

Pinellas County Schools  
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Largo, FL 33770

# Partnering for Transformation

**Intensive Supports to Continue the Transformation of Core Instruction  
& Leadership Practices**



April 17, 2020



## 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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## Lakewood Elementary School: Improving Achievement, Accelerating Learning Rates, Narrowing Achievement Gaps

For the 2018-19 school year, Pinellas County Schools partnered with Learning Sciences International in an external operator partnership for Lakewood Elementary School. Since the inception of the partnership, conditions for learning, student achievement, teacher retention, and student and staff attendance have all improved, resulting in a positive trajectory toward exiting Lakewood Elementary School from external operator status.

At the 2019-20 interim, students at Lakewood scored 1.42 scale score points higher in reading and 1.05 scale score points higher in math than students in a similarly situated control group within the District. Additionally, learning rates in all grade levels at Lakewood outpaced other District schools, ranging from 25% to 143% in reading and 4% to 43% in math.

Subject	Grade	Lakewood		District VS	
		District	ES	Lakewood ES	
Math	1	.69	.71	▲	4%
	2	.62	.77	▲	25%
	3	.56	.72	▲	29%
	4	.42	.59	▲	43%
	5	.29	.33	▲	16%
Reading	1	.59	1.04	▲	76%
	2	.50	.87	▲	74%
	3	.39	.61	▲	58%
	4	.34	.43	▲	25%
	5	.30	.72	▲	143%

At the same time, achievement gaps between minority and non-minority students closed by 31% in 1st grade, 25% in 4th and 29% in 5th reading.

Schools and districts in 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 5<sup>th</sup> grade reading and **33%** in math
- Deerwood Elementary School in Osceola County by **61%** in 4<sup>th</sup> grade reading and **25%** in math
- Champion Elementary School in Volusia County by **27%** in 5<sup>th</sup> grade reading and **20%** in math
- Westside Elementary School in Volusia County by **18%** in 5<sup>th</sup> grade reading and **86%** in 5<sup>th</sup> grade math
- William Moseley Elementary School in Putnam County by **76%** and **60%** in 5<sup>th</sup> and 4<sup>th</sup> 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 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.

## External Operator Model

LSI’s External Operator (EO) model provides a continuum of supports to build capacity for sustainable improvement in two phases: *Establishing Supportive Conditions for Learning* and *Transformation of Core Instruction*. Lakewood had advanced significantly 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 *Establishing 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 21<sup>st</sup> Century. Teachers and school leaders will rebuild a strong culture of team-based, 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, high-poverty schools. Lakewood’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.

## 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 Lakewood’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 Lakewood 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 Lakewood'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. Lakewood'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 Lakewood. 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 (11 days total delivered in June or July 2020)

- Designing Implementation
- Back-to School Planning
- Team Diagnostic Survey #1
- Communication
- Action Board Planning and Daily Stand-up
- Data Analysis
- Building a Master Schedule to Support Interventions
- Student Assignment for Interventions
- ELA and Math Standards for Instructional Leaders
- Quarterly Community Meeting: The External Operator Partnership
- 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 (approximately 10 days per month, 90 days total delivered August 2020-June 2021)

- 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 (8 days ELA per month, 8 days math per month, and 2 days science per month; 200 days total delivered August 2020-June 2021)**

- 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	PRINCIPAL	PLC LEADERS	WHOLE SCHOOL	COACH/ MENTORS
June-July 2020	<b>SCHOOL LEADER COACHING</b> (11 DAYS)	✓	✓	✓		
	<b>PROFESSIONAL LEARNING</b> (3 DAYS)		✓	✓	✓	✓
YEAR 3 August 2020 – July 2021	<b>SCHOOL LEADER COACHING</b> (90 DAYS)		✓			
	<b>COACHING FOR TEACHERS</b> (200 DAYS)			✓	✓	✓
	<b>PLC SUPPORT</b> (WEEKLY)			✓	✓	✓
	<b>RIGOR DIAGNOSTIC</b> (QUARTERLY)	✓	✓			
	<b>EXECUTIVE ACTION TEAM</b> (MONTHLY)	✓	✓			
	<b>FALL CULTURE SURVEY</b> (OCTOBER)			✓	✓	✓
	<b>SPRING CULTURE SURVEY</b> (MARCH)			✓	✓	✓
	<b>TEAM DIAGNOSTIC SURVEY</b> (AUGUST, DECEMBER, APRIL)		✓			✓
	<b>LSI TREND TRACKER</b> (ONGOING)		✓			✓
	<b>LSI GROWTH TRACKER</b> (ONGOING)		✓	✓	✓	✓
	<b>LSI STANDARDS TRACKER</b> (ONGOING)		✓	✓	✓	✓

## Detailed Scope of Work

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.
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.

SIMM System	Module	School Leader Support
Leadership	Technical Assistance: Site-Based Budgeting and Federal Funds	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive 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; 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.

## August 2020 – December 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.
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 School-wide 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 timelines 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 timelines 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.

SIMM System	Teacher Module	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	ELA 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 ELA 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 ELA classroom. Coaching will include providing actionable feedback to instructional coaches, PLC leaders, and teachers specific to CPALMS as a resource.
Curriculum and Assessment	ELA Standards Bootcamp: English Language Arts Formative Assessment System (ELFAS)	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive professional development related to ELA 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. Resources related to supporting ELLs will also be provided.	Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development related to ELA 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.
Core Instruction	Math 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 math 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. Use of Craig Barton's <i>How I Wish I'd Taught Maths</i> is included during coaching.	Through the support of an LSI School Leadership Coach, principals and leadership teams will participate in professional development related to unpacking math 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. Principals and leadership team members may use Craig Barton's <i>How I Wish I'd Taught Maths</i> is included during coaching.

SIMM System	Teacher Module	Teacher Support	School Leader Support
Curriculum and Assessment	Math 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 math 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 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.
Core Instruction	Math Standards Bootcamp: Target/Task Alignment	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.	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.
Core Instruction	Math Standards Bootcamp: Using Manipulatives	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.	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.
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.
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.

SIMM System	Teacher Module	Teacher Support	School Leader Support
Core Instruction	Science Standards Bootcamp: Unpacking Standards	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.	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.
Curriculum and Assessment	Science 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 science 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 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.
Core Instruction	Science Standards Bootcamp: Re-teaching Prior Grade Standards	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.	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 re-taught before the statewide assessment.
Curriculum and Assessment	Science Standards Bootcamp: Lab Cycles	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.	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.
Core Instruction	Science 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 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.	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.

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, text-dependent 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, text-dependent 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.
Data to Drive Improvement / Intervention	Elective Area Intervention Support Bootcamp: Using iReady	Through the support of an LSI Faculty, participants will receive technical assistance related to the use of iReady as an instructional supplement to ELA core instruction. Additional support will be provided related to using weekly data reports for student grouping and assignment of lessons for remediation. Professional development related to the use of the Teacher Toolbox will also be provided.	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive technical assistance related to the use of iReady as an instructional supplement to ELA core instruction. Additional support will be provided related to using weekly data reports for student grouping and assignment of lessons for remediation. Professional development related to the use of the Teacher Toolbox will also be provided. Additional coaching related to the implementation and effectiveness of iReady will be provided, along with the planning of next steps following each progress monitoring period.
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: Pre-Planning	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, 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. Mentors will receive technical assistance in the selection of books and/or research-based articles that can be used with mentees.

**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 school-based instructional coach, participants will develop 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.	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 school-based 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 school-based 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.
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 school-based 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.

SIMM System	Teacher Module	Teacher Support	School Leader Support
Core Instruction	Structures to Maximize Student Learning	Through the support of an LSI Faculty Coach and school-based 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 after-school programs to accelerate student learning and closing the achievement gap will be provided.
Core Instruction	Designing the ELA Block	Through the support of an LSI Faculty Coach and school-based 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.	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.
Core Instruction	Designing the Math Block	Through the support of an LSI Faculty Coach and school-based 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.	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.
Core Instruction	Foundations of Early Literacy (K-2)	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will learn about the foundational skills (phonemic awareness, phonics, fluency, decodable text) that all students need to be successful readers. Collaborative planning, classroom modeling, and side-by-side coaching will be provided based on the differentiated needs of each teacher. Additional coaching may include 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.	Through the support of an LSI School Leadership Coach, principals and leadership teams will learn about the foundational skills (phonemic awareness, phonics, fluency, decodable text) that all students need to be successful readers. Collaborative planning, classroom modeling, and side-by-side coaching will be provided based on the differentiated needs of each teacher. Additional coaching may include 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. Principals and leadership team members will receive coaching on how to provide actionable feedback in the K-2 ELA core instruction block around each of these components.

SIMM System	Teacher Module	Teacher Support	School Leader Support
Core Instruction	Understanding Target/Task Alignment	Through the support of an LSI Faculty Coach and school-based 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.	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.
Core Instruction	LSI Trend Tracker: RigorWalk	Through the support of an LSI Faculty Coach and school-based 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.	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.
Core Instruction	Providing Actionable Feedback	Through the support of an LSI Faculty Coach and school-based 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.	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.
Core Instruction	Academic Teaming 201: First Step to Team Autonomy	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.	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	Supporting New Instructional Coaches	Through the support of an LSI Faculty Coach and school-based 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.	Through the support of an LSI School Leadership Coach, principals and leadership teams will receive ongoing coaching on how to support instructional coaches as the build relationships, use an action board, 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.
Collaboration	LSI Growth Tracker	Through the support of an LSI Faculty Coach and school-based 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.	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.
Collaboration	Structures for Leveraging PLCs to Drive Improvement in Instruction	Through the support of an LSI Faculty Coach and school-based 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.	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.

SIMM System	Teacher Module	Teacher Support	School Leader Support
Collaboration	PLC Readiness	Through the support of an LSI Faculty Coach and school-based 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 school-based 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 standards-based lesson plans, review student work, analyze 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 standards-based 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 school-based 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 school-based 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.
Collaboration	New and Newly Assigned Teacher Support Plan: October	Through the support of an LSI Faculty Coach and school-based 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.	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.
Collaboration	New and Newly Assigned Teacher Support Plan: November	Through the support of an LSI Faculty Coach and school-based 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.	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.
Collaboration	New and Newly Assigned Teacher Support Plan: December	Through the support of an LSI Faculty Coach and school-based 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.	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.

SIMM System	Teacher Module	Teacher Support	School Leader Support
Curriculum and Assessment	Using Progress Monitoring Assessments to Make Instructional Decisions	Through the support of an LSI Faculty Coach and school-based instructional coach, participants will receive 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.	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.
Curriculum and Assessment	Quarterly Curriculum Nights	Through the support of an LSI Faculty Coach and school-based 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 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.
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 school-based 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 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.
Data to Drive Improvement / Intervention	Evaluating and Selecting Resources for Academic Interventions	Through the support of an LSI Faculty Coach and school-based 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 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.
Data to Drive Improvement / Intervention	LSI Standards Tracker: Minute-to-Minute Data to Measure Student Mastery	Through the support of an LSI Faculty Coach and school-based 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 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.
Leadership	LSI Trend Tracker: Conditions Walk	Through the support of an LSI Faculty Coach and school-based 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.	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.
Leadership	LSI Trend Tracker: Rigor Diagnostic	N/A	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 <b>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</b> . 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.

SIMM System	Teacher Module	Teacher Support	School Leader Support
Leadership	School Improvement Plan Development	Through the support of an LSI Faculty Coach and school-based 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.	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.
Leadership	Community Engagement: Designing a Community Partner Outreach Program	N/A	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, 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. Marketing and graphics assistance will be provided.
Leadership	Developing Family-Friendly Customer Service	Through the support of an LSI Faculty Coach and school-based 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 Parent-Teacher Association (PTA)	Through the support of an LSI Faculty Coach and school-based 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 Parent-Teacher 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
Leadership	Recruiting and Retaining a Highly Effective Instructional Staff	N/A	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.
Leadership	Community of Practice (CoP) #2	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 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.
Leadership	Using the Marzano Focused Teacher Evaluation Model (FTEM) to Support Teacher Growth (eval schools only)	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.	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.

### January 2021 – July 2021

SIMM System	Teacher Module	Teacher Support	School Leader Support
Conditions	Identifying and Grouping Students with Moderate Behavior Needs	Through the support of an LSI Faculty Coach and school-based 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.	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.
Conditions	Planning Evidence-Based Supports	Through the support of an LSI Faculty Coach and school-based 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.	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.
Conditions	Progress Monitoring and Evaluation	Through the support of an LSI Faculty Coach and school-based 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.	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.

SIMM System	Teacher Module	Teacher Support	School Leader Support
Core Instruction	Academic Teaming 301: Step Back from Your Student-Led Teams	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.	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	Developing Systems for Analyzing Student Evidence	Through the support of an LSI Faculty Coach and school-based 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.	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.
Collaboration	New and Newly Assigned Teacher Support Plan: January	Through the support of an LSI Faculty Coach and school-based 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.	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.
Collaboration	New and Newly Assigned Teacher Support Plan: February	Through the support of an LSI Faculty Coach and school-based 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.	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.
Collaboration	New and Newly Assigned Teacher Support Plan: March	Through the support of an LSI Faculty Coach and school-based 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.	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.
Collaboration	New and Newly Assigned Teacher Support Plan: April	Through the support of an LSI Faculty Coach and school-based 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.	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).
Collaboration	New and Newly Assigned Teacher Support Plan: May	Through the support of an LSI Faculty Coach and school-based 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.	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.

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 &amp; 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 &amp; 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 school-based 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 school-based 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. <b>Note: This support is provided only in projects where district and school approval are provided.</b>	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. <b>Note: This support is provided only in projects where district and school approval are provided.</b>
Leadership	Community of Practice (CoP) #3	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 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.
Leadership	Community of Practice (CoP) #4	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 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.
Conditions	Intensive Support Plans – Person-Centered Planning	Through the support of an LSI Faculty Coach and school-based 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.	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.

SIMM System	Teacher Module	Teacher Support	School Leader Support
Conditions	Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)	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.	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.
Conditions	Spring Culture Survey	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.	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.
Core Instruction	Redefining the Role of the Instructional Coach	Through the support of an LSI Faculty Coach, the school-based instructional coach will implement 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.	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.
Leadership	Team Diagnostic Survey #3	N/A	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.
Leadership	Sustainability Planning for Leadership Pipeline	N/A	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.
Leadership	Launching of Teacher and School Teams	Through the support of an LSI Faculty Coach and school-based 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.	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.
Curriculum and Assessment	Teacher Teams and Formative Assessment	Through the support of an LSI Faculty Coach and school-based 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.	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.

## Cost Summary

EO Partnership Services	Cost
June – July 2020 <ul style="list-style-type: none"> <li>School Leadership Coach, <b>11 days onsite</b></li> </ul>	\$33,000*
August 2020 – July 2021 <ul style="list-style-type: none"> <li>School Leadership Coach, <b>90 days onsite</b> and virtual support as needed per year</li> <li>ELA, Math, and Science Faculty Coaches, <b>200 days onsite and virtual support as needed</b></li> <li>Academic Teaming PD and Kits for 40 teachers – 101, 201, and 301 (Delivered the months of August, October, and January)</li> </ul>	\$349,000
<b>Total Cost</b> <i>The \$33,000 cost for June and July 2020 is credited based on services and payments delivered under the previous External Operator contract for the 2019-20 school year.</i>	\$349,000

## Payment Schedule

In accordance with **Section 15. Feeds for Service in the External Operator Contract** with Pinellas 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	Product	Description	Unit Price	Discount	Total Discount	Line Total
<b>Payment for External Operation Services</b>							
<b>Balance Carried Forward</b>							
1	1	Payment received	Contract dated Feb 27, 2018	\$33,000.00	\$0.00	\$0.00	\$33,000.00
<b>Monthly Fee July 15, 2020 - June 15, 2020</b>							
8	1	Payment	Applied Research Center - Monthly Contracted Services	\$16,735.83	\$0.00	\$0.00	\$133,886.64
4	1	Payment	Applied Research Center - Monthly Contracted Services	\$16,735.84	\$0.00	\$0.00	\$66,943.36
<b>Holdback</b>							
1	1	Payment	The final 33% 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	\$115,170.00	\$0.00	\$0.00	\$115,170.00
				<b>Payment for External Operation Services Total: \$349,000.00</b>			

# Detailed Budget

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

Account: Pinellas Co School District

Opportunity: Pinellas, Lakewood ES - External Operator, Y3, 20/21

Treatment/Solution: External Operator

Qty	Units	Product	Description	Unit Price	Discount	Total Discount	Line Total
<b>Summer 2020 - June and July</b>							
<b>Leadership Coach - Summer 2020 - June and July</b>							
11	1	External Operator- Leadership Coach	Full day. District paid \$33,000 under different contract.	\$3,000.00	\$3,000.00	\$33,000.00	\$0.00
<b>Summer 2020 - June and July Total:</b>							<b>\$0.00</b>

<b>August 2021 - July 2021</b>							
<b>Technology Resources</b>							
1	1	LSI Growth Tracker	Annual License (School)	\$1,500.00	\$0.00	\$0.00	\$1,500.00
1	1	LSI Trend Tracker	Annual License (Pack of 5 Users)	\$1,895.00	\$345.00	\$345.00	\$1,550.00
1	1	LSI Standards Tracker	Annual License (School)	\$2,500.00	\$0.00	\$0.00	\$2,500.00
<b>Conference Registration</b>							
1	1	Project Deliverable Item	Building Expertise Conf. Registration for Principal for 2021	\$650.00	\$0.00	\$0.00	\$650.00
<b>Leadership Coach - August 2021 - July 2021</b>							
90	1	External Operator- Leadership Coach	Full day. 90 days onsite and virtual support as needed	\$4,500.00	\$3,380.00	\$304,200.00	\$100,800.00
<b>Faculty Coach - August 2021 - July 2021</b>							
200	1	External Operator- Faculty Coach	Full day. ELA, Math, and Science Faculty Coaches, 200 days onsite and virtual support as needed	\$4,500.00	\$3,380.00	\$676,000.00	\$224,000.00
<b>PD &amp; Kits - Delivered the months of August, October, and January</b>							
1	1	Academic Teaming 101: Student-led Team Basics	Full day, onsite session. Max participants 50. <b>Delivered by the LSI Faculty Coach during an External Operator - Faculty Coach Session.</b>	\$4,500.00	\$4,500.00	\$4,500.00	\$0.00
40	1	Academic Teaming 101: Student-led Team Basics Kit	Kit includes: [1] 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	\$5,960.00	\$6,000.00
1	1	Academic Teaming 201: First Step to Student Team Autonomy	Full day, onsite session. Max participants 50. <b>Delivered by the LSI Faculty Coach during an External Operator - Faculty Coach Session.</b>	\$4,500.00	\$4,500.00	\$4,500.00	\$0.00
40	1	Academic Teaming 201: First Step to Student Team Autonomy Kit	Kit includes: [1] 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	\$5,960.00	\$6,000.00
1	1	Academic Teaming 301: Step Back from Your Student-led Teams	Full day, onsite session. Max participants 50. <b>Delivered by the LSI Faculty Coach during an External Operator - Faculty Coach Session.</b>	\$4,500.00	\$4,500.00	\$4,500.00	\$0.00
40	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	\$5,960.00	\$6,000.00
<b>August 2021 - July 2021 Total:</b>							<b>\$349,000.00</b>