaching related to conditions for learning. Coaching will include a plan for transitioning the principal and other leadership team members from being initial responders to being resources for teachers in addressing behavior issues.	
Conditions	Data Entry, Analysis, and Planning	Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will identify methods for data collection and monitoring as well as tools and resources to support this process. Coaching will include how to use conditions data in the action boarding process and the planning of next steps.	Through the support of an LSI School Leadership Coach, principals and leadership teams will identify methods for data collection and monitoring as well as tools and resources to support this process. Coaching will include how to use conditions data in the action boarding process and the planning of next steps.	
Conditions	Fall School Culture Survey	The Fall School Culture Survey will provide data to better understand the culture of a school and how quality instruction can be better provided to students. Only instructional staff and non-instructional staff currently participating in professional learning are included in the survey. Following the administration of the survey, data will be analyzed, and a building-level report is generated on the elements of the survey. The report is used in the ongoing development of the school leader and teams.	The Fall School Culture Survey will provide data to better understand the culture of a school and how quality instruction can be better provided to students. Only instructional staff and non-instructional staff currently participating in professional learning are included in the survey. Following the administration of the survey, data will be analyzed, and a building-level report is generated on the elements of the survey. The report is used in the ongoing development of the school leader and teams.	

SIMM System		Teacher Module	Teacher Support	School Leader Support
Conditions	Evaluating Progress			Through the support of an LSI School Leadership Coach, principals and leadership teams will utilize a data collection protocol every six weeks to determine the effectiveness of the conditions support plan. Coaching will include developing the capacity of team members to evaluate if expectations are defined, behavioral expectations taught, how effective the system is ensuring responses to behavioral violations, and the efficiency of monitoring and decision-making.
Conditions	Strengthening Campus Operations to Support Conditions for Learning			Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance relative to transportation, food services, facilities, playground and physical education areas, information technology, safety/security, and student supervision. Coaching is focused on the development of systems to achieve efficiencies and the allocation of available resources.
Core Instruction	Vision of Instruction	Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will embrace the new vision of instruction that was created by the school leadership team and guided by the systems of the SIMM. Early adopters will provide feedback and ideas for communicating the vision that will support the project. Coaching will focus on shifting to a growth culture where members of the leadership team transition from responding to behavioral issues to becoming instructional leaders.		Through the support of an LSI School Leadership Coach, principals and leadership teams will forge their vision of instruction guided by the systems of the SIMM. Teams will identify early adopters that will support the project. Coaching will focus on shifting to a growth culture where members of the leadership team transition from responding to behavioral issues to becoming instructional leaders.
Core Instruction	Structures to Maximize Student Learning	Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will review the master schedule and core instruction blocks to ensure instructional time is maximized. Extensive coaching related to the role of the instructional coach and support staff will be provided. Teachers will receive ongoing coaching related to time management and resources to support growth. Additional coaching related to communicating data and individual student learning gaps to before- and after-school programs will be provided.		Through the support of an LSI School Leadership Coach, principals and leadership teams will review staffing plans and the master schedule to ensure instructional time is maximized. Extensive coaching related to the use of instructional coaches and support staff will be provided. Human capital development planning will also be provided to assist Through the support of an LSI School Leadership Coach, principals and leadership teams as they build their teacher pipeline and onboarding processes. Additional coaching related to leveraging before- and afterschool programs to accelerate student learning and closing the achievement gap will be provided.

<p>Core Instruction</p>	<p>Designing the ELA Block</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will receive professional development and ongoing coaching support relative to the effective design on the ELA core block, specifically the inclusion of the ELA core actions, including focusing each lesson on a high-quality text; employing questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards; and providing all students with opportunities to engage in the work of the lesson. Additional coaching may include monitoring the pacing of lessons and core instruction within and across all grade levels and providing targeted assistance as needed to ensure all standards are taught.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development and ongoing coaching support relative to the effective design on the ELA core block, specifically the inclusion of the ELA core actions, including focusing each lesson on a high-quality text; employing questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards; and providing all students with opportunities to engage in the work of the lesson. Additional coaching may include monitoring the pacing of lessons and core instruction within and across all grade levels and providing targeted assistance as needed to ensure all standards are taught. Coaching will be provided relative to integrity checks on the implementation of the core ELA block and actionable feedback to instructional coaches, PLC leaders, and teachers following classroom walkthroughs.</p>
<p>Core Instruction</p>	<p>Designing the Math Block</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will receive professional development and ongoing coaching support relative to the effective design of the math core block, specifically the inclusion of the math core actions, including ensuring the work of the enacted lesson reflects the focus, coherence, and rigor required by college- and career-ready standards in mathematics; employing instructional practices that allow all students to learn the content of the lesson; and providing all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson. Additional coaching may include monitoring the pacing of lessons and core instruction within and across all grade levels and providing targeted assistance as needed to ensure all standards are taught.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development and ongoing coaching support relative to the effective design of the math core block, specifically the inclusion of the math core actions, including ensuring the work of the enacted lesson reflects the focus, coherence, and rigor required by college- and career-ready standards in mathematics; employing instructional practices that allow all students to learn the content of the lesson; and providing all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson. Additional coaching may include monitoring the pacing of lessons and core instruction within and across all grade levels and providing targeted assistance as needed to ensure all standards are taught. Coaching will be provided relative to integrity checks on the implementation of the core math block and actionable feedback to instructional coaches, PLC leaders, and teachers following classroom walkthroughs.</p>

<p>Core Instruction</p>	<p>Understanding Target/Task Alignment</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, grade-level or subject-area teams will use their knowledge of state ELA and math standards to implement a system for ensuring target/task alignment. Coaching will include participation in a protocol for receiving and acting upon feedback related to target/task alignment when reviewing unit and lesson plans or following classroom walkthroughs.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will use their knowledge of state ELA and math standards to develop a system for ensuring target/task alignment. Coaching will include developing a protocol for providing actionable feedback related to target/task alignment when reviewing unit and lesson plans.</p>
<p>Core Instruction</p>	<p>LSI Trend Tracker: RigorWalk</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, grade-level or subject-area teams will examine the RigorWalk within the LSI Trend Tracker and how it is used to measure trends that promote growth toward rigorous learning and college and career ready students. The LSI Faculty Coach and school-based instructional coach will regularly connect the use of the RigorWalk to monitor growth along with the Core Instruction component of the SIMM. Teams will receive and discuss data from the RigorWalk as they are conducted and examine their daily actions in the overall path for next steps in learning and implementation.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will use the RigorWalk within the LSI Trend Tracker to measure trends that promote growth toward rigorous learning and college and career ready students. Coaching will involve the use of the RigorWalk to monitor growth along with the Core Instruction component of the SIMM. Additional coaching using data from the RigorWalk will provide leadership teams with a path for next steps in learning and implementation.</p>
<p>Core Instruction</p>	<p>Providing Actionable Feedback</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will be introduced to a process for receiving and acting upon actionable feedback specifically related to implementation of both school-wide and classroom-level conditions systems. The coaching cycle will be introduced and explicitly taught based on differentiated needs of each teacher.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will develop a process for observing teachers and providing actionable feedback specifically related to implementation of both school-wide and classroom-level conditions systems.</p>

<p>Core Instruction</p>	<p>Academic Teaming 201: First Step to Team Autonomy</p>	<p>Teachers will participate in a professional learning day where they will be able to teach teammates to learn from and support each other, guide teams to use resources to be more independent, develop tasks that help students learn from each other at the level of the taxonomy of the standard, and coach those students who aren't learning. Participants will receive a Toolkit of resources, Thinking Guides, and How to Guides to support these outcomes. Time will be provided throughout the training for participants to troubleshoot and practice implementing these resources before use in the classroom with students.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will engage in professional learning related to academic teaming. Coaching will include a focus on developing highly functioning systems and process gains as a means to increase rigor in all classrooms. Systems will be developed around teaming, student evidences, team tasks, and an environment of autonomy. Two (2) weeks prior to the delivery of the professional learning day, an LSI School Leadership Coach will provide an overview of the content and collaboratively map out a plan for the school leadership team to support the learning during the day of delivery.</p>
<p>Collaboration</p>	<p>Supporting New Instructional Coaches</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, instructional coaches will receive ongoing coaching related to building relationships, using an action board, designing targeted professional development, prioritizing work flow, identifying and coaching PLC leaders, data analysis, deepening content knowledge, providing actionable feedback, facilitative lesson planning, and developing curriculum maps and Instructional Focus Calendars. Differentiated coaching will be provided to instructional coaches based on their leadership style.</p>	<p>Through the support of an LSI School Leadership Coach, principals and instructional coaches will receive ongoing coaching on how to support design targeted professional development, prioritize work flow, identify and coach PLC leaders, conduct data analysis, deepen their content knowledge, provide actionable feedback, facilitate lesson planning, and develop curriculum maps and Instructional Focus Calendars. The LSI Leadership Coach will also provide guidance on how to differentiate coaching based on an instructional coach's leadership style.</p>
<p>Collaboration</p>	<p>LSI Growth Tracker</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, grade-level or subject-area teams will explore the LSI Growth Tracker as a tool that can be used to provide targeted, specific feedback to teachers related to implementation of professional learning in a non-evaluative context. Coaching will center around the extension of learning within the context of actionable feedback and the need for accurate data cycles to measure teacher growth.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will explore the LSI Growth Tracker as a tool that can be used to provide targeted, specific feedback to teachers related to implementation of professional learning. Coaching will center around the extension of learning within the context of actionable feedback and the need for accurate data cycles to measure teacher growth.</p>
<p>Collaboration</p>	<p>Structures for Leveraging PLCs to Drive Improvement in Instruction</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will review the comprehensive plan and action steps for establishing and/or cultivating PLCs, including how to use the master schedule to promote the maximization of teacher planning time. Resources related to maturing a PLC across the SIMM continuum will be provided.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will develop a comprehensive plan and action steps for establishing and/or cultivating PLCs, including how to use the master schedule to maximize teacher planning time. Resources related to maturing a PLC across the SIMM continuum will be provided.</p>

SIMM System		Teacher Support		School Leader Support	
Teacher Module		Teacher Support		School Leader Support	
Collaboration	PLC Readiness	Through the support of an LSI Faculty Coach and schoolbased instructional coach, grade-level or subject-area teams will identify PLC leaders and build their expectations and vision for PLCs. Teams will develop their norms and protocols using coaching as necessary.	Through the support of an LSI School Leadership Coach, principals and leadership teams will identify PLC leaders and build their expectations and vision for PLCs. Coaching will include how to leverage human capital to distribute responsibility across and within both grade levels and subject areas.		
Collaboration	Providing Support to PLCs	Through the support of an LSI Faculty Coach, the schoolbased instructional coach will implement a system for supporting each grade level and/or subject area as they implement PLCs. Coaching will include how to support PLC leaders as they work with teachers to develop standardsbased lesson plans, review student data, and plan next steps.	Through the support of an LSI School Leadership Coach, principals and leadership teams will develop a system for supporting each grade level and/or subject area as they implement PLCs. Coaching will include how to support PLC leaders as they work with teachers to develop standardsbased lesson plans, review student work, analyze student data, and plan next steps.		
Collaboration	New and Newly Assigned Teacher Support Plan: August	Through the support of an LSI Faculty Coach and schoolbased instructional coach, new and newly assigned teachers will continue the implementation of a support plan. Classroom walkthroughs will take place to observe the classroom management plan and lesson plan implementation in action. Coaching related to how to provide actionable feedback to the mentee will be provided. Mentor/mentee topics will include the use of test item specifications and the use of the LSI Growth Tracker.	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive coaching on how to conduct classroom walkthroughs to observe a classroom management plan and lesson plan in action, as well as how to provide actionable feedback in incremental steps. Coaching will be provided to the principal and leadership team on how to use the LSI Growth Tracker to support teacher growth.		
Collaboration	New and Newly Assigned Teacher Support Plan: September	Through the support of an LSI Faculty Coach and schoolbased instructional coach, new and newly assigned teachers will continue the implementation of a support plan. Mentor/mentee topics will include setting priorities for professional development, refining classroom procedures and routines, engaging in PLCs, and deepening the use of the LSI Growth Tracker. Coaching will include the use of release time for the mentor and mentee to participate in peer coaching based on differentiated needs.	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive coaching on how to provide release time for mentors and mentees to participate in peer coaching. Additional coaching with identifying trends based on classroom walkthroughs and how to provide actionable feedback in the LSI Growth Tracker will be provided. Focus for classroom walkthroughs will be on the implementation of standards-based lesson plans. Additional coaching related to identifying trends and coaching instructional coaches to address issues through classroom modeling and side-by-side coaching will be provided.		

<p>Collaboration</p>	<p>New and Newly Assigned Teacher Support Plan: October</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, new and newly assigned teachers will continue the implementation of a support plan. Mentor/mentee topics will include deepening lesson planning, examining student work sample for "next step" instructional planning, and taking a more active role in PLCs. Coaching will include the use of release time for the mentor and mentee to participate in peer coaching based on differentiated needs.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will coaching related to examining student evidence during classroom walkthroughs and how to provide actionable feedback to teachers through the LSI Growth Tracker. Additional coaching related to identifying trends and coaching instructional coaches to address issues through classroom modeling and side-by-side coaching will be provided.</p>
<p>Collaboration</p>	<p>New and Newly Assigned Teacher Support Plan: November</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, new and newly assigned teachers will continue the implementation of a support plan. Mentor/mentee topics will include using evaluation feedback to improve instructional practices and analyzing progress monitoring data to make instructional improvements. Coaching will include the use of release time for the mentor and mentee to participate in peer coaching based on differentiated needs.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will receive coaching related to providing teachers actionable feedback in the LSI Tracker to support their growth in PLCs and implementation of the academic teaming professional learning. For districts implementing FTEM, principals will receive differentiated coaching from an LSI Consultant related to feedback through iObservation.</p>
<p>Collaboration</p>	<p>New and Newly Assigned Teacher Support Plan: December</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, new and newly assigned teachers will continue the implementation of a support plan. A review of the mentee's individual growth plan, lesson planning reflection, and goals for the second semester will take place between the mentor and mentee. Coaching will include the use of release time for the mentor and mentee to participate in peer coaching based on differentiated needs.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will receive coaching related to mid-year reflections for all mentor/mentee relationships, including the completion of certification requirements and documentation outlined in the district's professional education competency program. Additional coaching regarding the use of reports from the LSI Growth Tracker will be provided as teams refine their plans for teacher support for the second half of the school year.</p>
<p>Curriculum and Assessment</p>	<p>Using Progress Monitoring Assessments to Make Instructional Decisions</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will receive professional development related to facilitating grade-level and/or subject-area teams to review diagnostic monitoring data, discussing the implications of the data as they relate to the current curricular scope and sequence and making revisions as needed to instruction and interventions.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development related to facilitating grade-level and/or subject-area teams to review diagnostic and progress monitoring data, discussing the implications of the data as they relate to the current curricular scope and sequence and making revisions as needed to instruction and interventions. Coaching will involve the use of a continuum to make decisions regarding instructional changes, teacher placements, and student intervention grouping. Focus will include progress of the lowest quartile and a plan to ensure they earn an annual learning gain in ELA and math.</p>

SI/IM System		Teacher Module		Teacher Support		School Leader Support	
Curriculum and Assessment	Quarterly Curriculum Nights	Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will receive technical assistance related to developing a protocol for designing events and activities for parents to learn about the curriculum and statewide assessment program each quarter. Coaching will also include support for marketing the events on the classroom level.	Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will receive technical assistance related to their role in co-planning with ESE and ELL support staff, implementing accommodations in IEP and ELL plans, and reporting student progress toward meeting goals. Coaching related to student Response to Intervention will also be included.	Through the support of an LSI School Leadership Coach, principals and leadership teams will design and hold quarterly curriculum nights where families learn about expected student outcomes, assessment methods, and expectations for parent participation, as well as participate in curriculum activities in ELA, mathematics, science, and social studies. LSI staff will attend and participate in the events. Marketing and graphics assistance will be provided.	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to developing a system to monitor co-planning among core teachers with ESE and ELL support staff, implementing accommodations in IEP and ELL plans, and reporting student progress toward meeting goals. Coaching related to student Response to Intervention will also be included.	Through the support of an LSI School Leadership Coach, principals and leadership teams will review currently available intervention resources and develop a comprehensive intervention toolbox that will be available for teachers to use with all students across grade levels and subject areas. Coaching will involve the development of a system for evaluating resources and matching them to the appropriate enrichment and remediation need.	Through the support of an LSI School Leadership Coach, principals and leadership teams will explore the LSI Standards Tracker and the use of student teams as a way to track student mastery of the standards using a minute-by-minute approach. Coaching will include a focus on resource allocation and how to minimize the time students are involved in intervention. Coaching will be provided related to the use of reports to provide actionable feedback to instructional coaches and PLC leaders.
Data to Drive Improvement / Intervention	Coordinating Services to Support Students with Disabilities and English Language Learners	Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will receive technical assistance related to their role in co-planning with ESE and ELL support staff, implementing accommodations in IEP and ELL plans, and reporting student progress toward meeting goals. Coaching related to student Response to Intervention will also be included.	Through the support of an LSI Faculty Coach and schoolbased instructional coach, grade-level or subject-area teams will provide feedback on currently available intervention resources and develop a comprehensive intervention toolbox that will be available for teachers to use with all students across grade levels and subject areas. Coaching will involve the development of a system for evaluating resources and matching them to the appropriate enrichment and remediation need.	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to developing a system to monitor co-planning among core teachers with ESE and ELL support staff, implementing accommodations in IEP and ELL plans, and reporting student progress toward meeting goals. Coaching related to student Response to Intervention will also be included.	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to developing a system to monitor co-planning among core teachers with ESE and ELL support staff, implementing accommodations in IEP and ELL plans, and reporting student progress toward meeting goals. Coaching related to student Response to Intervention will also be included.	Through the support of an LSI School Leadership Coach, principals and leadership teams will review currently available intervention resources and develop a comprehensive intervention toolbox that will be available for teachers to use with all students across grade levels and subject areas. Coaching will involve the development of a system for evaluating resources and matching them to the appropriate enrichment and remediation need.	Through the support of an LSI School Leadership Coach, principals and leadership teams will explore the LSI Standards Tracker and the use of student teams as a way to track student mastery of the standards using a minute-by-minute approach. Coaching will include a focus on resource allocation and how to minimize the time students are involved in intervention. Coaching will be provided related to the use of reports to provide actionable feedback to instructional coaches and PLC leaders.
Data to Drive Improvement / Intervention	Evaluating and Selecting Resources for Academic Interventions	Through the support of an LSI Faculty Coach and schoolbased instructional coach, grade-level or subject-area teams will provide feedback on currently available intervention resources and develop a comprehensive intervention toolbox that will be available for teachers to use with all students across grade levels and subject areas. Coaching will involve the development of a system for evaluating resources and matching them to the appropriate enrichment and remediation need.	Through the support of an LSI Faculty Coach and schoolbased instructional coach, grade-level or subject-area teams will provide feedback on currently available intervention resources and develop a comprehensive intervention toolbox that will be available for teachers to use with all students across grade levels and subject areas. Coaching will involve the development of a system for evaluating resources and matching them to the appropriate enrichment and remediation need.	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to developing a system to monitor co-planning among core teachers with ESE and ELL support staff, implementing accommodations in IEP and ELL plans, and reporting student progress toward meeting goals. Coaching related to student Response to Intervention will also be included.	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to developing a system to monitor co-planning among core teachers with ESE and ELL support staff, implementing accommodations in IEP and ELL plans, and reporting student progress toward meeting goals. Coaching related to student Response to Intervention will also be included.	Through the support of an LSI School Leadership Coach, principals and leadership teams will review currently available intervention resources and develop a comprehensive intervention toolbox that will be available for teachers to use with all students across grade levels and subject areas. Coaching will involve the development of a system for evaluating resources and matching them to the appropriate enrichment and remediation need.	Through the support of an LSI School Leadership Coach, principals and leadership teams will explore the LSI Standards Tracker and the use of student teams as a way to track student mastery of the standards using a minute-by-minute approach. Coaching will include a focus on resource allocation and how to minimize the time students are involved in intervention. Coaching will be provided related to the use of reports to provide actionable feedback to instructional coaches and PLC leaders.
Data to Drive Improvement / Intervention	LSI Standards Tracker: Minute Data to Measure Student Mastery	Through the support of an LSI Faculty Coach and schoolbased instructional coach, grade-level or subject-area teams will explore the LSI Standards Tracker and the use of student teams as a way to track student mastery of the standards using a minute-by-minute approach. Coaching will include a focus on resource allocation and how to minimize the time students are involved in intervention.	Through the support of an LSI Faculty Coach and schoolbased instructional coach, grade-level or subject-area teams will explore the LSI Standards Tracker and the use of student teams as a way to track student mastery of the standards using a minute-by-minute approach. Coaching will include a focus on resource allocation and how to minimize the time students are involved in intervention.	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to developing a system to monitor co-planning among core teachers with ESE and ELL support staff, implementing accommodations in IEP and ELL plans, and reporting student progress toward meeting goals. Coaching related to student Response to Intervention will also be included.	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to developing a system to monitor co-planning among core teachers with ESE and ELL support staff, implementing accommodations in IEP and ELL plans, and reporting student progress toward meeting goals. Coaching related to student Response to Intervention will also be included.	Through the support of an LSI School Leadership Coach, principals and leadership teams will review currently available intervention resources and develop a comprehensive intervention toolbox that will be available for teachers to use with all students across grade levels and subject areas. Coaching will involve the development of a system for evaluating resources and matching them to the appropriate enrichment and remediation need.	Through the support of an LSI School Leadership Coach, principals and leadership teams will explore the LSI Standards Tracker and the use of student teams as a way to track student mastery of the standards using a minute-by-minute approach. Coaching will include a focus on resource allocation and how to minimize the time students are involved in intervention. Coaching will be provided related to the use of reports to provide actionable feedback to instructional coaches and PLC leaders.

SI/IM System	Teacher Module	Teacher Support	School Leader Support
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<p>Leadership</p>	<p>LSI Trend Tracker: Conditions Walk</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will explore the LSI Conditions Walk elements and rubric, as well as how the Conditions Walk is used in supporting the improvement of conditions for learning across the school and within individual classrooms. Conditions Walk data will be shared within PLCs as a means to ensure focus remains on ensuring strong conditions for rigorous learning schoolwide.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will use the Conditions Walk within the LSI Trend Tracker to continue measuring building-wide trends in conditions that affect instruction. Coaching will involve the use of the Conditions Walk to monitor growth along with the Conditions component of the SIMM.</p>
<p>Leadership</p>	<p>LSI Trend Tracker: Rigor Diagnostic</p>	<p>N/A</p>	<p>Each quarter, the LSI School Leadership Coach will conduct a Rigor Diagnostic, an on-site analysis of critical components of rigor and autonomous student learning, including <i>Conditions for Learning Rigorous Standards</i>, <i>Standards-Based Student Evidence</i>, <i>Activating Student Teams to Achieve the Standard</i>, <i>Verify Learning to Take Action Within a Lesson</i>, and <i>Tracking Student Progress Toward Standards</i>. Rigor Diagnostics will be conducted to ensure calibration of metrics in school improvement and to document a school's progress as it matures and grows along the School Instructional Maturity Model (SIMM) continuum.</p>
<p>Leadership</p>	<p>School Improvement Plan Development</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, PLC leaders will receive coaching related to providing data and feedback in the school-wide development of the School Improvement Plan. Additional coaching will be provided related to the establishment and monitoring of school-wide goals within the context of each PLC.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will develop a School Improvement Plan, focusing heavily on creation of an effective and efficient Early Warning System (EWS) and needs assessment that examines school, grade-level, subgroup, and ESSA data. Coaching will be provided in collaboration with state support teams in the selection of areas of focus, measurable outcomes, evidence-based strategies, action steps, and measuring implementation. Additional coaching will be provided related to the problem-solving process and root cause analysis.</p>
<p>Leadership</p>	<p>Community Engagement: Designing a Community Partner Outreach Program</p>	<p>N/A</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to designing campaigns and events to engage the community. Coaching related to aligning school-wide initiatives with specific existing and potential partners will be provided. Principals and leadership teams will develop a community partner outreach plan to engage local employers, nonprofits, and faith-based organizations to become involved in the support of the school, including hosting summer workshops for teachers to help them learn more about available community resources. Marketing and graphics assistance will be provided.</p>

SIMM System		Teacher Module	Teacher Support	School Leader Support
Leadership	Developing Family-Friendly Customer Service	Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will receive technical assistance related establishing regular communications between school and home, including monthly calls from teachers, home visits, weekly newsletters, and website updates. Additional coaching related to reporting student progress toward meeting the standards will be provided.	Through the support of an LSI School Leadership Coach, principals and leadership teams will create a welcome center or help desk for parents/school visitors, develop a protocol for establishing regular communications between school and home, including monthly calls from teachers, home visits, weekly newsletters, and website updates. Additional coaching related to reporting student progress toward meeting the standards will be provided. Coaching related to the effective use of a parent liaison and volunteers will also be provided. Technical assistance related to the development of a parent handbook that provides links to community services and resources available will also be provided.	
Leadership	Growing the School Advisory Council (SAC) and ParentTeacher Association (PTA)	Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will receive technical assistance related to best practices for building relationships with parents and the community. Coaching related to the home-school connection, outreach strategies, and promoting volunteers will be provided.	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to creation and/or expansion of the School Advisory Council (SAC) and ParentTeacher Association (PTA). Coaching will be provided relative to the utilization of annual parent survey results to refine family and community engagement activities and communication.	
Leadership	Community of Practice (CoP) #1	N/A	Through the support of an LSI School Leadership Coach, principals will participate in a half-day Community of Practice (CoP) focused on the successful implementation of academic teaming and increasing student achievement. Pre-reading for this session will include Richard Elmore's "Bridging the Gap Between Standards and Achievement." Following a virtual discussion of the article and its application to school turnaround, the LSI School Leadership Coach will facilitate classroom walkthroughs and the use of the Academic Teaming Walk. Coaching related to the connection between the professional learning and its observable implementation will be provided. An examination of the action board and planning for next steps will complete the day.	
SIMM System		Teacher Module	Teacher Support	School Leader Support

<p>Leadership</p>	<p>Recruiting and Retaining a Highly Effective Instructional Staff</p>	<p>N/A</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to effective hiring practices for high-needs schools, as well as the development of human capital processes such as interviewing questions and techniques, staff allocations, and collective bargaining activities. Ideas for recruiting teachers at the national, state, and local level will be provided, along with a sample Memorandum of Understanding (MOU) that supports the necessary environment for the true work of school turnaround. Coaching will include the development of a site-based decision council that is actively engaged in problem solving, selection of professional development activities, communication, and faculty/staff celebrations.</p>
<p>Leadership</p>	<p>Community of Practice (CoP) #2</p>	<p>N/A</p>	<p>Through the support of an LSI School Leadership Coach, principals will participate in a half-day Community of Practice (CoP) focused on the successful implementation of academic teaming and increasing student achievement. Pre-reading for this session will include Amy Edmondson's "Strategies for Learning from Failure." Following a virtual discussion of the article and its application to school turnaround, the LSI School Leadership Coach will facilitate classroom walkthroughs and the use of the Academic Teaming Walk. Coaching related to the connection between the professional learning and its observable implementation will be provided. An examination of the action board and planning for next steps will complete the day.</p>
<p>Leadership</p>	<p>Using the Marzano Focused Teacher Evaluation Model (FTEM) to Support Teacher Growth (eval schools only)</p>	<p>Through the support of an LSI Staff Developer, participants will receive professional development related to deepening their understanding and application of evaluation elements from the FTEM. Coaching will be differentiated and aligned based on the implementing of the school's professional learning sequence and feedback provided to the teacher through iObservation.</p>	<p>Through the support of an LSI Consultant, principals and leadership teams will receive professional development related to implementation of the Focused Teacher Evaluation Model (FTEM) and iObservation. Side-by-side coaching will be provided on a differentiated basis.</p>

Phase 2 - January 2021 – July 2021

<p>Conditions</p>	<p>Identifying and Grouping Students with Moderate Behavior Needs</p>	<p>Through the support of an LSI Faculty Coach and schoolbased support staff, grade-level or subject-area teams will receive coaching that includes strategies for using support staff (i.e., guidance counselor, social worker, school psychologist, behavior specialist) to provide wrap-around services for students demonstrating the need for increased supports. Coaching will also be provided related to the use of small-group intervention for common behavioral needs.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will receive coaching that includes strategies for using support staff (i.e., guidance counselor, social worker, school psychologist, behavior specialist) to provide wrap-around services for students demonstrating the need for increased supports. Coaching will also be provided related to the use of small-group intervention for common behavioral needs.</p>
<p>Conditions</p>	<p>Planning Evidence-Based Supports</p>	<p>Through the support of an LSI Faculty Coach and schoolbased support staff, grade-level or subject-area teams design and implement a sustainable and thoughtful recognition and rewards system to drive positive student behaviors. Coaching will involve spending time diving into the elements of effective recognition and rewards systems, as well as soliciting student input during the development of the program.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will implement a sustainable and thoughtful recognition and rewards system to drive positive student behaviors. Coaching will involve spending time diving into the elements of effective recognition and rewards systems.</p>
<p>Conditions</p>	<p>Progress Monitoring and Evaluation</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, grade-level or subject-area teams will collect and analyze data on a regular basis as a means to monitor the progress of a school's conditions for learning. Coaching will involve developing different strategies to allow the team to intervene more effectively when determining whether an intervention is being provided accurately. Focus will be placed on developing more individualized interventions.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will collect and analyze data on a regular basis as a means to monitor the progress of a school's conditions for learning. Coaching will involve developing different strategies to allow the team to intervene more effectively when determining whether an intervention is being provided accurately. Focus will be placed on developing more individualized interventions.</p>

<p>Core Instruction</p>	<p>Academic Teaming 301: Step Back from Your Student-Led Teams</p>	<p>Teachers will participate in a professional learning day where they will be able to teach teams to coach each other and resolve conflicts, release students after small chunks (related to the Success Criteria) to expand on each other's thinking, make tasks that require students to expand their thinking, and document if students are progressing toward the Learning Target. Participants will receive a Toolkit of resources, Thinking Guides, and How to Guides to support these outcomes. Time will be provided throughout the training for participants to troubleshoot and practice implementing these resources before use in the classroom with students.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will engage in professional learning related to academic teaming. Coaching will include a focus on developing highly functioning systems and process gains as a means to increase rigor in all classrooms. Systems will be developed around teaming, student evidences, team tasks, and an environment of autonomy. Two (2) weeks prior to the delivery of the professional learning day, an LSI School Leadership Coach will provide an overview of the content and collaboratively map out a plan for the school leadership team to support the learning during the day of delivery.</p>
<p>Collaboration</p>	<p>Developing Systems for Analyzing Student Evidence</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, grade-level or subject-area teams will implement a system for grade levels and subject areas that will allow PLCs to include the analysis of student evidence in their work. Coaching will involve how to develop processes and procedures to ensure PLCs continue to mature toward teacher-team ownership on the Collaboration component of the SIMM.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will develop a system for grade levels and subject areas that will allow PLCs to include the analysis of student evidence in their work. Coaching will involve how to develop processes and procedures to ensure PLCs continue to mature toward teacher-team ownership on the Collaboration component of the SIMM.</p>
<p>Collaboration</p>	<p>New and Newly Assigned Teacher Support Plan: January</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, new and newly assigned teachers will continue the implementation of a support plan. Mentor/mentee topics will include revisiting classroom management, strategies, refining classroom procedures and routines, how to become involved in school committees, and using evaluative feedback to improve instructional delivery. Coaching will include the use of release time for the mentor and mentee to participate in peer coaching based on differentiated needs.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will receive coaching related to identifying instructional trends that are preventing students who are not on track to making an annual learning gain in ELA and math and how to provide actionable feedback and support for new and newly assigned teachers. Additional coaching will include leadership team support for engaging new and newly assigned teachers in the larger school community.</p>

<p>Collaboration</p>	<p>New and Newly Assigned Teacher Support Plan: February</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, new and newly assigned teachers will continue the implementation of a support plan. Mentor/mentee topics will include evaluating growth through the LSI Growth Tracker, providing additional supports for students require remediation and/or enrichment, and how to find professional resources on specific areas for growth. Coaching will include the use of release time for the mentor and mentee to participate in peer coaching based on differentiated needs.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will receive coaching related to providing actionable feedback to teachers on their use of data to provide remediation both within and outside of the core instructional blocks in ELA and math. Leadership teams will continue to receive coaching on how to empower mentors to support their mentees through release time.</p>
<p>Collaboration</p>	<p>New and Newly Assigned Teacher Support Plan: March</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, new and newly assigned teachers will continue the implementation of a support plan. Mentor/mentee topics will include preparing for statewide assessments and engaging parents during conferences. Coaching will include the use of release time for the mentor and mentee to participate in peer coaching based on differentiated needs.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will receive coaching regarding how to ensure new and newly assigned teachers are supported in preparation for the statewide assessment. Additional coaching related to how to measure the effectiveness of a mentor will be provided.</p>
<p>Collaboration</p>	<p>New and Newly Assigned Teacher Support Plan: April</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, new and newly assigned teachers will continue the implementation of a support plan. Mentor/mentee topics will include finalizing the annual evaluation and providing feedback to resource teachers on student goals from IEPs. Coaching will include the use of release time for the mentor and mentee to participate in peer coaching based on differentiated needs.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will receive coaching regarding the finalization of annual evaluations, including how to engage new or newly assigned teachers with their evaluation results and integrating feedback from the LSI Growth Tracker and other sources with the feedback from iObservation (or the district's adopted evaluation tool).</p>
<p>Collaboration</p>	<p>New and Newly Assigned Teacher Support Plan: May</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, new and newly assigned teachers will continue the implementation of a support plan. Mentor/mentee topics will include setting priorities for summer professional development, evaluating the effectiveness of lesson plans and instructional strategies, and closing out the school year. Coaching will include the use of release time for the mentor and mentee to participate in peer coaching based on differentiated needs.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will receive coaching on how to best support mentors as they close out the year with their mentees, how to recognize mentors for their work, and how to evaluate the effectiveness of the support plan. Additional coaching related to refining the plan for next school year will be provided.</p>

SIMM System		Teacher Module		Teacher Support		School Leader Support	
Leadership	Team Diagnostic Survey #2	N/A		School leadership teams will take the Team Diagnostic Survey for a second time as a pulse check to measure the growth of the team as they are working toward school turnaround. Survey results will be used in ongoing school leadership coaching.			
Leadership	Deepening Coaching Skills			Through the support of an LSI Faculty Coach, instructional coaches will engage in a book study with Michael Bungay Stanier's book <i>The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever</i> . Coaching will result in instructional coaches that are able to embed coaching in all areas of their daily work and support coaching as a critical component of the school's overall culture.			Through the support of an LSI School Leadership Coach, principals and leadership teams will engage in a book study with Michael Bungay Stanier's book <i>The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever</i> . Coaching will result in teams that are able to embed coaching in all areas of school's operations and entrench it as part of the school's overall culture.
Leadership	Distributed Leadership			Through the support of an LSI Faculty Coach and schoolbased instructional coach, grade-level or subject-area teams will receive technical assistance relative to creating a distributed system maturity, specifically identifying a responsibility, metric, goal for improvement, documented process, and regular leadership inspection and feedback on progress to the goal.			Through the support of an LSI School Leadership Coach, principals and leadership teams will engage in leadership building activities that support their growth along with the SIMM, specifically in becoming more confident and competent as they own outcomes through empowering others in the school. Focused coaching will be provided related to generating results using a distributed system maturity across the school.
Leadership	Leveraging Social Media to Enhance Family and Community Engagement			Through the support of an LSI Faculty Coach and schoolbased instructional coach, participants will receive technical assistance related to using social media to effectively and efficiently communicate with parents and the community. Coaching will include various strategies for communicating the content and student mastery of standards through various platforms. Best practices for student privacy and communication will be provided. Note: This support is provided only in projects where district and school approval are provided.			Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to using social media to effectively and efficiently communicate with parents and the community. Coaching will include various strategies for communicating the day-to-day events, activities, and positive publicity through various platforms. Best practices for student privacy and communication will be provided. Note: This support is provided only in projects where district and school approval are provided.

Leadership	Community of Practice (CoP) #3	N/A	<p>Through the support of an LSI School Leadership Coach, principals will participate in a half-day Community of Practice (CoP) focused on the successful implementation of academic teaming and increasing student achievement. Pre-reading for this session will include Elena Aguilar's "Why We Must All Be Coaches for Equity." Following a virtual discussion of the article and its application to school turnaround, the LSI School Leadership Coach will facilitate classroom walkthroughs and the use of the Academic Teaming Walk. Coaching related to the connection between the professional learning and its observable implementation will be provided. An examination of the action board and planning for next steps will complete the day.</p>
Leadership	Community of Practice (CoP) #4	N/A	<p>Through the support of an LSI School Leadership Coach, principals will participate in a half-day Community of Practice (CoP) focused on the successful implementation of academic teaming and increasing student achievement. Pre-reading for this session will include W. Chan Kim and Renee Mauborgne's "Blue Ocean Leadership." Following a virtual discussion of the article and its application to school turnaround, the LSI School Leadership Coach will facilitate classroom walkthroughs and the use of the Academic Teaming Walk. Coaching related to the connection between the professional learning and its observable implementation will be provided. An examination of the action board and planning for next steps will complete the day.</p>
Conditions	Intensive Support Plans – Person-Centered Planning	<p>Through the support of an LSI Faculty Coach and schoolbased support staff, grade-level or subject-area teams will refine the current conditions for learning support plans to provide more focus on individual needs of students. Additional coaching will be provided related to the use of community-based support organizations as a means to develop a community school to support students.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will refine the current conditions for learning support plans to provide more focus on individual needs of students. Additional coaching will be provided related to the use of community-based support organizations as a means to develop a community school to support students.</p>

<p>Conditions</p>	<p>Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)</p>	<p>Through the support of an LSI School Leadership Coach and school-based support staff, participants will develop a supportive Tier 3 PBIS system that utilizes Functional Behavior Assessments (FBAs) and function-based Behavior Intervention Plans (BIPs), including the development of tier 3 support plan, data collection tools and forms, and FBA and BIP evaluation tools.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will evaluate the quality of functional behavior assessments and behavior intervention plans. Coaching will center on the review of current research on the essential components for high-quality FBA/BIPs. Additional coaching will include the development of a process to ensure a student's plan is technically sound and include sufficient supports for success.</p>
<p>Conditions</p>	<p>Spring Culture Survey</p>	<p>The Spring School Culture Survey will provide data to better understand the culture of a school and how quality instruction can be better provided to students. Only instructional staff and non-instructional staff currently participating in professional learning are included in the survey. Following the administration of the survey, data will be analyzed, and a building-level report is generated on the elements of the survey. The report is used in the ongoing development of the school leader and teams. Comparison data to the Fall survey will be used to plan coaching activities for school leadership team members.</p>	<p>The Spring School Culture Survey will provide data to better understand the culture of a school and how quality instruction can be better provided to students. Only instructional staff and non-instructional staff currently participating in professional learning are included in the survey. Following the administration of the survey, data will be analyzed, and a building-level report is generated on the elements of the survey. The report is used in the ongoing development of the school leader and teams. Comparison data to the Fall survey will be used to plan coaching activities for school leadership team members.</p>
<p>Core Instruction</p>	<p>Redefining the Role of the Instructional Coach</p>	<p>Through the support of an LSI Faculty Coach, the schoolbased instructional coach will implement develop a comprehensive instructional coaching system to support PLC leaders and teacher teams. Coaching will include an indepth analysis of a differentiated coaching cycle and the development of resources to support teacher teams.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will develop a comprehensive instructional coaching system to support PLC leaders and teacher teams. Coaching will include an in-depth analysis of a differentiated coaching cycle and the development of resources to support teacher teams.</p>
<p>Leadership</p>	<p>Team Diagnostic Survey #3</p>	<p>N/A</p>	<p>School leadership teams will take the Team Diagnostic Survey for a third time to measure the annual growth of the team as they complete their first year of work together focused on school turnaround.</p>
<p>Leadership</p>	<p>Sustainability Planning for Leadership Pipeline</p>	<p>N/A</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will develop a plan and system for identifying leaders to support the school and its teams. Coaching will include how to use a distributed system maturity to continually fill leadership positions, identify key task processes, and increase team effectiveness.</p>

<p>Leadership</p>	<p>Launching of Teacher and School Teams</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, grade-level or subject-area teams will implement a plan for the launch of teacher and school teams for the upcoming school year. Coaching will involve the use of the 6 Team Conditions using the Team Diagnostic Survey.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will develop a plan for the launch of teacher and school teams for the upcoming school year. Coaching will involve the use of the 6 Team Conditions using the Team Diagnostic Survey.</p>
<p>Curriculum and Assessment</p>	<p>Teacher Teams and Formative Assessment</p>	<p>Through the support of an LSI Faculty Coach and schoolbased instructional coach, grade-level or subject-area teams will implement a framework for teacher teams that promotes the use of formative assessment as way to accelerate student learning. Coaching will include a look at best practices in formative assessment as a means for rapidly closing the achievement gap. Coaching will be focused on developing assessments at the school- and classroom-level that are responsive to student needs and owned by teacher teams.</p>	<p>Through the support of an LSI School Leadership Coach, principals and leadership teams will develop a framework for teacher teams that promotes the use of formative assessment as way to accelerate student learning. Coaching will include a look at best practices in formative assessment as a means for rapidly closing the achievement gap.</p>

Cost Summary

EO Partnership Services	Cost
August 2021 – July 2021 <ul style="list-style-type: none"> School Leadership Coach, 120 days onsite and virtual support as needed per year ELA, Math, and Science Faculty Coaches, a minimum of 240 days onsite and virtual support as needed Academic Teaming PD and Kits for 50 teachers – 101 (PD only), 201, and 301 (Delivered the months of August, October, and January) 	\$498,000.00
Total Cost	\$498,000.00

Payment Schedule

In accordance with Section 15. Fees for Service in the External Operator Contract with Polk and LSI, the following payment schedule reflects the monthly billing and holdback payments that align with the detailed budget on the following page.

Qty	Units	Post at	Description	Unit Price	Discount	Total Discount	Line Total
Monthly Fee July 15, 2020 - June 15, 2020							
12	1	Payment	Applied Research Center - Monthly Contracted Services	\$27,805.00	\$0.00	\$0.00	\$333,660.00
Holdback							
1	1	Payment	The final 93% of the contract value may not be paid until and unless the External Operator demonstrates that the school has achieved at least a "C" grade. Due 45 days after the School's receipt of a grade "C" or higher	\$164,340.00	\$0.00	\$0.00	\$164,340.00
Payment for External Operation Services Total:							\$498,000.00



Detailed Budget

Please note, due to the volume of onsite days purchased by the District, LSI has discounted costs.

Account: Polk Co School District
 Opportunity: McLaughlin Polk EO Year 2 2020-2021
 Treatment/Solution: External Operator

Qty	Units	Product	Description	Unit Price	Quantity	Total Discount	Line Total
Technology Resources							
1	1	LSI Growth Tracker	Annual License (School)	\$1,500.00	\$300.00	\$300.00	\$1,200.00
1	1	LSI Trend Tracker	Annual License (Pack of 5 Users)	\$1,695.00	\$200.00	\$200.00	\$1,695.00
1	1	LSI Standards Tracker	Annual License (School)	\$2,500.00	\$345.00	\$345.00	\$2,155.00
Conference Registration							
1	1	Project Deliverable Item	Building Expertise Conf Registration for Principal for 2021	\$650.00	\$0.00	\$0.00	\$650.00
Leadership Coach - August 2021 - July 2021							
120	1	External Operator- Leadership Coach	Full day onsite and virtual support as needed per year	\$4,500.00	\$3,195.00	\$383,400.00	\$156,800.00
Faculty Coach - August 2021 - July 2021							
240	1	External Operator- Faculty Coach	Full day, ELA, Math, and Science Faculty Coaches, virtual support as needed	\$4,500.00	\$3,195.00	\$766,800.00	\$313,200.00
PD & Kits - Delivered the months of August, October, and January							
1	1	Academic Teaming 101: Student-led Team Basics	Full day, onsite session. Max participants 50 Delivered by the LSI Faculty Coach during an External Operator - Faculty Coach Session.	\$4,500.00	\$4,500.00	\$4,500.00	\$0.00
50	1	Academic Teaming 101 Student-led Team Basics Kit	Kit includes: [3] 4 Steps [30] Agree/Disagree Cards [1] Agree/Disagree Cards How to Guide [5] Forming Student Teams [1] Forming Student Teams How to Guide [8] Summarizing Mat [1] Summarizing Thinking How to Guide [16] Summarizing Thinking Guide/Summarizing Mat (Annotated) [1] What If... [1] What If... How to Guide [8] Role Card - Facilitator [8] Role Card - Learning Monitor [16] Role Card - Team Member [1] Academic Teaming 101 Participant Notebook [1] Academic Teaming 101 Kit Guide	\$299.00	\$149.00	\$7,450.00	\$7,500.00
1	1	Academic Teaming 201: First Step to Student Team Autonomy	Full day, onsite session. Max participants 50 Delivered by the LSI Faculty Coach during an External Operator - Faculty Coach Session.	\$4,500.00	\$4,500.00	\$4,500.00	\$0.00
50	1	Academic Teaming 201 First Step to Student Team Autonomy Kit	Kit includes: [3] 4 Step/Taxonomy 4 Step [1] Anchor Chart 4-1-1 [8] Connecting New Learning Mat [1] Connecting New Learning Mat How to Guide [8] Connecting New Learning Guide/Connecting New Learning Mat (Annotated) [8] Hot Mess Express [1] Hot Mess Express How to Guide [8] Readiness Check/Readiness Check (Annotated) [1] Readiness Check How to Guide [1] What If... /Wait and See [1] Wait and See How to Guide [1] Role Card - Facilitator [1] Role Card - Learning Monitor [1] Role Card - Team Member [1] Academic Teaming 201 Participant Notebook [1] Academic Teaming 201 Kit Guide	\$299.00	\$149.00	\$7,450.00	\$7,500.00
1	1	Academic Teaming 301 Step Back from Your Student-led Teams	Full day, onsite session. Max participants 50. Delivered by the LSI Faculty Coach during an External Operator - Faculty Coach Session.	\$4,500.00	\$4,500.00	\$4,500.00	\$0.00
50	1	Academic Teaming 301: Step Back from Your Student-led Teams Kit	Kit includes: [1] Documenting Evidence [30] Expanding Thinking Guide/Expanded Thinking Guide (Annotated) [1] Expanding Thinking How to Guide [8] Struggle Bus [1] Struggle Bus How to Guide [1] Self Help [1] Self Help How to Guide [1] How to Make and Share Success Criteria [1] Academic Teaming 301 Participant Notebook [1] Academic Teaming 301 Kit Guide	\$299.00	\$149.00	\$7,450.00	\$7,500.00
				August 2021 - July 2021 Total: \$498,000.00			

EXTERNAL OPERATOR CONTRACT

This External Operator Contract ("Contract") is made and entered into this ____ day of April, 2020, by and between The School Board of Polk County, Florida ("School Board" or "District") and Learning Sciences International, LLC ("External Operator") (collectively, the "Parties").

WHEREAS, pursuant to Section 1008.33(4)(b) (2019), when a school district school earns three consecutive school grades below a "C," a turnaround option plan must be selected and implemented for that school; and

WHEREAS, the District has determined that a contract with an outside entity that will serve as an external operator of the school is the best option for turnaround for the school and for its long-term success; and

WHEREAS, External Operator meets the definitions of "outside entity" and "external operator" set forth in Section 1008.33(4)(b) (2019), Florida Statutes, and Section 6A-1.09981 I, F.A.C. (2019), in that it has demonstrated effectiveness in the academic operations of school district schools and has a successful record of providing support to improve the academic performance of high-poverty, lowerperforming schools.

NOW THEREFORE, in consideration of the foregoing, and good and valuable consideration, receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

1. **RECITALS.** The foregoing recitals are true, correct and incorporated herein by reference.
2. **SCHOOL SERVED.** The school to be served by External Operator under this Contract is McLaughlin Middle School ("School") located at 800 South 4th Street, Lake Wales, FL 33853. The School serves students in K-5 and bears MSID number 2021.
3. **TERM; EFFECTIVE DATE; STATE BOARD OF EDUCATION APPROVAL.**
 - A. **Effective Date.** This Contract will become effective upon execution by both Parties.
 - B. **Term.** The Term of this Contract will commence on the Effective Date and continue through the 2020-2021 school year unless terminated earlier as provided in Section 17 or otherwise herein.
 - C. **State Board of Education Approval.** This Contract is subject to the State Board of Education's approval of the District's Turnaround Option Plan to implement the external operator option set forth in this Contract. If such approval is not given, then this contract is null and void and shall automatically terminate.
4. **RELATIONSHIP OF THE PARTIES.**
 - A. **Nature of Relationship.** The Parties' relationship is contractual, and nothing in this Contract is intended to, or shall, create a partnership or joint venture between the Parties.

- B. No Agency. Unless expressly provided in this Contract or otherwise agreed in writing, neither Party will be an agent of the other Party or have the express or implied authority to bind the other.
- C. LEA. The District is the Local Education Agency ("LEA"). Nothing in this Contract is intended to, or shall, delegate the District's responsibilities as LEA to External Operator.

5. RESPONSIBILITIES AND SERVICES OF EXTERNAL OPERATOR

- A. General Oversight. External Operator will oversee all School operations and will have access to School grounds at all times during the Term of this Contract.
- B. External Operations (Beginning August 2020). External Operator will have primary responsibility for all School academic programs; oversight, selection, placement, coaching, evaluation, assignment of responsibilities and re-assignment of School leadership and instructional personnel in consultation with the District; professional development; identification, training and coaching of professional learning community leaders, student academic assessment and development of curriculum and instructional materials. If any elements of School operations are identified by the External Operator as contributing to the School's lack of performance, External Operator will provide notice to the District as set forth herein. The District will make a good faith effort to correct the condition within sixty (60) days following issuance of the notice. Notices will be provided in writing by the LSI Practice Leader to the District contact for the External Operator partnership and include all details of the deficiency and support provided.
- C. Curriculum, Instruction, Climate, and Culture. External Operator will improve the School in terms of student performance on FSA and school grade while implementing next generation instructional systems that will build the capacity of the School to sustain and continue its own improvement in preparation for returning the School to District control as stipulated in the Contract. This includes improvement of behavior, climate, and culture of the School. The goal of this model is to reach beyond school improvement and attain transformation of the School into a scalable model of rigorous instruction and student engagement, providing a data-driven roadmap designed to empower district leaders and teachers. The model aligns curriculum, culture and instructional systems to attain and sustain high levels of performance through:
- Strong instructional leaders who recognize and support rigorous teaching and learning
 - Expert teacher leaders who coach and guide peers to instructional expertise
 - Skillful teachers who guide and inspire students to high academic performance
 - Engaged students who self-regulate, collaborate, and think creatively with challenging academic content
 - Informed and involved families and community members who take pride in the School as an example of world-class education
 - Professional development for administrators, coaches, PLC leaders, and teachers
 - Coaching for principal and administrators, teacher leaders (coaches and PLC leaders), and teachers
 - External Operator's Tracker technology with includes instructional tools and data systems that are used to enhance instruction
 - Implementation of next generation systems to reinvent the School in a replicable, scalable model
- D. Assessments. The School will continue to use the District's established interim/benchmark assessments and statewide summative assessments. In addition, the School will track daily student progress toward mastery of standards-driven learning targets using External

Operator's Standards Tracker technology tool. Data collection through Standards Tracker will be used to develop correlations between daily formative tracking and interim/ benchmark and summative assessments and improve teacher accuracy in assessing student evidence of learning progress.

- E. Background Checks and Screening. External Operator agrees that each of its employees who will be accessing School grounds when students are present or who have direct contact with students will undergo and meet Level 2 screening and fingerprint requirements as described in ss. 1012.465, et seq., Florida Statutes (2019), as conducted by the District at External Operator's expense.
- F. Reporting. External Operator will make monthly reports of progress to the District through the Executive Action Team.

6. **RESPONSIBILITIES OF DISTRICT**. In addition to the responsibilities for supporting the School and External Operator's activities as set forth throughout this Contract, the District will have primary responsibility for all non-academic operations of the School, including, without limitation, the following:

- A. School Funding. The District will provide all funding that the School would normally receive, including entitlement funding (e.g. Title I, Parts A, C, D; Title II, Part A; Title ID; Title IV, Parts A and B; Title IX, Part A). The District will also ensure that the School is included in applications for competitive grant funding as appropriate to its needs.
- B. Transportation. The District will receive all revenue pertaining to, and retain primary responsibility for, provision, staffing and payment for all School transportation for all students who reside within the School's attendance zone, or otherwise attend the School pursuant to the District's student assignment rules, in a manner comparable to other District schools and as required by law. This includes transportation of students for study, field trips, non-program activities, electives and extra-curricular activities for the School's students to substantially the same extent and in substantially the same manner that the District provides transportation for students in other District schools. If the school hours are extended for tutoring or other special supports to accelerate student academic growth, the District will provide access to transportation for students in a manner comparable to other District schools.
- C. Food Service. The District will receive all revenue pertaining to, and retain primary responsibility for, provision, staffing and payment for all School food service at a level of service comparable to other District schools. This includes collection of all documentation necessary for provision of free and reduced-price meals.
- D. External Operator Office Space. The School will provide private office space for use by the External Operator's School Leadership Coach and Faculty Coaches, with access to telephones, computers and Internet access.
- E. Facility Maintenance and Security. The District will maintain and repair, at its expense, the Facility and grounds and provide for security and all utilities at the Facility at its expense, in a manner consistent with other District schools. District will be responsible for the facility and will remain responsible for any loss or damage or any liability resulting from the use of its property.

- F. **Furniture, Fixtures Equipment, Supplies and Educational Materials.** The District will provide the same furniture, fixtures, equipment, supplies and educational materials in a manner consistent with District schools with comparable school populations. This includes all information technology and related support.
- G. **Technology Tools.** Teachers will use External Operator's Standards Tracker and Growth Tracker technology tools. District will ensure that each teacher at School has a tablet computer with internet access in each teacher's classroom. Teachers will use this tablet every day to track student evidence of learning with Standards Tracker, therefore District will ensure that there are sufficient spare tablets in the event of loss or malfunction of issued tablets. Teachers and teacher teams will use Growth Tracker for collaboration, peer coaching, and professional learning.
- H. **Data Collection, Entry and Management.** District and School-level personnel will continue to have primary responsibility for all data collection, data entry and data management for the School within the Student Information System (SIS). This includes any data resulting from Saturday or summer academic programs that the District and External Operator may decide to implement to accelerate student progress.
- I. **Services to Students with Disabilities.** The District will continue to be responsible for compliance with all duties and obligations that it has as the LEA under applicable laws relating to services provided to students with disabilities, including exceptional student education and Section 504. The District will provide staff and services for the School's students with disabilities in substantially the same manner as the District provides such staff and services to other District schools and in compliance with law. The District will provide such staff and services in a manner that is consistent with the School's academic program and general operations. The District's responsibility for providing such services shall include, without limitation, all administrative and procedural aspects of such services, including but not limited to referral processes, evaluations, reevaluations, eligibility determinations, placement decisions, compliance with Child Find mandates, and development and implementation of Individual Education Plans, Education Plans and 504 Plans in accordance with applicable laws. This includes behavioral support and creation of safety plans and behavior improvement plans, as needed, and consistent with the support and services provided to other District schools.
- J. **English as a Second Language.** The District will continue to provide English as a Second Language services and support to the School's students in the same manner that it provides to other District schools.
- K. **Tutoring, Before and After Care Programs.** School will provide tutoring services for students to help accelerate academic growth, which could include summer and Saturday school programs. The tutoring program will be designed to address needs identified through data gathered in Standards Tracker from daily classroom monitoring. School before and after care programs that provide student tutoring services will be coordinated with External Operator to ensure that student tutoring is consistent and supportive of School instructional programs. Tutors will participate in training provided by External Operator and use materials supplied by the students' teachers that are consistent with the instructional program. Any programs implemented under this section shall be consistent with the School's extended learning program budget and in conjunction with existing community partnerships at the School.
- L. **Priority of Implementation.** External Operator will work with the School and District to opt the School out of any initiatives from the State or other source external to the District that would, in the External Operator's sole opinion, interfere with the ability of the principal and staff to

implement the model. In the case of initiatives that cannot be eliminated or that District demonstrates to External Operator's satisfaction are necessary, External Operator will determine if the School has sufficient resources to participate without impeding progress of the School's improvement work. If School's resources are insufficient, District will work collaboratively with External Operator to provide additional resources to meet this requirement, with such resources to be agreed upon by the parties.

7. **EXECUTIVE ACTION TEAM.** An Executive Action Team will be formed consisting of the Superintendent and/or Deputy Superintendent, Associate Superintendent of Human Resources, Chief Transformation Officer, Principal, External Operator Practice Leader and External Operator Leadership Coach, or individuals in comparable positions. The Executive Action Team will meet monthly, beginning in the month following the Effective Date, unless the External Operator and District agree to a different schedule. At a minimum, the Executive Action team will review progress of the actions in this Contract and work in good faith to resolve any impediments to success or contractual issues, keeping the best interests of students and the School at the forefront of all discussions. The Executive Action Team will communicate progress of implementation within the District, school board, and the Florida Department of Education, as required.
8. **COLLECTIVE BARGAINING PURSUANT TO EDUCATIONAL EMERGENCY.** An educational emergency exists with respect to the School and, accordingly, the District has entered into a memorandum of understanding with the District Teacher Association as required by Sections 1001.42(21) and 1008.33 (4)(1)(a) Florida Statutes (2019). To the extent that External Operator concludes that the memorandum of understanding does not allow for appropriate implementation of programs, strategies, and actions set forth in this Contract, which specifically include the personnel obligations under Section 14, or otherwise fails to appropriately address the selection, placement, and expectations of instructional personnel and provides the School principal with the autonomy described in Section 1012.28(8), Florida Statutes (2019), the District will immediately renegotiate the memorandum of understanding.
9. **SCHOOL HOURS AND CALENDAR.** The District acknowledges and agrees that appropriate implementation of programs, strategies, and actions required by this Contract may require the expansion of the calendar in working days for staff to include summer and professional learning during the year, including Saturdays and non-instructional calendar days. If such expansion is required by External Operator, the District will negotiate this requirement with PCTA and will pay teachers according to the agreed rate for these additional working hours.
10. **STUDENT RECORDS AND DATA.**
 - A. **Access to Student Records.** To facilitate the services provided under this Contract to increase student achievement, the District will provide External Operator access to all student-related records and personally identifiable information contained in such records (collectively "Student Records") related to students at the School and such other Student Records at the District necessary for External Operator to carry out its duties in this Contract. Pursuant to its obligations under the Family Educational Rights and Privacy Act, 20 U.S.C. s. 1232(g), and its implementing regulations, 34 CFR pt. 99, as each may be amended from time to time ("FERPA"), the District acknowledges that, for purposes of this Contract, External Operator is a school official with legitimate educational interests in the Student Records disclosed to External Operator, pursuant to 34 CFR s. 99.31(a) and School Board Policy 8330.

- B. **Use of Student Records by External Operator.** External Operator agrees to use, maintain, and redisclose Student Records only in accordance with the requirements of FERPA. External Operator agrees that it shall not maintain, use, disclose, or allow access to Student Records except as permitted by this Contract or as otherwise authorized by law, and will use the Student Records disclosed by the District only for the purpose for which such disclosure was made.
- C. **Use of Data for Research Purposes.** External Operator may use aggregated student and teacher data to publish reports on its work at the School or to share such findings in presentations, websites or other publications, so long as such data and reports do not personally identify any individual student or teacher.
- D. **Unauthorized Disclosures.** Upon termination of this Contract, External Operator shall, at the election of the District, either destroy or return to the District, all such information in its possession, if any, and confirm the same in writing to the District. Notwithstanding any provision to the contrary contained in this Contract, External Operator and its officers, employees, agents, representatives, contractors, and sub-contractors shall indemnify and hold the District and its officers and employees harmless for any violation of this covenant, including but not limited to defending the District and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon the District, or payment of any and all cost(s), damage(s), judgment(s), or loss(es) incurred by or imposed upon the District arising out of the breach of this covenant by External Operator, or an officer, employee, agent, representative, contractor, or sub-contractor of External Operator to the extent and only to the extent that External Operator or an officer, employee, agent, representative, contractor, or sub-contractors of External Operator shall either intentionally or negligently violate the provisions of this covenant or applicable law. This provision shall survive the termination of or completion of all performance or obligations under this Contract and shall be fully binding upon External Operator until such time as any proceeding brought on account of this covenant is barred by any applicable statute of limitations.

- 11. **STUDENT DISCIPLINE.** All students at the School will continue to be subject to the District's Code of Student Conduct.
- 12. **MULTI-TIERED SYSTEM OF SUPPORT (MTSS)** . External Operator's model includes specific approaches to MTSS, which will be implemented at the School in accordance with State and Federal law.
- 13. **COMMUNICATIONS WITH MEDIA, COMMUNITY AND WITHIN DISTRICT.** District will designate a point of contact for community and public relations to work with External Operator's public relations office. External Operator and District will coordinate on all communications with media outlets. All media communications are to mention both the District and External Operator brands and respective roles at the School. The District and External Operator will collaborate in proactively communicating this project internally and externally to ensure a positive, encouraging message about the services provided. External Operator and District will also collaborate on proactively communicating this project using parent, business, and community outreach strategies. The District support in all such communications shall not be unreasonably withheld.
- 14. **SCHOOL PERSONNEL.**
 - A. **Employment Status.** All personnel assigned to the School ("School Personnel") will be District employees, with their salaries and benefits paid from District funds.

- B. **Incentive Pay.** Pursuant to the Memorandum of Understanding with PCTA, The District will provide pay incentives to encourage teachers to work and remain in the School.
- C. **Personnel Decisions.** The District will give the External Operator priority in selecting and placing teachers and administrators for the School. The District will ensure that staffing of the School is consistent with staffing ratios established by External Operator, subject to reasonable budgetary constraints. This will include one or more assistant principals, as well as school-based, qualified, full-time instructional coaches, as required given the size of the student population and faculty. All School staff will be selected through an interview protocol set by the External Operator. External Operator will make all School Personnel placement decisions. In the event that an individual is not the best fit for the School as determined by External Operator, the District will reassign that individual in a setting to be determined by District.
- D. **Budgeting for Personnel at the School and in Support of the School.** The District will budget and pay for the staffing at the School as determined by the External Operator. Budgeting for the School will also include funds for additional pay required for School personnel to attend training prior to the start of, and throughout, the School Year and for extended day, as applicable. District will pay teachers assigned to the School for extended and additional workdays, for summer professional development, and for summer and extended day work in curriculum development activities. This subsection is subject to reasonable budgetary constraints.
- E. **Instructional Personnel.** All teachers will be required to attend professional development prior to the start of each school year, as well as professional development throughout the school year.
- F. **School Principal.** The External Operator will collaborate with the appropriate members of the Executive Action Team to supervise, place, evaluate, coach, and remove the School Principal, subject to applicable law.
- G. **Evaluation.** The parties recognize that District evaluation systems for principals, assistant principals, and teachers are consistent with External Operator's instructional model and expectations. Teachers will not be retained at the School unless they are effective or highly effective instructors pursuant to the District's evaluation system.
- H. **Non-Instructional Personnel.** The District will budget and staff for all non-academic functions such as guidance, bookkeeping, clerical, custodial, food service and transportation personnel.
- I. **Background Screening and Fingerprinting of School Personnel.** The District is responsible for all background screening and fingerprinting of all School Personnel.
- J. **Employment Records.** The District is responsible for maintaining the employment records for all School Personnel.
- K. **Employee Complaints and Grievance.** The Parties agree that an employee of a Party with a complaint or grievance will utilize the policy of his or her employer that is applicable to the complaint or grievance and will not be permitted to use the policy of the Party that is not his or her employer.
- L. **Investigations.** The Parties agree to work collaboratively on any investigation relating to the School that may involve each other's employees to the extent necessary to promptly and accurately complete any such investigation.
- M. **Coordination.** This Section 14 is subject to the provisions of Sections 8 and 9.

15. FEES FOR SERVICE

- A. Payment for External Operation Services. External Operator will perform services described herein for the purpose of improving student achievement and the School's grade for the 2020-2021 school year. External Operator will be paid Four Hundred Ninety-Eight Thousand Dollars (\$498,000) for these services. However, the final 33% of the contract value (\$164,340) may not be paid until and unless the EO demonstrates that the school has achieved at least a "C" grade. If the services of External Operator do not result in this improvement in the School when grades are reported by the FLDOE following administration of the FSA for the 2020-2021 school year, the payment due to the External Operator under this Contract is reduced by the One Hundred Sixty-Four Thousand Three Hundred and Forty Dollars (\$164,340). Accordingly, the District will withhold \$164,340 until after release of the School grade for the 2020-2021 school year and will pay the balance (\$333,660) in twelve (12) equal monthly installments of \$27,805 on the fifteenth day of each month beginning August 15, 2020. The \$164,340 holdback will be paid within forty-five (45) days after the School's receipt of a grade of "C" or higher as reported by FLDOE for the 2020-2021 school year.
- B. Place of Payment. All fee payments shall be made payable to External Operator and sent to the Official Notice address set forth herein.
- C. Governmental Grants. To the extent that governmental grant opportunities become available for the benefit of the School, the Parties shall reasonably cooperate in attempting to obtain such grant funds.

16. SHARED OVERSIGHT OF SCHOOL. The External Operator will partner with the District to ensure the School's continued growth. Nevertheless, during the time that the School is being managed by External Operator, External Operator will have primary responsibility and authority over all School academic programs as set forth in Section per Section 5. The District and External Operator mutually agree to the following assurances:

- A. Mutual Accountability. The District and External Operator will maintain open and honest communication and continue to work together through the Executive Action Team to share progress updates and take responsibility resolve any impediments to implementation.
- B. Principal Participation in Coaching. The School's principal will continue to participate in all coaching sessions provided by the External Operator. Such coaching sessions will be mandatory for both the District and the External Operator, and the District will avoid tasking the School principal with activities that cause the principal to miss scheduled coaching sessions. The External Operator will ensure that all coaching sessions take place as scheduled.
- C. Evaluation of the Principal. In addition to the District's regular school leader evaluation metrics, evidence of the School principal's completion of monthly Action Board items will be used to evaluate effectiveness.
- D. Selection and Replacement of the Principal or Assistant Principal(s). The district and the External Operator shall ensure the incoming principal and school leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served. The district and the External Operator shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

- E. Selection of PLC Leaders and School-based Coaches. The School's principal will consult with the External Operator about the selection and placement of PLC leaders and schoolbased coaches. The School will endeavor to appoint, if fully qualified, teacher leaders from the School who will be fully conversant with the School's model.
- F. Coaching, PLC, and MTSS Models. The School will continue to use the External Operator's coaching, PLC, and MTSS models. The number of positions will be consistent with the District's coaching model.
- G. Tutoring. The School's teachers will continue to provide tutoring to accelerate their students' learning growth.
- H. Attendance at Annual Building Expertise Conference. The School will send the principal to the External Operator's Building Expertise conference during . The cost of registration for the principal's attendance of this conference is included in the fee outlined in Section 15. The costs for travel to this conference is the responsibility of the District.
- I. Changes in District Leadership. The work described in this Contract will continue through any changes in the District's superintendent or school board. A newly appointed or elected superintendent will receive an orientation of the services provided by the External Operator.

17. TERMINATION.

- A. Termination of Contract Following Receipt of School Grade for 2020-2021. This Contract will terminate if the School receives a grade of "C" or higher when grades are reported by the FLDOE following administration of the FSA for the 2020-2021 school year.
- B. Termination Rights of Both Parties. Either Party may terminate this Contract in the event that the other Party fails to remedy a material breach of this Contract within thirty (30) days after written notice by the non-breaching Party of such breach, unless the non-breaching Party agrees to a longer time period for the cure. If the material breach would affect the health, safety or welfare of students or is not reasonably capable of being cured, then no such notice and opportunity to cure shall be required.
- C. Termination by Mutual Written Consent. This Contract may be terminated by mutual consent of both Parties, without penalty to either Party, with such termination to be effective at such time, and upon such other terms, as set forth in such written consent.
- D. Change in Applicable Law. If any change in law, including without limitation statute, regulation, State Board rule, or applicable court order, is enacted after the Effective Date

that will have a material adverse effect on the ability of any Party to carry out its obligations under this Contract, or which renders the services described herein unnecessary, such Party will, at its election and upon written notice to the other Party, request renegotiation of this Contract for purpose of complying with such changes in the law, with any such renegotiation to be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within thirty (30) days after such notice of renegotiation, then this Contract shall be terminated effective at the end of the fiscal year in which such notice was given.

- E. Effect of Termination. In the event of termination under this Contract, each Party's obligations to the other with respect to the School shall terminate, and the District shall pay External Operator for all services rendered to the date of termination. Termination of this Contract shall not amount

to waiver of any cause of action for breach of this Contract, or otherwise, that either Party may have against the other.

18. **INTELLECTUAL PROPERTY.** Each of the Parties shall own its own intellectual property including without limitation all trade secrets, processes, techniques, research, proprietary data, and materials in any format. The Parties acknowledge and agree that neither has any intellectual property interest or claims in the other Party's proprietary materials. Any research, materials, processes or techniques created or used by External Operator for or at the School shall be the intellectual property of External Operator. During the Term of this Contract, External Operator grants a non-exclusive license to the District to use such Intellectual Property.
19. **PUBLIC RECORDS.** External Operator will comply with the requirements of Section 119.0701, Florida Statutes with respect to any records maintained solely by the External Operator relating to the School and which are subject to the Florida Public Records Act. Specifically, the statute requires that External Operator:
- Keep and maintain public records required by the District to perform the service.
 - Upon request from the District's custodian of public records, provide the District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119 of the Florida Statutes or as otherwise provided by law.
 - Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the term of this Contract and following completion of the Contract if the External Operator does not transfer the records to the District.
 - Upon completion of the Contract, transfer, at no cost, to the District all public records in the possession of the External Operator or keep and maintain public records required by the District to perform the service. If the External Operator transfers all public records to the District upon completion of the Contract, the External Operator shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the External Operator keeps and maintains public records upon completion of the contract, the External Operator shall meet all applicable requirements for retaining public records.
 - A request to inspect or copy public records relating to this Contract must be made directly to the District. If the District does not possess the requested records, the public agency shall immediately notify the External Operator of the request, and the External Operator must provide the records to the District or allow the records to be inspected or copied within a reasonable time.
 - The failure of the External Operator to comply with these provisions, if applicable, shall constitute a default and material breach of this Contract, which may result in immediate termination, with no penalty to the District and may also result in penalties under Section 119.10, Florida Statutes.
 - IF THE EXTERNAL OPERATOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES TO THE EXTERNAL OPERATOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS, HOLLY MANNING, SUPERVISOR OF RECORDS MANAGEMENT AT 727-793-2701 X 2021, 2929 COUNTY ROAD 193, CLEARWATER, FL 33759, manningh@pcsb.org.

20. **INSURANCE.** The District is self-insured but maintains an excess liability policy with limits of \$500,000 to \$5,000,000. The District will provide External Operator with a written notice of self-insurance as well as proof of insurance upon request.

21. INDEMNIFICATION.

A. By District. Subject to the monetary limitations and defenses contained in Section 768.28, Florida Statutes (2019), the District agrees to indemnify and hold harmless the External Operator, its member, officers, employees and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees and costs, arising out of, connected with or resulting from: (a) the negligence, intentional wrongful act, misconduct or culpability of the District's board members, employees or other agents in connection with and arising out of the operation of the School, including without limitation, premises liability, liability for negligent supervision and retention of employees, and employer liability; (b) the District's violation of State or Federal law; and (c) any failure by the District to pay its own or the School's suppliers or any subcontractors. In addition, the District shall indemnify, protect and hold the External Operator harmless against all claims and actions brought against the External Operator by reason of any actual or alleged infringement of patent or other proprietary rights in any material, process, machine or appliance used by the School, except when External Operator supplied, or required District to use that material, process, machine, or appliance. The District shall not indemnify Sponsor for intentional or negligent conduct of External Operator's employees.

B. By External Operator. External Operator agrees to indemnify and hold harmless the District, its board members, employees and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees and costs, arising out of, connected with or resulting from the negligence, intentional wrongful act, misconduct or culpability of the External Operator's employees in performance of the services in this Contract; (b) violation of State or Federal law by the External Operator's employees in performance of the services in this Contract; and (c) any failure by the External Operator to pay its own suppliers or any subcontractors.

C. The District and External Operator shall each have the option to defend such claims with their own counsel at the expense of the other party. If the District or External Operator choose to not hire their own counsel to defend, the other Party shall assume the defense of any such claim and have authority in the defense thereof. The Parties' obligation to indemnify one another shall survive the termination of this Contract.

D. Notification of Third-Party Claim, Demand, or Other Action: The District and External Operator shall notify each other of the existence of any third-party claim, demand or other

action giving rise to a claim for indemnification under this provision (a "third party claim") and shall give each other a reasonable opportunity to defend the same at its own expense and with its own counsel, provided that the other party shall at all times have the right to participate in such defense at its own expense. If, within a reasonable amount of time after receipt of notice of a third-party claim, the District or External Operator fails to undertake to defend, the other party shall have the right, but not the obligation, to defend and to compromise or settle (exercising reasonable business judgment) the third-party claim for the account. The District or the External Operator shall make available to each other, at their expense, such information and assistance as each shall request in connection with the defense of a third-party claim.

22. GENERAL AND MISCELLANEOUS PROVISIONS

- A. Entire Agreement. This Contract governs the entire agreement between the Parties as it relates to the School. All prior representations, understandings and agreements, whether written or oral, are superseded and replaced by this Contract.
- B. Governing Law; Venue; Waiver of Jury Trial. The laws of the State of Florida will govern this Contract, its construction and the determination of any rights, duties and remedies of the Parties arising out of or relating to this Contract, with venue lying in <DISTRICT> County. The parties forever waive the right to trial by jury for any and all litigation between the parties arising out of or related to this Contract. The parties agree to have any such dispute settled by a judge alone, without a Jury.
- C. Binding Effect; Counterparts. This Contract shall be binding upon and inure to the benefit of the Parties hereto and their respective successors and assigns. This Contract may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument.
- D. Official Notices. All notices and other communications required by the terms of this Contract will be in writing and sent to the Parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the Parties are:

To EXTERNAL OPERATOR:

LEARNING SCIENCES INTERNATIONAL, LLC

Attention: Michael Toth, CEO 1641 Worthington Road, Suite 210, West Palm Beach, FL 33409 (724) 459-2100 (Office)

E-Mail: mtoth@learning-sciences.com

To DISTRICT:

THE SCHOOL BOARD OF <COUNTY NAME> COUNTY, FLORIDA

Attention:

Address:

Phone:

E-Mail:

- E. Assignment. This Contract shall not be assigned by either Party without the prior written consent of the other Party.
- F. Amendment. This Contract will not be altered, amended, modified or supplemented except in a written document approved by the chief executive officers of each of the Parties, who are hereby provided authority to negotiate and execute such amendments.
- G. Waiver. No waiver of any provision of this Contract will be deemed to be, nor will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless

otherwise expressly stated in writing. The failure of either party to insist in any one or more instances upon the strict performance of any one or more of the provisions of this Contract shall not be construed as a waiver or relinquishment of said term or provision, and the same shall continue in full force and effect.

- H. Severability. If any provision or any part of this Contract is determined to be unlawful, void, or invalid, that determination shall not affect any other provision or any part of any other provision of this Contract, and all such provisions shall remain in full force and effect.
- I. No Third-Party Rights. This Contract is made for the sole benefit of the Parties, and their affiliates, successors and assigns. Except as otherwise expressly provided, nothing in this Contract will create or be deemed to create a relationship between the parties to this Contract, or either of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.
- J. Headings and Captions/Interpretation. The headings and captions included in this Contract have been included only for convenience and shall not affect or be taken into account in the interpretation of this Contract.
- K. Successors and Assigns. This Contract will be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.
- L. Impossibility. Neither Party shall be in default of this Contract, if the performance of any or all of this Contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage or any other casualty or cause beyond either Party's control, and which cannot be overcome by reasonable diligence and without unusual expense .

IN WITNESS WHEREOF, the Parties have caused this Contract to be executed by their duly authorized agents, on the dates written below, and effective as of the Effective Date.

“EXTERNAL OPERATOR”

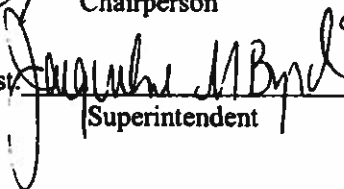
“DISTRICT

LEARNING SCIENCES THE SCHOOL BOARD OF <COUNTY> INTERNATIONAL LLC
COUNTY, FLORIDA

By: 

By: 
Chairperson

Its: Finance Manager

Attest: 
Superintendent

Approved as to Form:


Office of School Board Attorney

