

External Operator Scope of Work

Leadership

- Provide External Operator Practice Leader as area superintendent.
- Utilize the findings and recommendations from the LSI School Comprehensive Needs Assessment (SCNA) to develop a comprehensive action plan for sustainable school turnaround.
- Provide a dedicated Faculty Coach and School Leadership Coach.
- Oversee all school operations, including leadership development, personnel, budgeting, master scheduling, professional development, curriculum, assessment, student services, and intervention.
- Assign, reassign, coach, and evaluate all school personnel.
- Provide technical assistance related to the development of human capital processes, including interviewing questions and techniques, staff allocations, and collective bargaining activities.
- Develop comprehensive plan with district and school for recruitment and retention of teachers.
- Develop Beginning Teacher Support Plan to ensure all teachers meet certification requirements and have a support system in place that increases teacher retention.
- Facilitate the conceptualization of the way of work, theme, and vision for the school and how it will be communicated to all faculty and staff.
- Develop a comprehensive school improvement plan, including targets for student achievement, goals, action steps, and monitoring for progress.
- Review the school improvement plan quarterly for progress toward targets, revise action steps, and communicate updates to all stakeholders.
- Align LSI treatment with statewide initiatives and school improvement requirements and provide written reports of progress to FLDOE state support teams and the State Board of Education.
- Plan organizational structures and meeting schedules that maximize collaboration and coordination across all areas of the school's operation, including the school leadership team, instructional coaches, student services team, safety team, child study team, literacy leadership team, PBIS team, team leads, and professional learning communities.
- Facilitate the development of leadership opportunities across all areas of the school's operations.
- Provide technical assistance in developing a comprehensive teacher and staff handbook that supports and integrates district policies and guidelines.
- Support development of written communication and time management for school leadership.
- Facilitate the creation of a daily stand-up that drives the day-to-day implementation of the LSI treatment.
- Engage in daily classroom walkthroughs and face-to-face coaching that result in ongoing feedback for teachers through the LSI Growth Tracker.
- Provide ongoing coaching and verification of the LSI treatment through action boards.
- Collaboratively develop schedule and communication protocol for summer professional development and pre-planning activities.
- Integrate school safety measures into the implementation of the LSI treatment plan.
- Integrate LSI treatment components into the district's evaluation protocol and communicate the alignment to all teachers and staff.

- Develop a site-based decision council that is actively engaged in problem solving, selection of professional development activities, communication, and faculty/staff celebrations.
- Provide technical assistance related to site-based budgeting, including effective and integrated uses of Title I, Part A; Title I Parental Involvement; Title II; Title III; and other federal and state grant funds.
- Provide technical assistance related to FTE reporting, data integrity, and student data corrections through FLDOE
- Facilitate a monthly Community of Practice that includes all principals from projects within the district.
- Provide weekly site visit summaries and next steps to school leadership team and other affected stakeholders.
- Conduct quarterly LSI Rigor Diagnostic, providing data and next steps related to conditions for learning rigorous standards, standards-based student evidence, activating student teams to achieve the standard, verify learning to take action within a lesson, and tracking student progress toward standards.
- Provide monthly, in-person updates to district-leadership regarding the progress of the LSI treatment through the Executive Action Team (EAT) process, engaging in problem solving to ensure successful outcomes.
- Provide virtual coaching sessions as needed.

Conditions

- Develop a comprehensive Tier 1 PBIS system, including creation of the PBIS team, building faculty commitment, creation of discipline systems, formation of data entry and analysis plan, identification of expectations and rules, crafting a reward system, outlining lesson plans, implementation planning, and monitoring of progress through the LSI Conditions Walk.
- Provide job-embedded professional development and technical assistance related to classroom management through an LSI Faculty Coach.
- Establish a multi-prong approach to student discipline that reduces in-school and out-of-school suspensions and integrates the approach into the comprehensive PBIS system.
- Facilitate the development of a mentoring program for at-risk students that leverages volunteers, community partners, faith-based organizations, and other institutions.
- Develop supportive Tier 2 PBIS system, including the use of a Tiered Fidelity Inventory (TFI), tier 2 teaming with the student services team (i.e, guidance counselor, social worker, school psychologist, behavior specialist, MTSS coach), identifying and grouping students, planning evidence-based interventions, progress monitoring and evaluation.
- Develop 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.

Core Instruction

- Establish curriculum maps that effectively sequence standards for each course.
- Provide professional development through LSI's IGNITE series: Target/Task Alignment, Learning Targets and Success Criteria, Team Talk, Mini-Lesson, and Purposeful Task.
- Coach administrators and instructional coaches relative to the key shifts in ELA and mathematics.
- Support the implementation of a phonics-based core reading curriculum.

- Develop an ELA and mathematics block that allows for implementation of grade-level core instruction, academic teaming, and integrated, grade-level intervention based on short-cycle data.
- Provide 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.
- Conduct daily classroom walkthroughs with instructional coaches, LSI Faculty Coach, and teachers, providing targeted feedback through the LSI Growth Tracker and face-to-face meetings.
- Provide professional development and ongoing coaching supporting for lessons that are delivered using LSI instructional phases of Teacher Prep, Student Readiness, Student Use, and Teacher Verify.
- Coordinate core instruction curriculum and activities with before- and after-school programs.
- Provide professional development and coaching support for academic teaming, including how it supports social and emotional learning among all students.
- Monitor pacing of lessons and core instruction within and across all grade levels and meet with individual teachers and grade levels to provide targeted assistance as needed to ensure all standards are taught.

Collaboration

- Identify, train, and coach professional learning community leaders.
- Design a uniform lesson plan template that leverages the LSI treatment components.
- Support daily PLC sessions through the coordination of instructional coaches and PLC leaders, including the use of LSI technique tool planning protocols.
- Upload all lesson plans into the LSI Standards Tracker to allow for sharing of lesson within and across grade levels and tracking of student mastery relative to the standards.
- Leverage data and student work from long-, mid-, and short-cycle sources to create lesson plans and tasks that lead to student mastery of the standards.
- Provide professional development related to task development, specifically focusing on interdependent tasks at the comprehension, analysis, and knowledge utilization levels that require academic teaming.
- Provide targeted coaching for administrators, instructional coaches, PLC leaders to produce a gradual release of responsibility to teacher teams for all planning and data analysis.
- Develop coaching cycles for each teacher based of their individual strengths and areas of improvement relative to the LSI treatment.
- Integrate teachers in daily classroom walkthroughs with administrators, instructional coaches, and the LSI Faculty Coach.

Curriculum and Assessment

- Provide coaching related to teacher-directed instruction, specifically ensuring instruction and materials provide opportunities to connect acquisition of foundational skills to making meaning from reading and listening.
- Provide professional development and ongoing coaching support relative to 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.

- Provide professional development and ongoing coaching support relative to 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.
- Provide professional development and ongoing coaching support relative to science standards, including crosscutting concepts across the four domains of science (i.e., physical, life, earth and space, and engineering design), science and engineering practices via inquiry, and disciplinary core ideas.
- Provide professional development to all instructional staff members on the use of formative assessment data as it relates to their specific grade-level and subject-area.
- Administer diagnostic assessments in ELA, math, science, civics (MS), US History (HS), and CTE (MS/HS) for all grade levels.
- Provide professional development and ongoing coaching relative to literacy integration within social studies and career and technical education courses.
- Create and/or modify all curricular assessments using FSA-type items and question stems.
- Develop systems and processes that leverage assessment results to accelerate the curriculum and/or provide just-in-time interventions.

Data to Drive Instruction and Intervention

- Provide LSI Standards Tracker technology tool to measure daily progress of student academic growth.
- Correlate LSI Standards Tracker data to district interim/benchmark and state summative assessments.
- Conduct LSI Rigor Diagnostic, surveys, data analysis, and reporting to measure growth of school instructional systems.
- Provide professional development and technical assistance related to the school grade and the federal percent of points index, including the state's Value-Added Model (VAM) and its use for placing teachers.
- Analyze FSA and EOC student data by teacher, disaggregating data by subject area, grade level, achievement level and sub-level, scale score, points from next achievement level and sub-level, points by reporting category, race/ethnicity, ESE status, ELL status, socioeconomic status.
- Develop master schedule that integrates core and intervention periods based on grade-level needs, including extended time for schools classified in the Lowest 300 by FLDOE.
- Evaluate available performance data for students in non-tested grade levels and subject areas, using data to identify trends and gaps that will need to be addressed through ELA and math intervention.
- Design an intervention system that remedies deficiencies in foundational reading and mathematics skills, re-assessing students and determining appropriate placement every 20 school days.
- Develop a data team that meets once per week to review any diagnostic or progress monitoring data, specifically aligning activities to the school-wide MTSS process.

- For high schools only, review the *Florida High School Graduates Report* and determine areas of strength and weakness, using these determinations to support master schedule development, curriculum adoption, and resource allocations.
- Use FSA, EOC, PSAT/NMSQT (HS), PSAT 8/9 and PSAT 10 (MS/HS), PreACT (HS), ACT (HS), SAT (HS), and PERT (HS) data to identify gaps in student mastery across all grade levels and subject areas, evaluating current curricula and complete a root cause analysis for gap performance.
- Facilitate grade-level and/or subject-area teams to review diagnostic data, discussing the implications of the data as they relate to the current curricular scope and sequence and making revisions as needed.
- Collect early warning indicator data (e.g., grade, attendance, behavior) on a rolling basis to determine interventions for affected students.
- Establish a comprehensive MTSS plan, including leadership roles and responsibilities, building the capacity and infrastructure for implementation, communication and collaboration among teams, data-based problem solving, three-tiered instructional and intervention model, and data evaluation.
- Review the IEP, 504 plan, and ELL plan process for effectiveness at providing students with the necessary supports and accommodations.

Family and Community Engagement

- Provide quarterly project updates related to the success and growth of student achievement through local news sources, website, social media, and parent/community meetings.
- Develop family-friendly customer service guidelines to be used by school staff.
- Create a welcome center or help desk for parents/school visitors.
- Plan meet-and-greet events to introduce families to school staff.
- Provide staff training in race/class/cultural sensitivity and awareness.
- Develop process for tracking parent-teacher communication, including how often families hear from teachers and meet in person.
- Establish guidelines for regular communications between school and home, including monthly calls from teachers, home visits, weekly newsletters, and website updates.
- Develop a parent handbook that provides links to community services and resources available.
- Schedule and support coordination of quarterly parent nights where families can review student work and progress toward mastering standards.
- Provide 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.
- Provide technical assistance related to creation and/or expansion of the School Advisory Council (SAC) and Parent-Teacher Association (PTA).
- Utilize annual parent survey results to refine family and community engagement activities and communication.
- Develop a community partner outreach plan to engage local employers, non-profits, 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.
- Provide technical assistance related to the development of the annual Title I *Parent Involvement Plan* and *School-Parent Compact*.
- Provide technical assistance related to ongoing volunteer recognition and Volunteer Appreciation Month.

- Access to LSI marketing staff, social media, and materials to support family and community engagement activities.