



MASTER SERVICES AGREEMENT

THIS MASTER SERVICES AGREEMENT (“Agreement”) is entered into as of December 2, 2025 (“Effective Date”) between **MGT Impact Solutions, LLC** (“MGT”), with offices located at 4320 West Kennedy Boulevard, Tampa, FL 33609, and **The School Board of Pasco County, Florida** (“Client”), located at 20425 Gator Lane, Land O’Lakes, FL 34638 collectively referred to herein as the “Parties”.

WHEREAS, MGT offers global technological, educational, organizational and staffing consulting solutions services to the public and private sectors;

WHEREAS, Client anticipates a need within its organization for MGT’s services; and

WHEREAS, the Parties intend for this Agreement to serve as the governing, contractual basis of MGT’s provision of future project-level services to Client.

NOW, THEREFORE, for and in consideration of the mutual covenants and agreements contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. THIS AGREEMENT AND STATEMENTS OF WORK. The Parties enter into this Agreement to set forth the general terms and conditions that will govern MGT’s provision of services to Client. Such services will be subsequently agreed upon by the Parties in individual Statements of Work (“SOW”).

Each SOW will state all details required for the proper provision of project-level services, including scope, pricing, period of performance, and other required information (“Services”) each an Exhibit A, Statement of Work, attached hereto and incorporated into the Agreement. Unless otherwise stated in an SOW, all Services shall be performed remotely. Each SOW will require signature by both parties to be effective.

2. CONTRACT DOCUMENTS AND ORDER OF PRECEDENCE. The contract documents consist of this Agreement and all exhibits, attachments, amendments, and SOWs subsequently executed by the Parties and all exhibits, attachments, amendments, and other documents made a part of the SOW (“Contract Documents”). Upon signature by the Parties, all SOWs executed during the Term shall be considered incorporated into and made a part of this Agreement.

In the event of a conflict among the terms and conditions in this Agreement and any SOW, unless that SOW expressly states the intention for the SOW to control with regard to the conflicting term or condition, then this Agreement shall control. Any terms or conditions contained in documents issued by Client other than the Contract Documents, including purchase orders, shall be voidable at MGT’s discretion.

3. TERM AND TERMINATION. The term of this Agreement shall begin on November 21, 2025 and terminate on June 30, 2028. Client may terminate all or part of this Agreement at any time if Gulf Middle School earns a C or higher in 2025-2026 as defined by FLDOE. In such event, MGT will be entitled to compensation for services competently performed up to the date of termination

4. TERMINATION FOR CAUSE. This Agreement or any individual SOW may be terminated with cause by either party: (a) if the other party materially breaches the terms of this Agreement and fails to cure the breach within thirty (30) calendar days following written notice specifying the breach, or (b) immediately upon written notice if the other party fails to comply with applicable law or regulation.

5. INSURANCE. During the Term of this Agreement and any SOW, MGT will maintain the minimum insurance coverages below. MGT shall provide Certificates of Insurance to Client upon request and as required under SOWs.

- a. Commercial General Liability \$1,000,000 per occurrence



b.	Business Automobile Liability	\$2,000,000 annual aggregate
c.	Umbrella/Excess Liability	\$1,000,000 combined single-limit \$10,000,000 per occurrence & aggregate, follows form
d.	Worker's Compensation	Per Statute
e.	Employer's Liability	\$1,000,000 each accident
f.	Professional Liability	\$5,000,000 aggregate

6. INTELLECTUAL PROPERTY. For purposes of this Agreement, "Intellectual Property" shall mean patented and unpatented inventions, mask works, copyrighted works, software, software development tools, methodologies, processes, technologies, algorithms, trade secrets, know-how, and proprietary information of either Party.

Each Party shall retain title to any Intellectual Property developed, authored, conceived, or reduced to practice independently and solely by that Party during the performance of this Agreement, without use of the other party's Intellectual Property.

Client shall exclusively own all rights, title, and interest in and to any and all materials, data, documentation, reports, designs, or other deliverables that are created, developed, or generated by MGT pursuant to this Agreement ("Work Product"). MGT retains ownership of all other Intellectual Property developed independently and used in connection with the services but grants the Client a fully paid, nonexclusive, irrevocable, worldwide license to use, reproduce, prepare derivative works, perform publicly, and display publicly any such Intellectual Property incorporated into the Work Product.

7. INDEMNIFICATION. To the extent permitted by law, each Party shall fully defend, indemnify and hold harmless the other Party and its officers, directors, employees, agents, representatives, successors and assigns (collectively, "Indemnified Parties") from any and all claims, demands, causes of actions, costs, expenses, liability, losses, or damages including attorney's fees and expenses ("Claims"), whether in law or in equity, for bodily injury, death or property damage arising out of, relating to or caused by, in whole or part, the negligence, errors, omissions or willful misconduct of the indemnifying party or its officials, officers, employees, subcontractors, consultants or agents, relating to or connected with performance under this Agreement, unless Claims are caused wholly by the sole negligence or willful misconduct of the Indemnified Parties.

A Party's indemnity obligations under this Section are contingent upon the indemnified party: a) promptly notifying indemnifying party of each claim; provided, however, that the indemnified party's failure to give prompt notice to the indemnifying party of any such claim shall not relieve the indemnifying party of any obligation under this Section except and to the extent that such failure materially prejudices the indemnifying party's ability to defend against such claim; b) providing the indemnifying party with sole control over the defense and/or settlement thereof, provided however, that indemnifying party shall not settle any claim that includes an admission of wrongdoing by indemnified parties or otherwise adversely affects indemnified parties' interests without prior consent; and c) at the indemnifying party's request and expense, providing full information and reasonable assistance to the indemnifying party with respect to such claim.

8. LIMITATION OF LIABILITY. MGT shall not be held liable for factors outside of its reasonable control, including losses or damages as a result of Client's provision of inaccurate data, or changing laws, regulations, political conditions.

TO THE EXTENT PERMITTED BY LAW AND EXCEPT AS EXPRESSLY PROVIDED IN THIS AGREEMENT, NEITHER PARTY SHALL BE LIABLE TO THE OTHER FOR ANY INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES, INCLUDING LOSS OF PROFITS, REVENUE, DATA OR DATA USE, OR LOSS OR INTERRUPTION OF BUSINESS, ARISING OUT OF ANY OF THE TERMS OR CONDITIONS OF THIS AGREEMENT OR WITH RESPECT TO ITS PERFORMANCE HEREUNDER, WHETHER ARISING OUT OF



BREACH OF CONTRACT, BREACH OF WARRANTY, TORT (INCLUDING NEGLIGENCE), PRODUCT LIABILITY, STRICT LIABILITY OR ANY OTHER THEORY. THE FOREGOING LIMITATION OF LIABILITY AND EXCLUSION OF DAMAGES APPLIES EVEN IF A PARTY HAD OR SHOULD HAVE HAD KNOWLEDGE OF THE POSSIBILITY OF SUCH DAMAGES.

To the extent permitted by law, except for actions or claims resulting from MGT's gross negligence or intentional or willful misconduct, MGT's total aggregate liability to Client shall be limited to the amount of compensation paid by Client to MGT under this Agreement in the twelve (12) months prior to the action giving rise to liability.

9. GOVERNING LAW, JURISDICTION AND VENUE. This Agreement shall be governed by and construed and interpreted in accordance with the laws of the State of Florida, without regard to its conflict of laws principles, as to all matters including validity, construction, effect, enforceability, performance, and remedies. Client irrevocably submits to the exclusive jurisdiction of any state or federal court located in Hillsborough County, Florida, for any legal action or proceeding arising out of or relating to this Agreement. Client further agrees that venue for any such action shall lie exclusively in such courts and hereby waives any objection to venue or forum non conveniens.

10. DISPUTE RESOLUTION PROCEDURE. In the event of a dispute, controversy or claim by and between the Parties arising out of matters related to this Agreement, the Parties will first attempt in good faith to resolve through negotiation any such dispute, controversy, or claim. Either party may initiate negotiations by providing written notice to the other party setting forth the subject of the dispute and the relief requested. The recipient of such notice will respond in writing within five (5) business days with a statement of its position on, and recommended solution to, the dispute. If the dispute is not resolved by this exchange of correspondence, then senior management representatives of each party with full settlement authority will meet at a mutually agreeable time and place within fifteen (15) business days of the date of the initial notice to exchange relevant information and perspectives and to attempt to resolve the dispute.

If the dispute is not resolved by negotiation, either party may commence mediation by written request to the other party. The Parties will cooperate in selecting a mediator and in scheduling the mediation proceedings. The mediation shall take place in Tampa, Florida. The Parties will participate in the mediation in good faith and will share equally in its costs. All offers, promises, conduct and statements, whether oral or written, made in the course of the mediation by either of the parties, their agents, employees, experts or attorneys, or by the mediator, are confidential, privileged and inadmissible for any purpose, including impeachment, in any litigation or other proceeding involving the parties; provided, however, that evidence that is otherwise admissible or discoverable shall not be rendered inadmissible or non-discoverable as a result of its use in the mediation.

Either party may seek equitable relief prior to the mediation to preserve the *status quo* pending the completion of that process. Except for such an action to obtain equitable relief, neither party shall commence a civil action with respect to the matters submitted to mediation until after the completion of the initial mediation session, at which time suit may be brought in any court of competent jurisdiction. The prevailing party shall be entitled to an award of all reasonable costs, expenses, and attorneys' fees. In addition, should the dispute under this Agreement involve the failure to pay fees, and the matter is not resolved through negotiation or mediation, Client shall pay all costs of collection, including, but not limited to, MGT's legal fees and costs should MGT prevail.

11. CONFIDENTIALITY. Each party shall maintain in confidence and protect from unauthorized disclosure all information exchanged between the Parties that is reasonably understood under the circumstances to be confidential, whether disclosed orally, in writing or marked as confidential ("Confidential Information").

The receiving party shall make all reasonable efforts to protect Confidential Information from disclosure



to unauthorized third parties. Confidential Information may be disclosed to third parties with a need-to-know under the circumstances and who are bound by confidentiality obligations no less restrictive than those herein. Neither party shall use such Confidential Information except in performance of the Services. MGT may, however, disclose Client's name and the general nature of MGT's work for Client sales proposals.

The above obligations of confidentiality shall not apply to the extent that the receiving party can show that the relevant information (a) was at the time of receipt already in the receiving party's possession; (b) is, or becomes in the future, public knowledge through no fault or omission of the receiving party; (c) was received from a third-party having the right to disclose; or (d) is required to be disclosed by law.

12. FORCE MAJEURE. Neither party shall be liable or considered at fault for any delay (except for payment) resulting from circumstances beyond the party's reasonable control, including but not limited to fire, flood, earthquake, elements of nature, epidemics, global pandemics, quarantines, acts of God, acts of war, labor disputes, and supply chain disruptions ("Excusable Delays"). The delayed party shall notify the other party in writing upon the discovery of any significant Excusable Delay. During an Excusable Delay, the delayed party shall use reasonable efforts to mitigate costs and damages and to resume performance under this Agreement.

The Parties recognize that MGT's ability to timely perform under a SOW is contingent upon Client's timely provision of any agreed-upon data, personnel access, or other requirements. If Client's failure to provide to such data, access or other requirements causes significant delays to MGT's progression of Services, and MGT incurs losses or damages as a result, then the Parties shall negotiate and execute a SOW amendment for an equitable adjustment to the schedule and for additional costs. MGT shall provide all substantiating documentation of costs reasonably requested by Client in consideration for any equitable adjustment. Excusable Delays shall not give rise to an equitable adjustment.

13. FEES AND PAYMENT. Unless otherwise set forth in a SOW, all correct invoices submitted by MGT to Client shall be due and payable upon receipt. If Client disputes an invoice or portion thereof in good faith, then Client shall pay any undisputed portion and provide MGT with written notice of the dispute, in reasonable detail, and the Parties shall promptly meet to resolve such dispute. MGT reserves the right to impose an interest charge equal to the lesser of one and one-half percent (1.5%) per month or the maximum allowable by law in respect of any invoice which is outstanding for more than thirty (30) days. MGT may stop work after sixty (60) days of Client's non-payment of undisputed invoiced amounts.

14. MODIFICATION. This Agreement and any SOW shall only be modified by written amendment signed by the Parties. All signed amendments shall be deemed incorporated into this Agreement by reference.

15. NON-SOLICITATION. During the term of this Agreement and for a period of two (2) years following termination or expiration, neither party shall knowingly, directly or indirectly, solicit nor encourage the solicitation of any person who is, or was within a 12-month period prior to such solicitation, an employee of the other party or its affiliates that became known to the other party as a result of this Agreement, except with the prior written consent of the other party. This provision shall not restrict the right of either party to solicit by public advertisement.

16. ASSIGNMENT. Neither party may assign any rights nor delegate any duties or obligations under this Agreement without the express written consent of the other party. Notwithstanding the foregoing, MGT, or its permitted successive assignees or transferees, may assign or transfer this Agreement or delegate any rights or obligations hereunder without consent: (i) to any entity controlled by, or under common control with, MGT, or its permitted successive assignees or transferees; or (ii) in connection with a merger, reorganization, transfer, sale of assets or change of control or ownership of MGT, or its permitted successive assignees or transferees.



17. INDEPENDENT CONTRACTOR. It is expressly understood that at all times, while rendering the Services, MGT is acting as an independent contractor and not as an officer, agent, or employee of the Client. MGT shall not be required to keep specific work hours (except in the case of specific hours required under employee leasing contracts), equipment, or a specific office, and shall use independent means and methods for performing the Services. For all purposes, including Medicare, Social Security taxes, the Federal Unemployment Act (“FUTA”), income tax withholding, worker’s compensation, and unemployment insurance, MGT, its personnel and contractors will be treated and deemed independent contractors and not employees of Client.

18. NON-DISCRIMINATION/EQUAL EMPLOYMENT PRACTICES. Neither party shall unlawfully discriminate or permit discrimination against any person or group of persons in any matter prohibited by federal, state, or local laws. During the performance of this Agreement, neither party or their employees, agents, or subcontractors, if any, shall discriminate against any employee or applicant for employment because of age, marital status, religion, gender, sexual orientation, gender identity, race, creed, color, national or ethnic origin, medical conditions, physical disability, or any other classifications protected by local, state, or federal laws or regulations. The parties further agree to be bound by applicable state and federal rules governing equal employment opportunity and non-discrimination.

19. NOTICES. All legal notices required by this Agreement are deemed to have been given when notices are both (1) delivered by email to the email address below, and (2) following such email delivery, a mailed copy of the notice is delivered to the mailing address below.

To MGT:

Name: MGT Impact Solutions, LLC
 ATTN: Legal Notice/Contracts
 Address: 4320 West Kennedy Blvd., Suite 200
 Tampa, FL 33609
 Email: contracts@mgt.us

To Client:

Name: The School Board of Pasco County FL
 ATTN: James Class
 Address: 20425 Gator Lane
 Land O’Lakes, FL 34638
 Email: jclass@pasco.k12.fl.us

If the email address and mailing address is incomplete for a party, then notice shall be mailed to the address on the first page of this Agreement.

20. WAIVER. The failure of either Party to insist on strict performance of any covenant or obligation under this Agreement, regardless of the length of time for which such failure continues, shall not be deemed a waiver of such Party’s right to demand strict compliance in the future. No consent to or waiver of, express or implied, any breach or default in the performance of any obligation under this Agreement shall constitute a consent or waiver to or of any other breach or default in the performance of the same or any other obligation.

21. SEVERABILITY. If any provision of this Agreement shall be declared illegal or invalid for any reason, said illegality or invalidity shall not affect the remaining provisions hereof, but such illegal or invalid provision shall be fully severable, and this Agreement shall be interpreted and enforced as if such illegal or invalid provision had never been included herein.

22. COUNTERPARTS AND EXECUTION. This Agreement and any SOW may be executed in counterparts, each of which when so executed shall be deemed an original and all of which together shall constitute one and the same instrument. The counterparts may be executed by electronic signature and delivered by scanned signature or other electronic means by any of the parties to any other party and the receiving party may rely on the receipt of this Agreement so executed and delivered as if the original had been received.

23. SURVIVAL. The sections Term, Termination, Insurance, Indemnification, Limitation of Liability, Governing Law, Jurisdiction, Consent to Suit, Dispute Resolution Procedure, Confidentiality, and Non-



Solicitation of this Agreement and the payment obligations described in any SOW shall survive the termination or expiration of the Agreement or SOW.

24. ENTIRE AGREEMENT. This Agreement and all exhibits constitute the entire and only agreement between the Parties. Each party acknowledges that in entering into this Agreement it has not relied on any representation or undertaking, whether oral or in writing, except for those expressly stated herein. Any purchase order provided by the Client will be limited by, and subject to, the terms and conditions of this Agreement. Any conflicting terms in the Client’s purchase order shall be deemed null, void, and without effect.

25. NON-EXCLUSIVITY. This Agreement is non-exclusive, and both Parties remain free to enter into similar agreements with third parties. During the term of this Agreement, MGT may perform Services for any other clients, persons, or companies as MGT sees fit, so long as the performance of such Services does not interfere with MGT’s performance of obligations under this Agreement, and do not create a conflict of interest.

26. THIRD PARTY BENEFICIARIES. Except as specifically set forth herein, nothing in this Agreement is intended or shall be construed to confer upon any person or entity, other than the parties hereto and their successors or assigns, any rights or remedies under or by reason of this Agreement.

IN WITNESS WHEREOF, the Parties hereto have executed this Master Services Agreement.

MGT IMPACT SOLUTIONS, LLC

**THE SCHOOL BOARD OF PASCO COUNTY,
FLORIDA**



Name: A. Trey Traviesa
Title: CEO
Date: 5/1/2026

Name:
Title:
Date:



EXHIBIT A STATEMENT OF WORK

As of December 2, 2025 (“Effective Date”), **MGT Impact Solutions, LLC (“MGT”)** and **The School Board of Pasco County Florida (“Client”)** execute this Statement of Work (“SOW”) pursuant to the Master Services Agreement between the Parties dated December 2, 2025 (“Agreement”).

I. SCOPE AND COMPENSATION

MGT will provide services in accordance with MGT’s attached proposal dated November 21, 2025. All terms of the Proposal are incorporated herein by reference and supersede in the event of a conflict.

2. PERIOD OF PERFORMANCE

The term of this Statement of Work begins on July 25, 2026 and terminates June 30, 2028.

3. TERMINATION

Client may terminate or non-renew the Agreement in the event that the State Board determines that MGT has failed to meet the performance indicators , growth metrics or is otherwise not on track to achieve a grade of at least "C" within two years of the release of school grades.

MGT IMPACT SOLUTIONS, LLC

**THE SCHOOL BOARD OF PASCO COUNTY,
FLORIDA**



C

Name: A. Trey Traviesa
Title: CEO
Date: 5/1/2026

Name:
Title:
Date:



JULY 20, 2025

Table of Contents

COVER LETTER.....	1
FIRM PROFILE.....	3
PROJECT APPROACH & METHODOLOGY.....	6
GOALS FOR SCHOOL TURNAROUND.....	7
IMPLEMENTATION PHASE: PILLARS OF SCHOOL TRANSFORMATION.....	26
TECHNOLOGY & ONLINE PLATFORMS	31
INSTRUCTIONAL COACHING.....	37
EDUCATIONAL APPROACHES TO DIFFERING LEARNERS.....	43
LEADERSHIP DEVELOPMENT.....	48
PROGRESS MONITORING	49
SUSTAINABILITY MODEL.....	58
WORK PLAN	60
OUTCOMES	72
CULMINATION PHASE: SUSTAINABILITY	74
DELIVERABLES	75
MGT’S RELEVANT EXPERIENCE WITH SCHOOL DISTRICTS	77
CASE STUDIES	81
KEY PROJECT HIGHLIGHTS	89
COST PROPOSAL	ERROR! BOOKMARK NOT DEFINED.
LIST OF PK-12 CLIENTS.....	105
REFERENCES	113



Cover Letter

November 21, 2025

Monica Ilse
Deputy Superintendent
Pasco County Schools
20425 Gator Lane
Land O' Lakes, FL 34638



Dear Dr. Ilse:

As the nation's leading provider of transformation solutions for schools and school districts, MGT Impact Solutions, LLC (MGT) is uniquely well qualified to partner with Pasco County Schools ("Pasco" or "PCS") providing School Improvement Consulting Services that encompass professional learning, coaching, leadership development, and progress monitoring support for Gulf Middle School.

MGT is a results-driven organization with a 50-year track record of achieving significant improvements in student outcomes. Our proven methodologies have repeatedly elevated key assessment results in Science, English Language Arts (ELA), and Math. For example, recently, a cohort of schools in Hillsborough County – one of our premier clients – saw an average increase of 108.5 points and 16 percentage points on the Florida Department of Education (FLDOE) school grade rating scale. ***Our track record for improving student learning spans more than 1,000 schools nationally.***

MGT is proud to support Pasco County Schools (PCS) in advancing its goals to build the capacity of school leaders and teachers, implement effective school improvement practices, improve student outcomes, and rapidly exit schools from improvement status. We propose serving as the External Operator for Gulf Middle School, leveraging existing relationships, understanding of the school's context, and the momentum already underway to accelerate student achievement. As a Florida-based organization with Pasco as one of our neighboring districts, we have a deep, inherent commitment to the success of our local educational communities. MGT has earned the trust of Pasco County Schools, and we are excited about the proposed possibility to continue serving as a strong, flexible partner—bringing deep, targeted expertise tailored to each school's unique needs.

MGT developed our Transformation Model to build internal capacity with a focus on culture, leadership, instruction, and collaboration. Our track record of improving student learning with districts and schools is notable and elaborated upon in this proposal.

A cornerstone of our model is to clearly understand the district's vision and goals and improve professional practice with both needed knowledge and student-centered mindsets that fuel educators to sustain momentum in this essential work. The MGT team builds trust and faith with all stakeholders, including the school and district community, to instill a collaborative mindset about providing support and involvement in turnaround efforts. We believe the success of a school district or school and the community it serves are interdependent.

At MGT, we see ourselves as "school people helping school people." **Our proposed team has over 100 years of combined experience working and leading in schools and school districts**

COVER LETTER

across the country. The specific areas of expertise of our team include but are not limited to leadership coaching, professional development, data analysis and application, and student assessment. Each member of our team has successfully applied these skills to schools with demonstrable improvement in student learning. Our highly experienced MGT School Transformation experts are dedicated to building the internal capacity of the schools and districts we serve. By strengthening local leadership and instructional practices, we help ensure that the improvements achieved during our engagement are sustained well beyond the duration of our support.

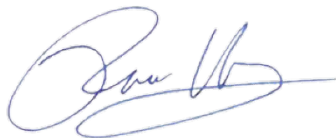
Our approach to working with schools and districts is to begin by getting to know and gaining a deep understanding of the local context to have the best vantage point to properly direct the resources necessary to support transformation. As we work with the school or district, we seek to “work ourselves out of a job” by helping to build the requisite systems and processes that will sustain transformation over time.

We are confident that our team will not only meet but exceed PCS’s expectations in serving the district and Gulf Middle School—ultimately making a positive impact on students, families, and the broader community. We welcome the opportunity to meet with your team to align on the project vision and goals. Should you have any questions regarding this proposal, please contact Dr. LaTeesa Allen, MGT’s Senior Vice President and Executive Lead for this engagement, at lallen@mgtconsulting.com.

FIRM INFORMATION	MGT Impact Solutions, LLC 4320 W. Kennedy Blvd. Tampa, Florida 33609 P 888.302.0899 F 850.385.4501 FEIN – 81-0890071 www.mgt.us
INDIVIDUAL AUTHORIZED TO COMMIT FIRM	Mr. Robert Holloway, Senior Vice President of Market Development and Chief Strategy Officer 4320 W. Kennedy Blvd. Tampa, Florida 33609 P 888.302.0899 proposals@mgt.us
OFFICIAL CONTACT PERSON	Dr. LaTeesa Allen, Senior Vice President 4320 West Kennedy Boulevard, Tampa, FL 33609 P 888.302.0899 lallen@mgt.us

As Senior Vice President of MGT Impact Solutions, LLC, I am authorized to bind MGT contractually. Thank you very much for this opportunity.

Sincerely,



Robert Holloway
Senior Vice President
Authorized to bind the firm



Firm Profile

Impacting communities for good.

MGT brings **50 years** of experience driving positive social change and performance in education, government, nonprofits, and critical infrastructure/private industries through **assisting clients to strengthen their foundation, change systematically, and enable resiliencies for long-lasting change**. Since inception, MGT has significantly grown in size and capacity – working with state and local governments and education partners. Today, we bring a team of over **900 professionals** who offer in-depth market knowledge and understanding so we can hit the ground running.

MGT is a privately held, employee-owned and financially stable limited liability company with a deep roster of staff and a commitment to serving the public. Our clients care about addressing the world’s most-pressing problems, and so do we. Their “why” is our why.

What sets us apart is our ability to customize and offer individualized support but also the resources of a larger infrastructure to enable flexibility in impacting to-scale. Throughout our history, MGT has successfully delivered more than **30,000 projects** through a thoughtful balance of balancing the “immediate” needs while changing systems to plan for future resilience and success.

Our Commitment

MGT embraces the most complex challenges on the leadership agenda, with deep commitment, agility, and local expertise to make a measurable and profound impact. Simply stated, **We are impacting communities for good.**

MGT | FIRST LOOK

Name: MGT Impact Solutions, LLC (MGT)

Locations: Headquarters in Tampa, FL; branch offices nationwide.

Cooperative Contracts:
ASC 20-7359, 24-7484
OMNIA LS4612
TIPS 220601, 220802, 230105
TXShare 2024-019

Structure: Privately held, employee-owned, client-driven Limited Liability Company.

Lines of Business: Strategy and Implementation, Performance and Operations, IT Infrastructure, and Cyber Security and Resilience for public sector and commercial companies.



50 years

900 consultants

30,000 projects

A Social Impact Commitment

DEFINED BY **IMPACT**

Making a profound impact on society is at the heart of who we are and what we do. As a Tampa-based business, your community IS our community. We've worked in the public sector, and we understand the challenges you face. We think in the long-term—for relationships and solutions. Through our school transformation services, we're deeply committed to helping you bring out the best in our shared community.

MGT's Expertise

Our firm includes more than **900 professionals**, structured into the following primary groups, along with various internal infrastructure groups to support our operations and growth.



Strategy & Implementation

Working alongside an organization's C-suite, we help leaders co-create strategy through organizational reviews and data analytics to create actionable roadmaps for success.



IT Infrastructure & Digital

We provide engineering expertise to modernize IT infrastructure and ensure your technology implementation is properly designed, integrated, modernized, and maintained.



Cyber Security & Resilience

From real-time, 24/7 monitoring to proactive threat detection and rapid incident response, we can give you the tools to heighten your network's security posture and keep it there.



Performance & Operations

Bridging the gap between strategy and enduring change, we support efficient revenue allocation, promote economic development, and create fairness in hiring and contracting systems.






Our MGT Vision

To achieve our mission of being the social impact and performance leader in our industry, we are continuously improving to earn the privilege of being selected as our clients' partner of choice in the mission-critical domains we impact. By elevating education systems, managing and securing critical networks, solving complex human capital and fiscal problems, and advancing equity as a performance imperative, we can impact communities, for good through client partnership.

We deliver these solutions through our "three-point stance" of technology, education, and performance offerings. With our long-term vision of creating profound social impact through client performance, we seek out the "best of the best" to join us in our work supporting clients' top priorities.

Markets we serve:

- Higher Education
- Prek-12
- Government
- Nonprofits
- Commercial Industries

<p>PEOPLE</p>  <p>We believe in the power of connecting people and ideas which solve mission-critical, complex challenges to foster a trusted connection with our clients...for life.</p>	<p>PURPOSE</p>  <p>We are led by a transformative movement, fueled by people, innovation, and solutions designed to provide enduring opportunities for prosperity and well-being.</p>	<p>PERFORMANCE</p>  <p>We partner with clients to advance learning outcomes, reduce operational costs, recover revenue, improve workflows, and provide resilient and hardened technology networks and infrastructure.</p>
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MGT Academic Transformation


High-impact partner to K-12 school systems focused on delivering transformative and sustainable improvement in student outcomes

Needs Assessment & Strategic Review

MGT’s Academic Transformation Operating Group conducts rigorous school- and district-level audits that identify strengths, gaps, and priority areas for improvement. These comprehensive reviews provide a clear diagnostic foundation for targeted or systemwide improvement efforts. By examining performance data, instructional practices, leadership systems, and cultural conditions, the team delivers actionable insights that guide strategic planning and resource allocation.

Needs Assessment & Strategic Review

School- and district-level audits that identify strengths and key areas for growth and serve as a foundation for targeted and/or comprehensive improvement efforts in systems of any size



School & District Transformation

Customized school or district continuous improvement support, ranging from full-service external management to strategic planning, professional development, and on-site coaching



Science of Reading Implementation

Targeted implementation support focused on Structured Literacy, including training, modeling, and coaching for teachers and leaders



Curriculum Development & Implementation

Content creation at any scale, including full curriculum development, pacing guides and maps, and lesson internalization protocols and support



School & District Transformation

The Academic Transformation team provides customized, continuous improvement support designed to accelerate school and district performance. Services range from full-service external management to strategic planning, capacity building, professional development, and on-site coaching. These efforts are tailored to the unique needs of each system, ensuring deep implementation support that drives sustainable turnaround and long-term organizational health.

Science of Reading Implementation

MGT offers targeted implementation support grounded in the Science of Reading to strengthen literacy instruction across grade levels. This includes training, modeling, and coaching for teachers and leaders, with a focus on Structured Literacy and evidence-based instructional practices. Through hands-on guidance and capacity building, the team helps schools establish consistent, high-quality literacy instruction aligned to research and state expectations.

Curriculum Development & Implementation

The Academic Transformation Operating Group provides comprehensive curriculum services, including development of full PK–12 curriculum materials, pacing guides, assessments, lesson internalization protocols, and instructional supports. Whether adapting existing resources or creating new content at scale, the team ensures all materials are standards-aligned, instructionally coherent, and practical for classroom use. Ongoing implementation coaching supports teachers in translating curriculum into effective instructional practice.

Project Approach & Methodology

A detailed plan specifically designed for you.

Goals for School Turnaround

MGT believes the primary goal of school turnaround is to work alongside school communities and set a path forward by building on past successes and strengths, leveraging the unique talents of the community, and further building site capacity therein. MGT believes the ultimate measure of impact is in improved student learning, which arrives from thoughtful and customized work directly with the teachers, coaches, and leaders who serve them. Partnering with districts and schools post-turnaround can provide lasting, sustainable school (academic) transformation and drive repeatable improvement. To this end, MGT utilizes a High-Quality Schools Framework. This Framework includes four levers that drive the work of MGT with partnering districts and schools. Each lever is designed and organized to work in tandem with each other to address the key components of highly effective schools while keeping students at the center:

MGT's High-Quality Schools Framework Levers



LEVER 1: VISIONARY & STUDENT-CENTERED LEADERSHIP

Vision: To cultivate school leadership that is effective, adaptive, and connected to teachers and families to spur student achievement and drive high quality instruction.

LEVER 2: AMBITIOUS INSTRUCTION & LEARNING

Vision: To establish systems and processes in schools that foster intellectual curiosity, a love of learning, and high achievement on authentic measures of student knowledge and skills.

LEVER 3: CULTURE OF SUPPORT & HIGH EXPECTATIONS

Vision: To establish a school culture centered around a love for all students, where all stakeholders are invested in the whole child and hold each other to high expectations.

LEVER 4: AUTHENTIC PARTNERSHIP WITH FAMILIES & COMMUNITIES

Vision: To instill a sense of ownership, belonging, and lasting trust among families and community members through transparent and responsive decision making.

Core Values

MGT works to build partnerships and impact student wellbeing across the nation. Our focus is on creating lasting change through systems and structures. Whether this looks like promoting student-centered leadership at the district level, strategically planning long-term initiatives with

PROJECT APPROACH & METHODOLOGY

school administrators, or building collaborative systems with shared values within schools, MGT coordinates processes that support children's wellbeing for the long term, both inside and out of the classroom.

MGT aligns with Pasco County Schools' vision to prepare students for life and to provide an education and the supports that enable each student to excel as a successful and responsible citizen. MGT is a nationwide professional services firm whose core value is grounded in social impact. Our vision is to partner with government organizations, school districts, higher education institutions, and not-for-profits to help them achieve long-term success. With a national reputation and impressive track record of business from repeat clients, we provide customized solutions, objective research, creative recommendations, and quality products that respond to each client's unique needs and time requirements. Our mission is to provide high quality, value-added consulting solutions that exceed the expectations of our clients and provide a meaningful return on investment. MGT goes far beyond the ordinary by affirming our organization's commitment to improving the quality of life for the people served by our clients.

MGT will serve as a strategic and collaborative School Transformation partner for Gulf Middle School of PCS, and we are confident that the vision that the district has for transformation support services align to MGT's mission and vision of providing high-quality value-added solutions. Our record of results with K-5, K-8, and 6-8 schools, in addition to our team's expertise at the elementary and middle/secondary levels, aligns with Pasco County Schools' need to improve student outcomes and sustain improvement for Gulf Middle School.

Initial Phase: Organizational Leadership Positions and Individuals (Staffing Support)

The executive leadership team below, also identified in our Qualification Summary, will guide and direct this engagement to enable and ensure explicit focus on improving student outcomes and delivering best-in-class service to Pasco County Schools.

LATEESA ALLEN, PH.D.

ROLE: SENIOR VICE PRESIDENT; EDUCATION TRANSFORMATION DIRECTOR

LaTeesa is a strategic, analytical, results-driven, transformational, visionary leader committed to educational excellence and equity. She has extensive experience leading PK-12 school turnaround at local, state, and national levels. She has served as the North Carolina Deputy State Superintendent of Innovation, and Superintendent of the North Carolina Innovative School District.

SKILLS RELEVANT TO THIS PROJECT:

State PK-12 leadership, district leadership, education equity expertise.

ERIN MCGOLDRICK BREWSTER

ROLE: EXECUTIVE VICE PRESIDENT; SUBJECT MATTER EXPERT

Erin is a hard-charging, data-focused educational leader focused on doing what's right by students and communities. She has worked as a senior leader in Washington D.C. Public Schools and in the Urban Education Partnership of Los Angeles, CA.

SKILLS RELEVANT TO THIS PROJECT:

Data systems, senior leadership, urban school improvement.

RAJEEV BAJAJ

ROLE: EXECUTIVE VICE PRESIDENT; SUBJECT MATTER EXPERT

Rajeev’s diverse experiences across the PK-12 landscape enable him to deliver unique and often game-changing insights in his role overseeing complex school improvement projects with myriad diverse clients across the U.S.

SKILLS RELEVANT TO THIS PROJECT:

Executive leadership, accountability, innovative school improvement models.

TRENT KAUFMAN, ED.D.

ROLE: SENIOR VICE PRESIDENT; SUBJECT MATTER EXPERT

Having authored Harvard Press’ “Collaborative School Improvement,” Trent helps districts of all types engage fully in the process of leading cohorts of schools through intensive school improvement programs.

SKILLS RELEVANT TO THIS PROJECT:

School turnaround and improvement, district leadership for school improvement.

SALA SIMS, PH.D.

ROLE: SENIOR TRANSFORMATION SPECIALIST

Having served as a Lead School Transformation Partner with Hillsborough County Public Schools, school leader, and instructional designer, Sala’s focus at MGT includes leadership coaching and school improvement project design and leadership.

SKILLS RELEVANT TO THIS PROJECT:

Goal setting, progress monitoring, leadership, instructional design, and instructional specialist with proven turnaround expertise.

LESLEY LYNN

ROLE: CONTENT COACH LEADER

As a former School Improvement Specialist for the Florida Department of Education and Title I academics math coach in Hillsborough County, Lesley has extensive experience training and coaching teachers at all levels on evidence-based strategies to improve teaching and student learning in mathematics.

SKILLS RELEVANT TO THIS PROJECT:

Coach the coaches, mathematics, instructional coaching.

SHANNICKA JOHNSON, ED.D.

ROLE: CONTENT COACH LEADER

Having worked for the Florida Department of Education as a School Improvement Specialist, Manatee County Schools as an Instructional Specialist, and Pinellas County Schools as an English Language Arts Coach, Shan has deep expertise in improving student outcomes and implementing research-based programs within complex school systems.

SKILLS RELEVANT TO THIS PROJECT:

Instructional leadership, ELA, instructional coaching, coach development

RECRUITING, TRAINING, & ENSURING EFFECTIVENESS OF MGT STAFF

MGT recruits staff members who have extensive prior experience and success in transitioning underperforming schools out of school improvement support status. MGT recruitment strategies include prioritizing Transformation Specialists that have prior principal experience

PROJECT APPROACH & METHODOLOGY

and ensuring all Lead and Content Coaches have prior coaching and/or administration experience. All members of the MGT team have turnaround school experience in their varied roles.

MGT provides initial and ongoing training and professional development opportunities for all staff members. All members undergo an extensive onboarding process where they work with existing members of the team to transition into our partnering school district, Pasco County Schools', way of work. In addition, MGT will host an annual summer retreat where all team members dive deeply into PCS curriculum resources, state benchmarks, and current research-based best practices to use when designing supports for PCS schools. As of late, MGT has utilized the latest research from "Get Better Faster," by Paul Bambrick Santoyo, to support the continued professional development of our team members. MGT will also participate in trainings similar to the district, to stay current and aligned with the needs of the PCS team.

MGT ensures effectiveness of its staff through the support of the internal leadership team and the oversight of the team manager. MGT team members draft annual goals in relation to the transition services provided in schools and are held accountable to meeting goals through yearly annual reviews. The MGT team meets monthly for current PCS formative data review, continued professional development, and review of current PCS needs to create continued differentiated supports aligned to the transition plans drafted at the start of the year.

We are school people helping school people.

PROJECT STAFFING

MGT has over 100 school improvement specialists (technical staff) employed across its school transformation practice. Each school MGT supports will receive transformational leadership and instructional coaching from at least five leadership and technical staff members, including the education transformation director (project lead), transformation specialist, lead content coaches, ELA content coach, math content coach, science content coach and social studies content coach.

Professional qualifications of our various roles include:

EXECUTIVE LEAD

The Executive Lead to serve as the primary point of contact for the District. This team member will have primary responsibility for the project's strategies and outcomes. The Executive Lead will coordinate the project in its entirety, including methodology, timeline, deliverables, and communication. They will directly oversee the actions of MGT's team and coordinate efforts with Pasco School District.

PROJECT ADVISORS

Project Advisors work primarily behind the scenes with the Executive Lead and Leadership Coaches to provide relevant expertise on a range of topics. They include MGT's most senior leaders who lend their experience to strategic decisions and problem solving as needed. Project Advisors are also individuals with technical expertise into relevant state/local standards and policies.

PROJECT LEAD(S):

Proven record in successful large-scale education leadership and operations such as Superintendent or Turnaround leader. Masters or Doctorate in Education Leadership, Curriculum or Supervision.

Key competencies: Large Scale Project Management, State and District Understanding

Role: Oversight of all project activities and staff. Assist with state reporting and presentations. Regular progress monitoring. Ensuring all contractual obligations are met. Assisting with state reporting. Client point of contact.

TRANSFORMATION SPECIALIST:

Successful leadership and coaching experience with specific focus on school turn around and a Master or Doctorate in Education Leadership, Curriculum or Supervision.

Key competencies: Strong leadership skills, understanding of teaching and learning, school systems, and building level management of all aspects of education.

Role: Managing additional staff and consultants onsite, providing leadership training to administrators and coaches, managing all communication with district, and providing progress monitoring and assessments.

LEAD CONTENT COACH (MATH AND LANGUAGE ARTS):

Proven record improving student learning both as a classroom teacher and as an instructional coach. Expertise in curriculum, instruction, teaching and learning and/or subgroup populations. They will have extensive experience in coaching and professional development and a deep understanding of content and standards. Lead Coaches will have instructional backgrounds as teachers, coaches, specialists, and/or instructional leadership. Masters in Education, Teaching, or Science with the specialization identified as a focus area.

Key competencies: Understanding of effective instructional practice and teacher teaming including a deep knowledge of effective coaching cycles and collaborative, data-driven planning.

Roles: Collaborate with district content coaches, provide content and pedagogy coaching to school-based coaches, data analysis, and provide leadership to MGT content coaches.

CONTENT COACH (MATH, LANGUAGE ARTS, SCIENCE AND CIVICS):

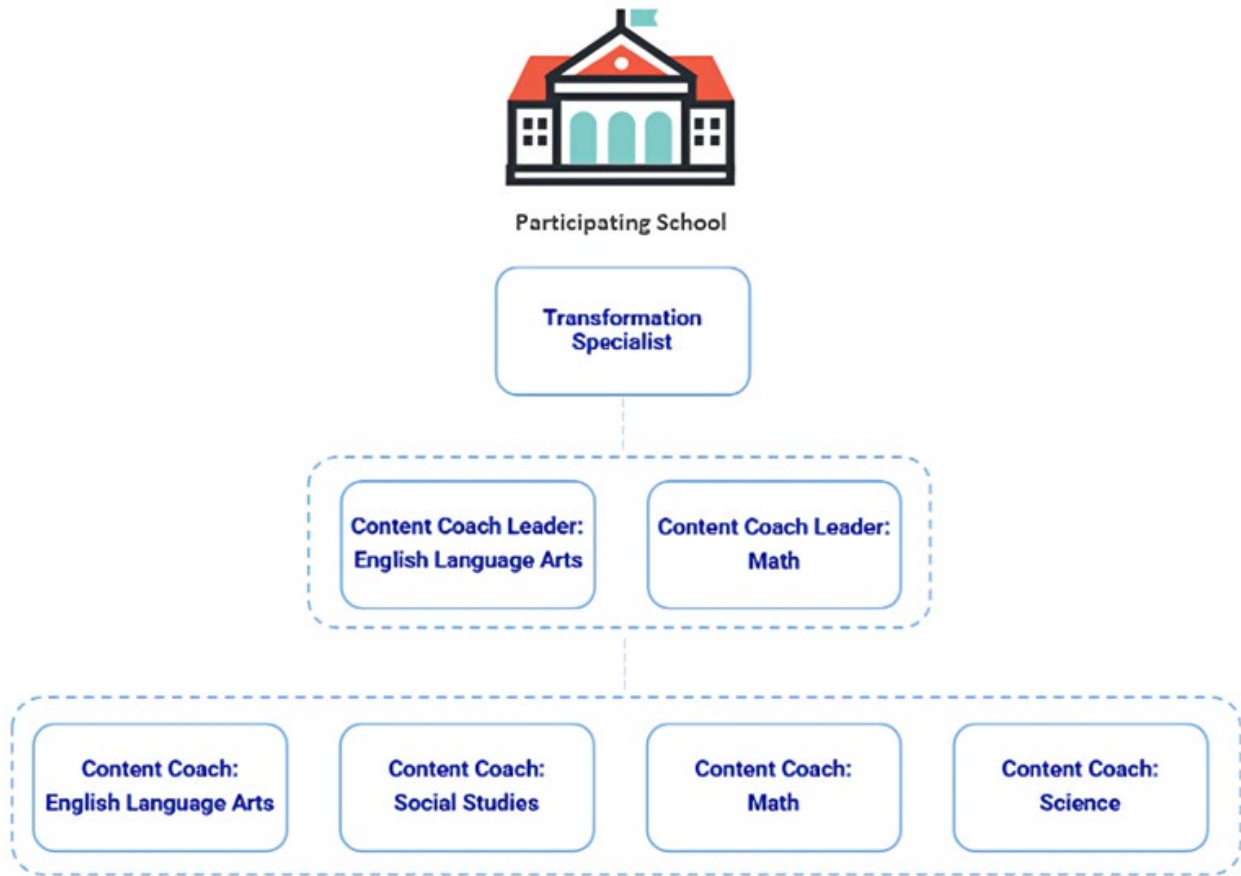
Proven record improving student learning as a classroom teacher and a teacher leader. Successful teaching experience within the subject area represented (either math, English Language Arts, Science or Social Studies). Masters in Education, Teaching, or Science with the specialization identified as a focus area.

Key competencies: Understanding of effective instructional practice and teacher teaming including a deep knowledge of effective instructional cycles and data-driven planning.

Roles: Providing content and pedagogy coaching to school coaches and classroom teachers.

PROJECT APPROACH & METHODOLOGY

Below is a graphic that demonstrates the support from MGT leadership and technical staff that each school will receive.



Schools will engage directly with a Transformation Specialist and a team of Content Coaches. Each of these team members have direct engagement with the school's teachers, coaches, and leaders. The Transformation Specialist and Lead Content Coaches will work across the district providing direct support to MGT's team while collaborating with Pasco leadership to ensure alignment and impact.

Comprehensive School Needs Assessment and Planning

SERVICES

MGT will provide the following services to sustain and extend the improved student achievement for short-term and long-term success. As Pasco County Schools' School Improvement Partner, we acknowledge the unique opportunity to establish new partnerships in our work with identified school(s) in PCS.

Build upon the current approved turnaround plans in order to execute strategic initiatives to achieve student performance standards

- MGT drives school improvement efforts on close adherence to current approved plans and policy, including those defined by the State of Florida, s.1008.34, Florida Statutes and by established PCS policies and procedures. We focus improvement efforts to address

PROJECT APPROACH & METHODOLOGY

approved plans by balancing strategic, data-driven decision making with our deep knowledge of evidence-based practices, and our team’s expertise to implement it in relevant and comprehensive ways. To achieve this, we:

- Conduct annual Comprehensive Needs Assessments (CNA) to collect a robust set of data on each school’s strengths and areas for growth in relation to its approved turnaround plan. These assessments will examine evidence-based practices across leadership, collaboration, instruction, and school culture. The initial Comprehensive Needs Assessment will be more extensive and time-intensive in order to establish a detailed baseline profile for each school. In subsequent years, the CNA process will be more targeted and efficient, drawing on the data, progress, and insights gained through the prior year’s partnership work.
- Collaborate with administrative teams to analyze findings from the **comprehensive needs assessment** and prioritize short-term and long-term actions articulated in School Improvement Plans, specifically the “Areas of Focus” portion of the plan, which includes the Instructional Priorities; Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals; Progress Monitoring; and Action Steps.
- Build and deliver professional development opportunities for teachers, coaches, and leaders at each school to create a shared understanding of the instructional priorities outlined in the School Improvement Plan (SIP).
- Engage in regular coaching and professional learning to address the SIP priorities, which infuse customized learning for teachers, coaches, and leaders based on what **needs assessment** findings and related SIP priorities identify.
- Actively participate in collaborative structures including the Academic Services Team meeting, related school leadership teams, and teacher teams to engage actively in all identified priorities and share progress related to each. This may include, but is not limited to, engagement in coaching cycles, common planning, student data analysis and related planning, and supporting specific educator needs.
- Participate actively in instructional practices including conducting instructional walks with administrative teams (and coaches with coaching teams), collecting trend data aligned to the school-selected priority look-fors connected to the identified SIP priorities, and providing educators with specific feedback for instructional shifts. Initially, feedback is directed to teachers and demonstrates what to look for and what to provide feedback on related to instructional practice. Based on a process of gradual release, feedback shifts to the coaches and leaders who will sustain this work once the partnership concludes.
- Model impactful instructional leadership and engage as thought partners to build capacity in school leaders with an intentional focus on developing individual leader knowledge, practices, and beliefs. Engage in regular check-ins to celebrate progress and troubleshoot challenges associated with achieving the goals of the SIP. Participate in and collaborate during common planning periods with administration to build instructional leadership capacity, through side-by-side leadership coaching during weekly common planning sessions.
- Cultivate data literacy in individual teachers, coaches, school leaders, and teams by supporting the collection, compilation, analysis, and associated action planning. Center data literacy development around both student performance and demographic data, and implementation data related directly to teacher practice. Based on analysis of projected proficiency, determine short-term instructional and

PROJECT APPROACH & METHODOLOGY

leadership team actions, and appropriate progress monitoring and engagement around each action item.

- Release responsibility, gradually, to partner teachers, coaches, and leaders so that all educators across partner schools are equipped to lead in sustaining durable and noteworthy improved student outcomes long after the project and partnership concludes.

MGT will strategically monitor plan effectiveness and outcomes. Through the guidance of the MGT teams, school and district educators will be empowered to systematically assess progress and develop approaches to strengthen the effectiveness of school initiatives designed to accelerate student achievement.

Operational efficiency is key to achieving a school's plan. Our firm belief that sustainable change happens when school leaders do fewer things, do the right things, and do them with depth, drives our work with principals to create operating systems that are realistic and manageable while allowing the principals to focus on what matters most – the students. Through a process of needs analysis, the MGT team will work with the school leadership to design and monitor more efficient systems for their campus. This work includes supporting the local management of all or part of the school's operations by providing strategies and skill development support to building leaders.

MGT will support the local management of all or part of the partner school's operations through the development and implementation of schoolwide systems and structures that are grounded in distributed leadership. MGT's operational support includes but is not limited to collaborative planning with school-based teams to: draft the master schedule, draft the weekly common planning schedule, draft the content Professional Learning Community (PLC) and ELA internalization schedule, and create a month-at-a-glance and a week-at-a-glance system. These systems and structures support the principal with managing time for the mandatory Critical Team Meetings (i.e., Academic Services, Instructional Leadership Team, etc.). MGT's Transformation Specialists will also support school administration by engaging in weekly principal check-in meetings and monthly principal meetings. MGT will also attend district principal meetings with the school principal.

Throughout the partnership MGT will **abide by the terms of the contract and school and state guidelines**. MGT has established a partnership with the Pasco County Schools wherein all MGT school-based teams have been fingerprinted and carry consulting badges issued by the school district. MGT uses an internal tracker to document contractual hours at each partnering school.

MGT believes that collaborating with our PCS Management Team fosters trust, creates a shared understanding, and provides impactful opportunities to serve each partnering school and ultimately create environments for long-lasting academic success. MGT will **collaborate on a regular basis with the PCS management team for the partner school(s)** through regularly scheduled meetings between MGT's Transformation Specialists and PCS' Designated Assistant Superintendent to support leadership growth and development. The collaborative meetings will provide a space for meaningful discussion and planning regarding topics such as: quarterly goals, milestones accomplished, supports provided, barriers, challenges and opportunities, proposed solutions, and actionable next steps. Additionally, MGT's Transformation Specialists and Lead Content Coaches will collaborate with PCS' district coaches to support all school efforts and ensure alignment with building the capacity of school-based coaches while supporting teachers.

MGT's High-Quality Schools Framework is focused on **supporting a high-quality educational environment to students within partner schools**. MGT works closely with schools to foster a culture of high expectations and accountability guided by student-centered decision making. Our leadership and content area coaching are designed to cultivate school leadership that is effective, adaptive, and connected to teachers and families in order to spur student achievement and drive high quality instruction.

MGT completes weekly and monthly reports with a comprehensive overview of the scope of work provided at each partnering school. The reports provide detailed information focused on how MGT **meets the objectives, goals, and deliverables for the partner school(s) as established by the partnership**. Student impact is prioritized during every decision-making process to ensure that each partnering school has systems and structures in place to **support the needs of all students**.

Furthermore, MGT **will abide by applicable local, state, and federal spending guidelines, practices, and laws for the use of public funds**.

Theory of Change

MGT's Theory of Change is to work closely with districts and schools to drive lasting, sustainable academic transformation. United around our core tenet of 'Impacting Communities for Good,' we achieve change by focusing on:

- Student-Centered Impact: Our internal and external work is anchored in the end goal of student impact and well-being. MGT seeks to create high-quality learning opportunities in supportive environments for *all* students.
- Actionable and Scalable Solutions: MGT prioritizes solutions that make an immediate impact and are sustainable in the long run.
- Unwavering Commitment to Excellence: MGT holds our actions, work, and products to the highest standards.
- Authentic Partnerships: MGT's approach meets communities where they are, values the wisdom in the room, values customization, puts relationships first and leads with empathy.

We present these priorities in MGT's High-Quality Schools Framework, with levers linked to each identified action listed here. Each lever is designed and organized to work in tandem with each other to address the key components of highly effective schools while keeping students at the center:

PROJECT APPROACH & METHODOLOGY

MGT's High Quality Schools Framework levers



To make these aspirational attributes tangible, MGT centers our partnerships with schools, districts, and states around a combination of developing individuals, teams, and systems. We appreciate that the actions and mindsets of educators prove the most powerful in achieving significant student outcomes. MGT therefore works strategically to invest in the development of knowledge, practice, and beliefs of every teacher, coach, and leader we serve. Concurrently, we are thoughtful about our expertise, grounded in improvement science, so we cultivate structures in which educators can effectively work. With a focus on individual development, collaborative development, and the knowledge and mindsets that make both sustainable, we support partners to achieve consistent and lasting change in service of student learning.

MGT brings years of experience from around the country, infusing these focus areas in our school and district partnerships. Our collaborative team has demonstrated these practices through individualized, customized, and sustainable supports for our clients. MGT's team of leadership and instructional experts who lead this transformation will work shoulder to shoulder with the PCS team to achieve notable student performance outcomes in a short timeline. As an illustration of how this theory of change manifests in our partnerships, we include examples of the roles, actions, and practices embedded in the team who engage with partner schools in turnaround efforts.

- MGT's Transformation Specialists work closely with the PCS district leads and administrative team, supporting and building their capacity as instructional leaders, talent managers, culture and community builders, and operational experts.
- Lead coaches work with TSs, administrative team, and content coaches to provide coaching and academic support in the areas of math, ELA, Social Studies, Science, and data analysis of district assessments, iReady and Florida Assessment of Student Thinking (FAST), and End-of-Course (EOC) assessments.
- Content Coaches work with school-based coaches and grade-level teachers to build capacity in coaching, identification of instructional gaps in teaching and learning, and the effectiveness of the PLC for data analysis and establishing reteaching plans.

PROJECT APPROACH & METHODOLOGY

- The MGT team engages in intensive, frequent, hands-on support. The initial phase consists of an analysis of the school’s needs, which is then used to determine the level of support needed to engage in systemic change and a continuous cycle of coaching, modeling, and building the capacity of the school’s team, with a gradual release of responsibilities.

Our firm is unique in that we function as a *partner* not simply as a provider of services. We take the time to understand at a deep level what each partner needs, and we work relentlessly to help them achieve their vision. The result is a collaborative, trusting partnership that produces substantial improvements in student outcomes. And because we genuinely care about the lasting impact of our work on students, we ensure our partners receive gold-standard services and support.

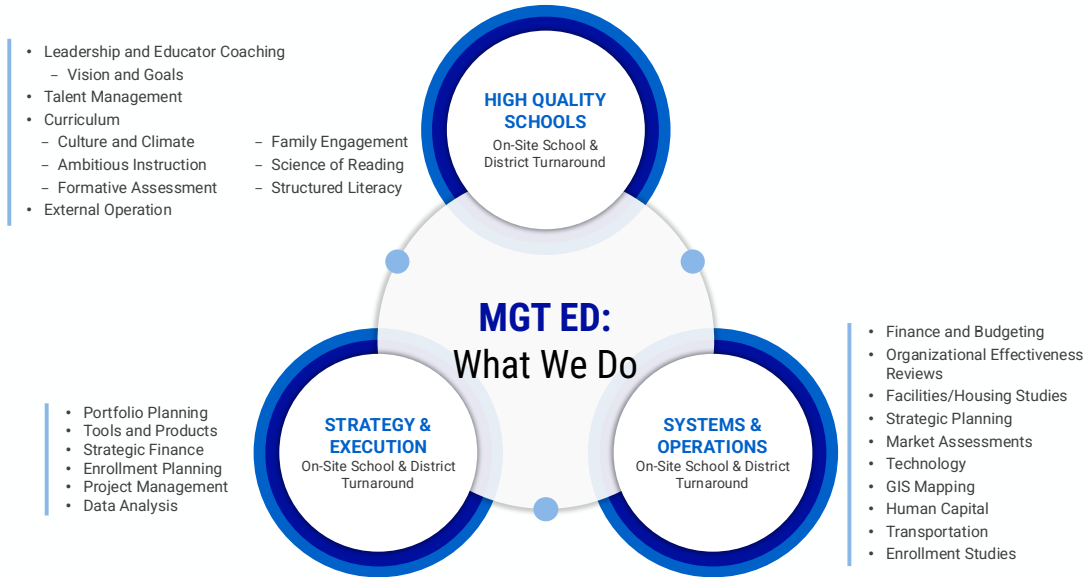
The MGT team is not afraid of hard work. We understand that improving instructional outcomes takes real time, effort, expertise, collaborative humility, and accountability to achieve results. We enthusiastically roll up our sleeves and join in the work.

All of the MGT work is done *with* our partner schools, not *to* them. Below are some of the dos and don’ts that MGT practices to be strong partners:

LEADERSHIP	INSTRUCTION	COLLABORATION
<p>We do:</p> <ul style="list-style-type: none"> • Believe that through practice and hard work effective leadership skills can be learned • Seek to ease administrative burdens and collaboratively solve problems as they arise • Actively support and promote your vision, while advocating for your teachers and students 	<p>We do:</p> <ul style="list-style-type: none"> • Understand that teaching isn’t easy; teaching well requires preparation and a complex set of skills • Put ourselves out there by co-teaching and demonstrating effective practices in your classrooms with your students • Follow up and sincerely care about the development of people 	<p>We do:</p> <ul style="list-style-type: none"> • Treat all members of the collaborative partnership as valued co-learners • Actively participate in and contribute to team meetings • Demonstrate an open, welcoming culture; we want to be a true member of your team (who you want to eat lunch with...) • Coordinate with the district or board
<p>We don’t:</p> <ul style="list-style-type: none"> • Criticize leadership; we operate from a strengths-based point of view • Think we know it all; in fact, we know we have a lot to learn 	<p>We don’t:</p> <ul style="list-style-type: none"> • Provide traditional stand-and-deliver professional Development (PD); we understand adult learners • Do the same thing with every school; we know that each school has a unique culture and history 	<p>We don’t:</p> <ul style="list-style-type: none"> • Assume teachers will collaborate around data by reading a book or attending a conference; we believe in learning by doing

PROJECT APPROACH & METHODOLOGY

Within MGT's performance group, the Transformation Group provides schools and districts with comprehensive support to improve student learning through direct coaching, professional learning, and strategic partnerships. We also present insights and innovations for schools related to operational structures and information technology.





Evidence Base for School Improvement Support

We present the evidence base within each of the MGT’s High-Quality Schools Framework levers, appreciating that the improvement cycle described above supports how we attain each across every partnership year.

LEVER 1: VISIONARY & STUDENT-CENTERED LEADERSHIP

Visionary and student-centered leadership is the extent to which leaders act and are perceived to be inspiring and instructionally focused. They are managerial at appropriate times, transformational in practice, equitable, and focused on cultural responsiveness. Examples of evidence-based indicators this process seek are those student-centered indicators identified by Dr. Vivianne Robinson¹ including establishing goals and expectations ($d = 0.42$); resourcing strategically ($d = 0.31$); ensuring quality teaching ($d = 0.42$); leading teacher learning and development ($d = 0.84$); and ensuring an orderly and safe environment ($d = 0.27$).

MGT’s team understands that leadership has a profound impact on student learning. We understand the correlation between effective leadership and improved student learning. Effective leaders influence improvement by the school environment they cultivate in their school or district; by the clarity of vision they articulate; by the way they resource strategically and distribute leadership to engage educators in improvement work; by the professional learning they bring to their work; and by the critical conversations they engage in to focus all efforts around student-centered action.² When school leaders set clear expectations for teachers’ performance, teachers’ intrinsic motivation increases by as much as a .89 unit change.³ Teachers have been shown to demonstrate significantly higher intrinsic motivation and confidence in their ability to be effective educators when they work with a supportive leader

¹ Robinson, V. (2011). *Student-centered leadership*. San Francisco: Jossey-Bass

² Robinson, V. (2011). *Student-Centered Leadership*. San Francisco: Jossey-Bass

³ Reaves, S. J. & Cozzens, J. (2018). Teacher perceptions of climate, motivation, and self-efficacy: Is there really a connection. *Journal of Education and Training Studies* 6 (12). doi:10.11114/jets.v6i12.3566

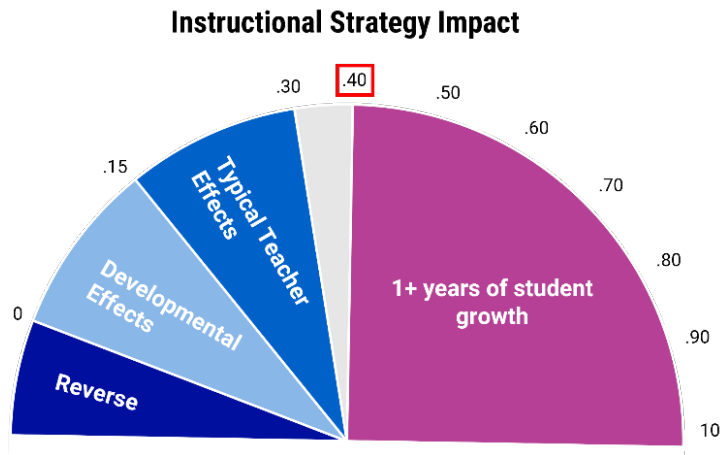
who creates a safe work environment.⁴ Retention is critical, too. When leaders leave their positions, research indicates that student achievement may take up to five years to return to the levels before that leader left.⁵ The relevance of professional learning through flexible, accessible, and research-based professional learning methods is therefore key.

The foundation of learning about effective leadership can focus on ensuring quality teaching each year, day, and minute to guarantee meaningful student learning.⁶ Effective leadership has a significant and positive impact on academic demand and program quality in a school.⁷ Influential leaders promote data-driven instruction, providing the relevant knowledge and feedback to bring positive and data-driven instructional practices to life. Effective district leaders establish the necessary coherence and feedback building leaders need to lead instructionally.

The practices required for effective school leadership have been well documented, durably implementing what we know remains a complex undertaking. This is true for all educational leaders. Many capable and passionate leaders lack adequate time, technical skills, or procedural knowledge to impact student learning meaningfully.⁸ Further, current trends include high attrition, inadequate recruitment, and insufficient development of emerging school and district leaders.⁹

LEVER 2: AMBITIOUS INSTRUCTION & LEARNING

At MGT, we have always been focused on instruction as a primary driver for improving student learning. Investing in teachers and their classroom instruction is the hallmark of our work, and more critical now than ever. A synthesis of over 913 meta-analyses, including 60,167 studies and 88,652,074 students, reported that the greatest influence on student learning



⁴ Fuller, E. J., Hollingsworth, L. & Pendola, A. (2017). The Every Student Succeeds Act, State Efforts to Improve Access to Effective Educators, and the Importance of School Leadership. *Educational Administration Quarterly* 53 (5). doi:10.1177/0013161X17711481

⁵ Sebastian, J., Allensworth, E., & Huang, H. (2016). The role of teacher leadership in how principals influence classroom instruction and student learning. *American Journal of Education* 123 (1). doi: 10.1086/688169

⁶ Marshall, K. (2009). Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap. Jossey-Bass.

⁷ Sebastian, J., & Allensworth, E. (2012). The influence of principal leadership on classroom instruction and student learning: A study of mediated pathways to learning. *Educational Administration Quarterly* 48(4), 626-663. doi:10.1177/0013161X11436273

⁸ Peters, G. B., Gurley, D. K., Fifolt, M., Collins, L., & McNeese, R. (2016). Assistant principals' perceptions regarding the role and the effectiveness of an educational leadership program. *International Journal of Higher Education* 5(1), 183-199. doi:10.5430/ijhe.v5n1p183

⁹ Pendola, A. & Fuller, E. J. (2018). Principal stability and the rural divide. *Journal of Research in Rural Education*, 34(1), 1-20. doi:10.1002/pam.20072

is instruction;¹⁰ “How well teachers teach is the strongest influence on how well students learn.”¹¹ Improving instruction through evidence-based practices doesn’t happen by accident. It takes real time, effort, expertise, collaboration, and accountability to achieve results. We help schools develop the structures, procedures, and processes necessary to systematically transform into data-driven and student-centered organizations.

MGT leverages top research from leaders in the field of education to help teachers and teams develop the skills and mindsets to implement evidence-based instructional practices. This effort includes what teachers do in the classroom, and how they leverage collaborative teams. For example, John Hattie’s *Visible Learning*¹² research articulates how to make actionable evidence-based instruction. Harvard Business School presents extensive information about making meetings impactful. In a micromodule format, teachers can learn about proven instructional strategies, and how these can fit in a Rapid Improvement Cycle that includes student data collection, analysis, and action planning.

To quantify the potential impact of instructional strategies on student learning, Hattie’s work helped determine the effect size of various instructional strategies. As illustrated above, typical effect sizes for instructional strategies range from .0 to .30, and those with an effect size of .40 or greater are associated with more than 1 year of growth in student performance. Simply put, if an instructional strategy has an effect size of .40, student growth in one year will be equal to, or greater than, one grade-level increase. With this logic, any instructional strategy with an effect size of .40 or higher, *that is implemented with fidelity*, will give students a better chance of catching up and narrowing gaps in achievement.

Included in this guide are six Evidence-Based Instructional Strategies selected for focus using the following criteria:

- Reported effect size of .40 or higher.
- Suitable for use in all types of classrooms.
- Applicable to all subjects, student skills, and grade levels.
- Pertinent to classrooms of novice to expert teachers.
- Appropriate when implemented individually and in combination with other strategies.
- Visible when focusing on student and/or teacher action in the classroom.

The effect sizes reported express the average change in student performance that is attributable to a specific instructional strategy. One can infer that no instructional strategy works equally well in all situations. However, the strategies presented are a strategically smart place to start when designing, implementing, and refining classroom instruction. These strategies can be applied regardless of the content area, grade level, or curricular materials used by the teacher.

At a pivotal moment in history following emergency remote learning, MGT’s team understands that within a classroom, High-Quality Instructional Materials (HQIM) inform teacher actions and

¹⁰ Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.

¹¹ Id. (pp. 8)

¹² Hattie, J. (2009). *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. Routledge Press, New York.

student learning.¹³ The quality of those materials will most certainly shape the quality of outcomes. When teachers use HQIM, student learning increases.¹⁴ In a study of traditional, teacher-led pedagogical practice, HQIM produced higher student performance than a traditional text resource.¹⁵ Essential to this effort is also a knowledge of the science of reading, and how early literacy practices incorporate the five pillars of effective literacy instruction : Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. It includes the capacity of elementary and secondary educators to focus learning not only on mathematical concepts, but also mathematical practices and scientific crosscutting concepts. This results in teachers designing lessons so students understand content concepts, how to solve complex problems within these concepts, and how to translate the situated learning of a classroom to the world around them.

LEVER 3: CULTURE OF SUPPORT & HIGH EXPECTATIONS

A culture of support and high expectations is understood as the extent to which the school environment is positioned to promote student learning and the extent to which collaborative teacher and leadership teams promote data-driven decision making in support of student learning. A positive school culture promotes equitable and accessible student learning and can be seen in how educator beliefs and practices promote high expectations for all students, enable appropriate interventions to support learning for all students, provide both a safe and caring environment for students, and promote a productive and data-driven culture.

A distinguishing feature of MGT's learning series is the integration of Perceptual Control theory, the scientific theory of human behavior. This theory, paired with William Glasser's Reality Therapy, Judith Glaser's brain research on Conversational Intelligence, and Bruce Perry's work on trauma informed practices blends the knowledge and skills necessary for effective classroom behavior learning in all school environments.

Equally important to instructional leadership is how leaders foster and sustain a positive school or network environment for their students and staff. A positive school climate promotes stronger student performance, higher graduation rates, and increased teacher retention.¹⁶ Schools that are disorderly or unsafe have been shown to impede even qualified teachers from supporting high student achievement.¹⁷ School climate not only influences student performance, but also educator retention, as researchers found teacher perceptions of working conditions to be the greatest predictor of teacher retention.¹⁸

¹³ Chingos, M., Whitehurst, G. (2012). Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core. Retrieved from *Brown Center on Education Policy at Brookings*:

https://www.brookings.edu/wp-content/uploads/2016/06/0410_curriculum_chingos_whitehurst.pdf

¹⁴ Kane, T., Owens, A., Marinell, W. Thal, D., Staiger, D. (2016). Teaching Higher: Educators' Perspectives on Common Core Implementation. Boston, MA: *Harvard University Center for Education Policy Research*. Retrieved from: <https://cepr.harvard.edu/files/cepr/files/teaching-higher-report.pdf>

¹⁵ Bhatt, R., & Koedel, C. (2012). Large-Scale Evaluations of Curricular Effectiveness The Case of Elementary Mathematics in Indiana. *Educational Evaluation and Policy Analysis*, 34(4), 391-412.

¹⁶ Reaves, S. J., Cozzens, J. A. (2018). Teacher perceptions of climate, motivation, and self-efficacy: Is there really a connection. *Journal of Education and Training Studies* 6(12), 48-67. doi:10.11114/jets.v6i12.3566.

¹⁷ Sebastian, J., & Allensworth, E. (2012). The influence of principal leadership on classroom instruction and student learning: A study of mediated pathways to learning. *Educational Administration Quarterly* 48(4), 626-663. doi:10.1177/0013161X11436273

¹⁸ Darling-Hammond, L. & McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76(8), 597-604. Retrieved from <https://files.eric.ed.gov/fulltext/ED520830.pdf>

LEVER 4: AUTHENTIC PARTNERSHIP WITH FAMILIES & COMMUNITIES

Strong partnerships with families and communities have demonstrated powerful positive impacts on student learning. Schools with strong relationships to student families are ten times more likely to improve student learning.¹⁹ It is our core belief that diverse communities hold immeasurable value and knowledge, and this has informed the way we approach our work with schools and districts that are comprised of majority-minority and demographically diverse populations.

Our work to support children and schools relies on input and a deep understanding of the community. In MGT partnerships, we involve the community and families as participants in our work. We engage families and community groups during initial needs assessments so we can better understand what support systems are currently in place to support whole-child development, and to provide MGT with a baseline understanding of the community's assets, values, and relationships. In addition, we frequently coach schools to implement research-based family and community engagement strategies as part of their improvement plans.

We know that exiting school improvement status is just the first step toward long-term success for schools. We infuse our work with durable systems and processes designed to last and drive continuous school improvement. We focus from the outset on helping schools achieve sustainable transformation that lasts much longer than our contracted services.

Sustainable Support Plan Capacity

While one of MGT's primary goals is to increase persistently low performing school grades from D or F to C or above, another goal of our transformation work is for our schools to achieve sustainability beyond turnaround status. To ensure that the school improvement efforts implemented at schools over the course of years are effective, MGT supports the leadership and instructional capacity of school-based teams by developing and/or refining systems and ways of work for school teams. MGT works intentionally to understand each school's unique context, which allows the MGT team to develop capacity building leadership structures such as, academic and coaching progress monitoring and meeting protocols, data analysis protocols, coaching support and coaching impact templates, planning protocols/templates, and other tools that lead to an increase in the effectiveness of school teams.

These protocols and tools introduced or refined at the school and classroom levels become the schools' way of work and through intentional transition planning will persist beyond external operator support.

To create sustainable support plans the MGT team will leverage all available data. Prior to the beginning of every school year, MGT reviews the strengths and opportunities from the beginning, middle and end of year instructional reviews conducted in collaboration with the schools, the Florida Bureau of School Improvement (BSI) and Pasco County Schools District Leadership. The strengths and areas of opportunities are used to develop action plans with next steps and next step owners. The action plans developed focus on building upon observed strengths and addressing areas of growth to increase leaders'/teacher capacity and student outcomes as they exit turnaround. When creating sustainable support plans for new schools, MGT conducts a school needs assessment with the school and regional team to gather data,

¹⁹ Winthrop, R., Barton, A., Ershadi, M. & Ziegler, L. (2021). Collaborating to transform and improve education systems: A playbook for family-school engagement. Retrieved from https://www.brookings.edu/wp-content/uploads/2021/10/Family_School_Engagement_Playbook_FINAL.pdf

learn about the school community, identify areas of reinforcement and refinement, and establish a scope and sequence for building knowledge/skills and the gradual release of responsibility aligned to the MGT Six Pillars of School Transformation.

Staffing Support (Building Capacity to Sustain and Extend Improved Performance)

MGT not only creates support plans customized to the unique strengths and growth opportunities of each school, but we also provide on-site support with a team of experts to execute the plan alongside all school and district stakeholders. MGT provides professional development to all local staff and school community members in all areas identified in the plan, including but not limited to: leadership development, teacher planning, teacher coaching, school-wide systems and structures, data analysis, and accountability. In addition to providing differentiated professional development to staff and school community members, MGT team members model implementation, with a gradual release model to build sustainable capacity.

Please see a leadership example of this below:

- MGT Transformation Specialist works side-by-side with the school's administrative team to draft School Improvement Plan and works with the larger school leadership team to draft specific goals aligned to the instructional priorities and progress monitoring targets to track goals.
- MGT Transformation Specialist creates professional development sessions for the administrative team on how to draft coaching priorities for the coaching team to train coaches on their specific roles to include:
 - Supporting Teacher Readiness (Common Planning, PLC, PD, etc.)
 - Strengthening Tier 1 Core Instruction (Coaching Cycles)
 - Strengthening Tier 2 Small Group Instruction (Modeling Small Group in the Classroom) and Supporting Implementation of Small Groups in the Classroom)
- MGT Transformation Specialist co-facilitates the training with the administrative team to coaches during Academic Services Team Meeting.
- Administrative Team gives specific next steps to coaches to complete post training to include: draft individual coaching schedules, set pre-planning sessions with MGT coaches to plan for weekly common planning, draft action plan for coaching cycles.
- MGT Transformation Specialist works with the administrative team to review coaches work and provide specific feedback.
- MGT Transformation Specialist co-facilitates weekly Academic Services Team (AST) meetings with the administrative team to review coaching cycles, common planning updates, and current student data when applicable.
- MGT Transformation Specialist debriefs with school administrative team after weekly AST meetings to discuss coaching needs.
- MGT Transformation Specialist gradually releases all responsibilities to the administrative team as capacity is built.

Please see a coaching example of this below:

- MGT Coach partners with site-based coach to support the first coaching priority: Teacher Readiness.

PROJECT APPROACH & METHODOLOGY

- MGT Coach and site-based coach meet weekly during a pre-determined standing time to complete all common planning pre-work needed to properly prepare for each of the common planning periods.
- MGT Coach models how to email each grade-level team of teachers with the required agenda, planning template, and pre-work needed for the upcoming common planning session.
- MGT Coach and site-based coach co-facilitate the common planning periods with teachers.
- MGT Coach debriefs with site-based coach after common planning to discuss teacher needs
- MGT Coach gradually releases all responsibilities to site-based coaches as capacity is built.

RETAINING SCHOOL STAFF

MGT helps retain effective staff by providing schools with a Teacher Onboarding protocol to use with school administrative teams. The protocol outlines how administrative teams can support both new and returning staff in all areas of school transformation, using the six pillars as a guide (schoolwide systems and structures, teacher planning, teacher coaching, professional development, and accountability). MGT provides on-site coaching support with coaches in both ELA and Math for all schools. The Transformation Specialist works with each school administrative team to create an individualized plan on how MGT coaching support will be used (teaching planning, professional development, coaching cycles with teachers, etc.). Coaching support is also used to build teacher leadership opportunities for effective staff as an effort to support retention. MGT coaches work with effective teachers and staff to build capacity in a variety of areas including, but not limited to, leading teacher teams, facilitating professional development, and leading planning meetings.

SUPPORTING STAFF VACANCIES

MGT appreciates the reality of staff vacancies in recent school years. The approach to partnerships we have with schools and districts already accounts for this perennial challenge in that we focus extensively on building the capacity of all educators in a building. Specific strategies we use on a daily basis to offset this dilemma include:

- Supporting the administrative team in assessing staff's strengths and areas of improvement
- Facilitating lesson planning to ensure the creation of rigorous lessons, aligned with Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) standards and benchmarks of: International Baccalaureate MYP Curriculum.
- Conducting instructional walkthroughs to ensure effective teaching and learning is taking place and fidelity of lesson implementation.
- Supporting school-based coaches in the establishment of coaching cycles designed to meet the individual needs of staff.
- Participating in PLC and grade-level meetings to assess the strategic use of data to support teaching and learning.

MGT supports schools when vacancies persist, or lesser-qualified staff are in classroom positions, by:

PROJECT APPROACH & METHODOLOGY

- **Facilitating common planning sessions:** MGT coaches will take the lead on completing pre-planning tasks, emailing resources out to teacher teams, and facilitating the common planning sessions with teacher teams when a site-based coach role is vacant. By providing this service to schools, MGT supports the school in the continued growth and improvement of the teacher teams by ensuring an un-interrupted weekly support to drafting weekly lesson plans aligned to grade-level benchmarks with use of district curriculum resources.
- **Conducting classroom observations:** The MGT Transformation Specialist will conduct instructional walkthroughs with the administrative team to identify a list of tier 1, tier 2, and tier 3 teachers. Tier 3 teachers are those demonstrating the highest level of need in the classroom. These teachers require additional support outside of weekly common planning, and need coaching cycles, side-by-side coaching, modeling, and co-teaching supports to effectively implement the planned lessons.
- **Real-time coaching:** In the schools with coaching vacancies, MGT coaches will take the lead in providing real-time coaching in the classroom with identified Tier 3 teachers. Depending on the specific and unique needs of each identified teacher, MGT coaches can provide modified coaching cycles, side-by-side coaching, modeling, and co-teaching supports.

DISTRICT SCHOOL IMPROVEMENT SUPPORT

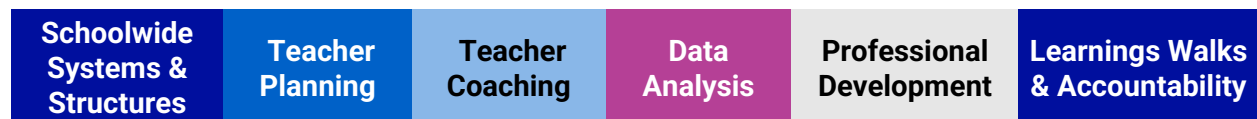
The MGT Team (Transformation Specialists and Coaches) will partner with the principal to implement a way of work uniquely designed for each school PCS school. MGT's Transformation Specialists will introduce the "Pillars of School Transformation" (See illustration below), which serves as a basis for the MGT Team and site-based teams to collaboratively establish appropriate systems and structures to bring about effective and sustainable school change.

In addition to partnering with site-based teams, the MGT Team works closely with district leaders to align efforts with district initiatives and determine the most effective approach. This collaboration promotes consistency and ensures a unified message for all stakeholders.

Implementation Phase: Pillars of School Transformation

The MGT Team will partner with the principal to implement a way of working uniquely designed for each school. MGT's Transformation Specialists will introduce the **Pillars of School Transformation**, which serves as a basis for the MGT Team and site-based teams to collaboratively establish appropriate systems and structures to bring about effective and sustainable school change.

Six Pillars of School Transformation



- Schoolwide Systems & Structures**
1. *Schoolwide Systems and Structures.* The Transformation Specialist will work with the site-based administrator to evaluate the current state of components that make up schoolwide systems and structures, including the following:
 - Classroom Management Expectations and Rituals and Routines
 - Leadership Team Meetings

PROJECT APPROACH & METHODOLOGY

- Instructional Leadership Team Meetings
- Master Schedule
- Assessment Calendar
- Multi-tiered Systems of Support (MTSS) Process

Teacher Planning

2. *Teacher Planning.* The Transformation Specialist will work with the site-based administrator to evaluate the system for teacher planning to ensure the following is evident:

- Coaching schedules reflected and supported schoolwide coaching needs.
- Planning structures, including days and times for weekly planning periods.
- Planning templates that reflect state and district expectations for standards-based instruction.

Teacher Coaching

3. *Teacher Coaching.* The Transformation Specialist will work with the site-based administrator to evaluate the systems for teacher coaching and ensure the following is evident:

- Teacher tiering for support
- Method of documenting coaching support
- Observation and feedback tool
- Coaching protocols

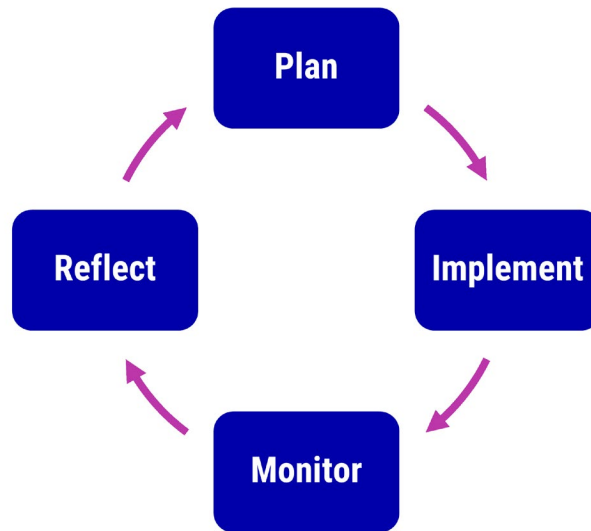
Embedded Professional Learning

In addition, MGT Coaches will use the MGT coaching model to assist site-based leaders, coaches, and teachers with connecting protocols and principles of coaching to their respective teaching and leadership practices. This will further encourage and build collaborative systems of teaching and learning through job-embedded professional development.

MGT's Cyclical Coaching Model offers flexible support and a variety of protocols related to planning, coaching, data, and professional development. All coaching sessions are data driven. MGT utilizes quantitative data (including historical and current progress monitoring data), and walkthrough data trends to determine coaching support necessary to encourage optimal student achievement. In addition, MGT considers qualitative data, such as coach and teacher feedback, to ensure coaching is in response to coaches and teachers involved in the process.

PROJECT APPROACH & METHODOLOGY

MGT's Cyclical Coaching Model



Various phases of the coaching model place site-based coaches and teachers on a continuum of learning, in which they build their coaching craft through discovery of effective practices that can be sustained over time.

Data Analysis

1. *Data Analysis*. The Transformation Specialist will work with the site-based administrator to ensure protocols, structures, and schedules are in place for a school-wide approach to data collection and analysis for a system of progress monitoring that student achievement.

Professional Development

2. *Professional Development*. The MGT Team (Transformation Specialists and Content Coaches) will work with site-based personnel to develop a plan in which professional development is aligned to SIP Goals and Instructional Priorities. This plan will outline the professional development plan's focus and regular learning opportunities that will be offered.

Learnings Walks & Accountability

3. *Learning Walks and Accountability*. The Transformation Specialists and Content Coaches will work with site and district-based personnel to create a system and structure for routine learning walks, written feedback, analysis of trends, and next steps for planning and instruction.

MGT will provide detailed and comprehensive project management related to the project timeline, creation and delivery of professional learning agendas and materials, evaluation of school progress, and educator professional practice therein. This will be fulfilled by the diverse team of educators and consultants who possess years of experience developed through work with both public and private sector clients. Engagement of multiple team members will ensure appropriate redundancy in the carrying out of various project responsibilities, as well as comprehensive communication with schools and the district as well as other identified stakeholders for the duration of the project.

MGT will continue to work collaboratively with the PCS to ensure the sustainability of improvement efforts. To ensure alignment between MGT and PCS expectations for schools (e.g., curriculum implementation, planning, assessment administration and analysis, professional learning), the MGT school teams attend and will continue to attend district-led

PROJECT APPROACH & METHODOLOGY

principal, site-based coach, and teacher trainings to ensure that school teams receive support with the high-fidelity implementation of district initiatives.

To successfully implement our school transformation plan, MGT will need PCS support with teacher planning expectations. Teachers will engage in MGT and/or site-based coach facilitated or supported planning and professional learning sessions. These sessions are essential in developing teachers’ instructional practices.

Professional Development Opportunities

MGT will continue to work in tandem with district and school leaders to develop and deliver customized professional development. MGT will provide a variety of differentiated professional development opportunities for Gulf Middle School linked to effective collaboration, instruction, leadership, and culture. Within these main categories, depending on what SIP priorities identify, participants may engage in topics ranging from content learning, data fluency, evidence-based instruction, or Classroom Behavior utilizing both in-person and virtual platforms. These sessions will be differentiated to meet the needs of the instructional staff at each school site and will be provided as needed:

Title	Description	Facilitators	Mode
“Coached Lesson Rehearsals”	Introduced in a school-wide setting; interactive, live simulation episode of lesson delivery modeled by a teacher with guidance from an expert (coach).	Transformation Specialists	Onsite
“Common Planning Expectations”	Facilitated in a school-wide setting to establish common planning expectations; reinforced during weekly grade-level lesson planning sessions.	Transformation Specialists and Content Coaches	Onsite
“Connecting Coaching and Instructional Priorities”	Facilitated in a school-wide setting; clarifies roles, responsibilities for coaching and their relation to the school’s instructional priorities	Transformation Specialists	Onsite
“Content Professional Development”	Facilitated in grade-level teams through Internalizations in ELA and Content PDs in Math; allows teacher opportunities to build knowledge and connect content and skills to lesson planning and delivery.	Content Coaches	Onsite or virtual
“Data Analysis and Action Planning”	Facilitated in one-on-one, large, and small group settings; supports teams in understanding and analyzing data to drive instructional decisions.	Content Coaches	Onsite or virtual
“Implementing Instructional Strategies”	Facilitated in one-on-one, large, and small group settings; demonstrates ways to align various strategies to content-specific standards for enhanced pedagogy and effective lesson implementation.	Content Coaches	Onsite or virtual
“Diving into Classroom Behaviors”	Facilitated in large and small group settings; facilitates teachers’ deep dive into classroom behaviors; supports teachers and students in understanding and applying techniques to regulate emotions.	Transformation Specialists	Onsite

PROJECT APPROACH & METHODOLOGY

Title	Description	Facilitators	Mode
"Student-Centered Coaching"	Facilitated in school-wide and small-group settings. Details core coaching practices that use student evidence to propel student and teacher learning towards achievement.	Content Coaches	Onsite or virtual

MGT leadership team members possess a level of expertise from which key school personnel have benefited. While supporting Gulf Middle School, Transformation Specialists and Content Coaches have utilized job-embedded professional learning to establish schoolwide systems for efficient operation and high-quality instruction.

Building the Capacity of Local Leaders and School Personnel

Building the capacity of site-based personnel will remain a top priority for school supported by MGT. The level of support from the MGT Team (Transformation Specialist and Content Coaches) varies by site. However, each MGT Academic Team (Transformation Specialist, Lead Math and ELA Coach, and Math and ELA Content Coaches) are at their respective sites based on the agreed upon schedule and need of each school. The team will develop a customized plan for each school to build the capacity of school personnel. Each tailored plan occurs in the form of gradual release and includes the following:

- Professional development regarding goals and action steps.
- Modeling of specified action steps.
- Collaboratively present or create necessary components to achieve action steps (as needed).
- Observation and feedback to encourage consistent implementation and evaluation of action steps.
- Release to school personnel for sustainable implementation.
- Evaluation and creation of new goals and action steps.

Professional Development Standards Alignment

MGT will ensure alignment between the following critical components: professional development, teacher needs, student needs, and Florida state standards. All content-focused professional development sessions are aligned to the B.E.S.T. benchmarks to ensure teachers are equipped to provide benchmark-aligned instruction. When planning each session, the MGT Team considers teachers' years of experience, current state standards and teachers' skill set to plan and implement lessons at various student levels. When planning and delivering each session, the MGT Team utilizes a variety of FLDOE provided resources including the following:

- English Language Arts Benchmarks and Clarifications Resource booklet,
- B1G-M document, and
- Test Item Specifications and Achievement Level Descriptors

Utilization of each state resource will enable teachers to plan for experiences aligned with the expectations of the benchmark. Teachers and students at MGT supported schools have historically experienced academic growth because MGT's Content Coaches possess a deep knowledge of standards, benchmarks, and how to effectively use state resources to convey

expectations for planning and instruction. Therefore, MGT coaches can skillfully guide teacher thinking and planning within appropriate parameters set by state resources.

A variety of data sources including student and teacher data as well as classroom walkthrough trend data are utilized to identify the specific needs of each grade level and teacher cohort to ensure the impact of the session is maximized.

Evaluating the Success of Professional Development

MGT utilizes session feedback surveys from each professional learning session asking participants to consider the extent to which professional learning standards were met in the session. We ask for anonymous feedback in this brief survey about the key takeaways for each participant, and additional needed support they request to feel successful as they implement new learning. We compile these findings in a session feedback summary so that we can continuously learn and grow.

MGT will assess each school’s practical application to gauge the success of professional development sessions. Evidence of successful professional development is shown when theory from sessions is transformed into consistent teacher practice. MGT considers all services provided as job-embedded professional development to enhance each school’s efforts to meet the Four Principles of Excellent Instruction: 1) Culture of Learning, 2) Rigorous Content, 3) Student Academic Ownership and 4) Demonstration of Learning. As each school aims to strengthen each component, the MGT Team encourages conversations with school leaders and teachers as related to sustainable systems and structures that support teaching, learning, and coaching. The team looks for evidence in the following:

- Strategic plans, implementation, follow up during leadership’s Academic Services conversations.
- Coaching schedules and logs.
- Teachers’ planning conversations.
- Consistent evidence in classroom instruction (as measured by walkthroughs).
- Increase in student performance on assessments.

Technology & Online Platforms

The MGT Team is proficient in using the following online platforms:

Online Platform	Usage
Google Sites (Learning Space)	Professional learning resources and activities including a comprehensive library of associated supports related to practice implementation
EdThrive	A collaborative tool teacher and leader teams can utilize to sustain practices throughout the partnership
Microsoft Teams	Conduct virtual meetings (district, site-based) Facilitate internal communications Share resources across schools and the district
Zoom	Conduct virtual meetings and professional development opportunities (as needed)

PROJECT APPROACH & METHODOLOGY

Online Platform	Usage
Staff Hub	Store instructional materials and guides
SharePoint	Share and co-create documents and forms
Clever	Single sign-on for digital learning applications
Canvas	Learning Management System used to provide district and school resources; hybrid learning, increase student engagement especially if Instructional Continuity Plan (ICP) must be activated.

Members of the MGT Team utilize these platforms in various ways to support school sites as they also use them. Zoom is often used for professional development sessions facilitated by the district and state. MGT Content Coaches participate in sessions offered to gain knowledge so they can effectively lead planning and instructional conversations at their respective school sites.

In addition, MGT Content Coaches utilize Microsoft Teams to conduct virtual meetings and professional development sessions. These sessions are mostly based on school and teachers' needs. At times, MGT Content Coaches work very closely with new teachers who contend with a large amount of information to learn, so additional time is required for planning and instructional conversations—some of which are scheduled based on teachers' request and may sometimes occur before or after school hours.

We explain our application of Google Sites and EdThrive in more detail below. Each presents an example of technology tools MGT has cultivated in direct support of their professional learning endeavors.

Google Sites (Learning Space)

MGT complements every professional learning or coaching partnership with an Ed Learning Space. Learning Spaces provide partners access to authentic, interactive, and customized professional learning experiences. Learning Spaces provide participants all the resources they need during a Professional learning session including slides, learning activities, and learning materials like articles and videos. Often, MGT's team uses the Learning Space to share follow-up assignments and activities. Project links never expire, so Learning Spaces serve as a library long after a training has completed.

Learning Spaces enhance, customize, and strengthen the professional learning experience.

ENHANCE

During a Professional learning session, participants can view what is projected and discussed from the front of the room on their own device. A user can navigate through the material by clicking images, using a drop-down menu, or navigating large arrow icons at the bottom of each page. Ed Learning Spaces are designed to be interactive. The bottom of each page includes group chat and help desk links. With group chats, participants can connect with colleagues at their school or with other schools participating in the project. Participants can share resources, upload images, and build camaraderie along the way and share their best thinking. The help desk gives participants access to our partners during the session to troubleshoot unforeseen technical glitches during learning. Our team understands that people still learn best when they process information using language modalities such as writing, so participants receive note-taking tools to support their learning in a way that compliments the structure of the Learning Space and the platform accommodates real-time uploading and sharing of written notes for

PROJECT APPROACH & METHODOLOGY

group processing and future reference. There's even a social media quick connection built into the space.

CUSTOMIZE

Learning Spaces are as adaptive as they are interactive. Developed in Google Sites, up to 200 users can access a Learning Space simultaneously. With this capability, our team creates thematic Advance Your Learning sessions where participants choose the breadth and depth of their own learning experience. They can delve deeply into a single resource or skim all possible resources tied to a strategy or topic. This makes Learning Spaces collaborative, too. Teams can elect to divide up learning and then synthesize findings with their colleagues. Different teams can have different emphases based upon their needs and current levels of implementation.

STRENGTHEN

We encourage partners to not only utilize all available information on Learning Spaces, but also adapt it to suit their own needs. Learning Spaces can be copied and edited so participants can take what they learn from a professional learning session with us and share it with colleagues at home. They can tweak their own Learning Space to best fit their school or district context. We have resources to help educators learn how to use Google tools and maximize the flexibility inherent to the structure of Learning Spaces.

In addition to being encouraged to take and use all information available on Learning Spaces, our partners frequently have self-structured team time as a part of professional learning sessions. In this time, teams create a plan of action to bring new learning back to colleagues at schools. Over time, school and district leaders increase their ownership with Learning Spaces so that, by the end of a project, they can use the tool to design their own Professional learning with the resources and structure we provide and create content of their own.

November Professional Learning Session Objectives

- Bring School Transformation Teams from participating A2A schools together to engage in a shared learning experience
- Engage in collaborative conversations about Student County
- Reflect on the first 60-Day Plan of Action and use the day's learning to create a new 60-Day Plan of Action

Agenda for Thursday, November 8th

Time	Content
8:00am-8:30am	Welcome and Meet Today's Coaches
8:30am-9:00am	Project Reflection
9:00am-10:00am	Advance Your Learning: Transformed Teacher Practices
10:00am-10:30am	Student Equity
10:30am-11:00am	Lunch
11:00am-11:30am	Q&A Breakout
11:30am-12:00pm	Site Visit: Resource
12:00pm-1:00pm	Reflect and Action Plan
1:00pm-1:30pm	Closing Activity and Session Feedback

August Professional Learning Session Objectives

- Bring School Transformation Teams from participating A2A schools together to engage in a shared learning experience
- Engage in collaborative conversations about effective data use, instruction, leadership, and collaboration
- Create a 60-Day Plan of Action for effective data use, instruction, leadership, and collaboration

Agenda for Tuesday, August 7th

Time	Content
8:00am-8:30am	Welcome, Meet and Greet Again Plus Q&A
8:30am-9:00am	Meet Your Coaches
9:00am-9:30am	Team Introductions
9:30am-10:00am	Where Are We Now?
10:00am-10:30am	Where Are We Going
10:30am-11:00am	Commitments to Learning
11:00am-11:30am	Collaboration: Introduction to Transformed Teacher Practices
11:30am-12:00pm	Advance Your Learning
12:00pm-12:30pm	Lunch
12:30pm-1:00pm	Review Our Progress: Collaboration
1:00pm-1:30pm	Action Plan for Collaboration
1:30pm-2:00pm	Closing

A2A STI Group Chat
Select the link above to join the group chat during and after today's professional learning session to share ideas and ask questions.

Help Desk for Ed Learning Spaces
Select the link above for assistance in using Ed Learning Spaces.

Peer Coaching

Instructions: Review two to three resources from the View, Explore, and Sample rows. Use the [digital research guide](#) to record your notes or, capture key ideas in your own notes. [Return to Advance Your Learning](#)

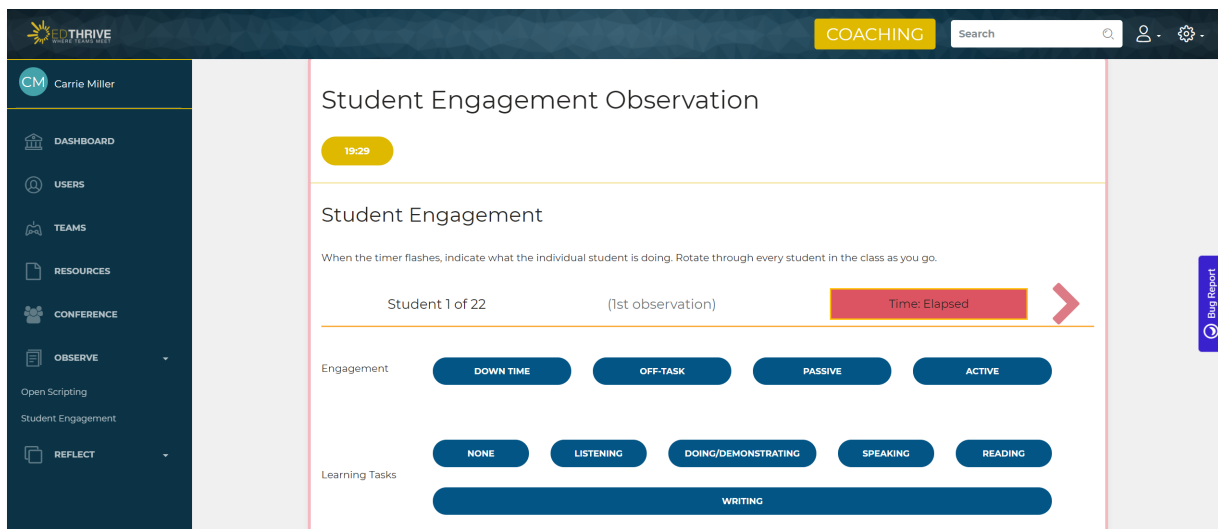
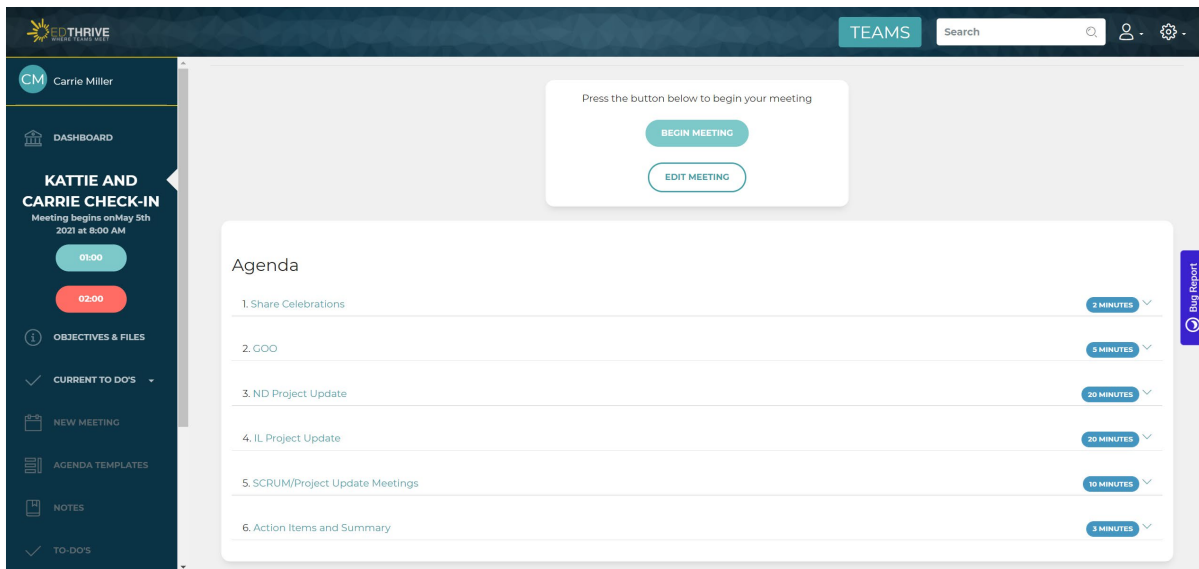
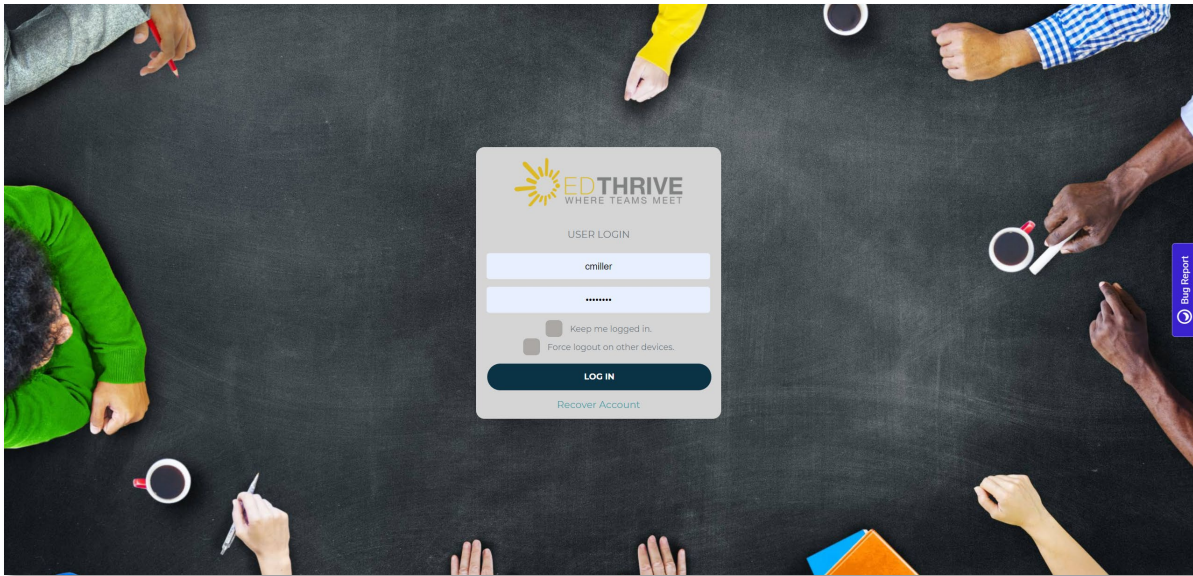
	<p>VIEW:</p> <p>Peer Observation: Professional Learning Hear from university instructors the value they see in applying Peer Observation to their own practices.</p> <p>Unlocking the Power of Collaboration Learn about the power of collaborating with and coaching peers.</p>
	<p>EXPLORE:</p> <p>Teachers Observing Teachers: A Professional Development Tool for Every School Learn about the benefits of peer observation and developing a school-wide culture of public practice.</p> <p>Peer Coaching Overview Read an overview about Peer Coaching.</p> <p>A Definition of Peer Coaching Explore the definition and various forms of Peer Coaching.</p> <p>How to Get Your Team to Coach Each Other Learn how to setting up peer coaching groups and setting expectations.</p>
	<p>SAMPLE:</p> <p>Peer Coaching Hear what two teachers learned from observing and providing feedback to one another.</p> <p>Building the Capacity for Peer Coaching Within a High School Mathematics Department Read about how a High School Math Department saw the benefits of peer coaching.</p>

EdThrive

EdThrive is MGT’s new, customized school teaming and coaching management system. EdThrive streamlines the workflow of professional learning communities and coaches. MGT’s team uses the tool regularly in partnerships with clients to support effective meetings and to collect data on observations for reporting and for data-driven coaching conversations. EdThrive offers:

- Easy agenda prep and sharing via email.
- Ready-made protocols for analyzing all types of data.
- Action plan tracking and saved meeting notes.
- Automated reminder emails for action items.
- Ability for teachers to upload and share student work.
- Capacity to automate much of the school leader’s work tracking teacher teams (PLCs) and their needs.

PROJECT APPROACH & METHODOLOGY



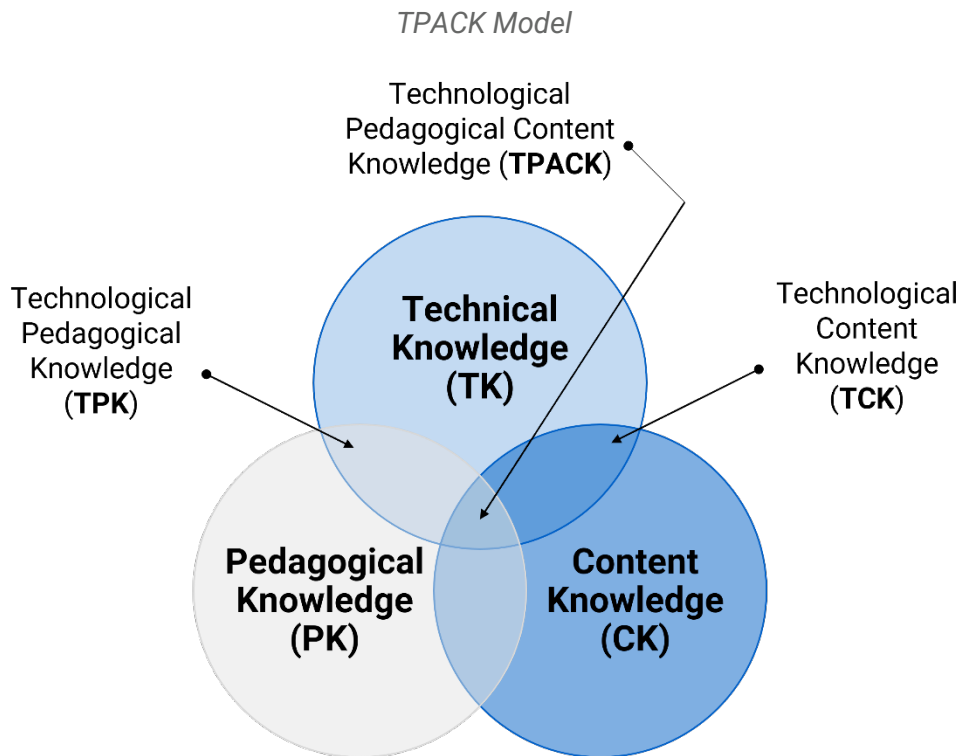
MGT’s team uses the tool regularly in partnerships with clients to support effective meetings and to collect data on observations for reporting and for data-driven coaching conversations.

Innovation and Adaptive Technologies

MGT understands the importance of creating online learning utilizing an engaging format both as K-12 educators work with students, and as we work with adult learners.

MGT will leverage innovation and adaptive technology both in coaching conversations with teachers as they work with students, and with teachers as they build educator capacity as adult professionals. Whether working to support an educator’s delivery of instruction or delivering the instruction adult learners need to engage fully in their work, MGT has a deep understanding of how technology can not only serve as a vehicle for learning but also transform it with thoughtful planning and execution.

Technology, when considered alongside pedagogy and content knowledge, can strengthen learning.²⁰ MGT’s team understands and has experience with creating powerful learning by incorporating clarity around content, intention with instruction, and fluency with technology. This triad, described by Koehler, Mishra, and Cain as the TPACK model, presents an ideal blend of these learning features. MGT can work with teachers, coaches, and leaders to find the sweet spot, so each learning experience is powerful *because of* its technology, not despite it. See a visual of the TPACK model below.



MGT strives to have technology improve how learners visualize complex concepts. Drawing from the research of Dr. Ruben Puentedura, MGT will ensure technology at least enhances, if

²⁰ Koehler, M. J., Mishra, P., & Cain, W. (2013). What is technological pedagogical content knowledge (TPACK)? *Journal of Education*, 193(3), 13–19. <https://doi.org/10.1177/002205741319300303>

not transforms, the learning experience.²¹ Puentedura's framework, the **SAMR** model, provides clarity around how micromodules might substitute or augment learning as a mechanism of improving it. In this framework, technology enhances learning when it **S**ubstitutes or **A**ugments a traditional learning experience. Ideally, we will create compelling and innovative learning experiences that transform participants through learning that is **M**odified or **R**edefined by the learning platform.

This theory of technology as an innovation tool exists in MGT's understanding of adult learners as well as how adult learners apply technology as a tool with students. MGT brings extensive knowledge of High-Quality Instructional Materials (HQIM) that are adaptive in nature, such as i-Ready and related programs. With the incredible diversity of knowledge and understanding within any classroom, there are significant benefits of maximizing student learning with adaptive learning software that customizes learning pathways for students in real time.

Instructional Coaching

Approach to Professional Development

Years of experience providing school transformation services have taught us that sustainable implementation of new practices is one of the most critical elements of successful school improvement. For that reason, we begin with the end in mind by intentionally building the capacity of each of our school partners to build structures to support improvement that will last long after our partnership has ended. MGT builds a "just right" support plan, wherein teachers, principals, and staff are provided the customized resources, guidance, encouragement, and accountability needed to own the transformation of their school.

We aspire to deliver professional learning and coaching that results in student learning and growth. We learn from our experiences and the experiences of others to engage in continual improvement of our professional learning approaches. In 2014, Boston Consulting Group (BCG), together with the Bill and Melinda Gates Foundation, conducted research on nearly three thousand teachers and educational leaders to better understand what teachers seek from professional learning. The study explored teachers' needs and opportunities for improvement within the context of professional learning. This study concluded that the ideal professional learning experience for educators is relevant, interactive, delivered by facilitators who get the teacher's experience, tied to ongoing learning over time, and structured so that teachers are treated respectfully as professionals²².

RELEVANT

MGT plans professional learning that builds on the current skills of educators and maximizes opportunities for educators to learn from others. We incorporate opportunities for choice and customization, increasing the relevancy of learning because educators can choose which path their learning will take based upon their data and professional experiences.

INTERACTIVE

There is a time and a place for the sage on the stage, like a TED talk, but it isn't great for

²¹ Hanesworth, P., Bracken, S., & Elkington, S. (2019). A typology for a social justice approach to assessment: Learning from universal design and culturally sustaining pedagogy. *Teaching in Higher Education*, 24(1), 98–114. <https://doi.org/10.1080/13562517.2018.1465405>

²² Guskey, T., and Yoon, K. (2009). What Works in Professional Development? *Phi Delta Kappan* Vol. 90, No. 07, 495-500

extended periods of time. There's a reason TED talks have a time cap. MGT plans professional learning to minimize the talking head and maximize the work products of the participants. We strategically organize content to require input and decisions on the part of the educators involved. We recognize that teachers want to learn and grow as professionals.

CREDIBLE

A ubiquitous truth in education is that relationships of trust increase credibility. For professional learning to be received in the way that makes it most effective, it must be delivered in a way that promotes relationships. This is one reason why MGT does not prefer contracts that are one-shot-wonder professional learning. We know that our ability to influence the daily school operations is significantly enhanced by a strong, ongoing relationship with the implementers. We must earn trust and demonstrate credibility. We also structure professional learning to build relationships within school teams and with central office staff. When educators have strong relationships with their local leaders, those leaders can build stronger systems of support.

CONSISTENT

Learning is a process, and yet so much of professional learning assumes the teachers can master a concept after being introduced to it. A successful trait of MGT's professional learning model is that it occurs regularly throughout the year and is connected to previous sessions. A report from Thomas Guskey and Kwang Suk Yoon²³ analyzed numerous studies and identified that every study found positive correlation between the amount of follow-up professional learning sessions and student achievement. Adult learners benefit from opportunities to practice and increase fluency with evidence-based strategies.

RESPECTFUL

MGT views the opportunity to work with educators as an honor. We know that the act of teaching or running a school is a complex and sophisticated endeavor. We understand that teachers do what they do because they love it, just like any other professionals. Similarly, we know teachers and principals want to be effective. This understanding helps us to engage with educators in an authentic and respectful way in all that we do.

Most effective professional learning in schools and districts is a collective rather than an individual endeavor. Why? Because teaching all students well is a collective effort. In fact, a powerful predictor of a student's performance in a subject in any given year is what he or she learned in the previous year.²⁴ What any one teacher or school can achieve with their students is critically dependent on the teaching quality of their colleagues. It makes sense for teachers to take collective responsibility for their students, including helping each other learn how to reach shared goals.

We do not randomly select the topics and skills to convey in our professional learning. Building on our experiences with successful partnerships, our process for planning and delivering professional learning and coaching includes carefully aligning all content and methodologies with local goals and the school's articulated standards. This ensures that all new learning builds coherence within the system, leading to sustainable improvement, and stronger collaborative ways for educators to engage with one another.

²³ Guskey, T. R. What makes professional development effective? Phi Delta Kappan 84 (June 2003): 748-750.

²⁴ Hattie, 2012

MGT’s Commitment to Learning and Leading

The MGT Team will collaborate with district and site-based leaders to identify the most relevant professional learning topics and determine how often sessions should be held at each school.

Professional Learning may occur every other month in the first year of the partnership, and quarterly in subsequent years. Building teachers and leaders will engage in professional learning annually on a quarterly cadence. Coaches and district leaders will have opportunities to engage in these sessions and access to a customized train the trainer model for their efforts in our second partnership year (school year 25-26).

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We design professional learning with an implementation lens, as reported by researchers Beverly Showers and Bruce Joyce²⁵, requires a different type of planning and delivery of Professional Learning that is centered around striking the right balance of the following key components for adult learners:

Theory	Thinking and talking about concepts/practices
Demonstration	Seeing the concept/practice in action
Practice	Roleplaying or modeling the concept/practice
Coaching	Receiving actionable feedback about the use of the concept/practice
Pacing	While not included in Joyce and Showers’ research, we have added Pacing to help prompt us to think about pacing and plan with this in mind.

We know from experience that implementation of new processes and strategies can be challenging. For this reason, we create space for coaching within professional learning sessions. We also want to ensure leaders and teachers receive support outside of professional learning sessions as they try new strategies and implement new practices. Knowing that any one project is finite, we structure coaching support both with the professionals who comprise the MGT team and with those PCS team members who will lead in instructional leadership and professional learning following the partnership’s conclusion.

Learning and leadership are paramount in MGT’s partnership work to transform schools. The MGT Team is committed to obtaining necessary information so they can knowledgeably and effectively lead curricular and instructional initiatives within the PCS. The comprehensive needs assessment and SIP priorities will inform what teams engage in across a school year related to professional learning.

²⁵ Showers, B., & Joyce, B. (1996). The evolution of peer coaching. *Educational Leadership*, 53(6), 12-16.

PROJECT APPROACH & METHODOLOGY

Members of the MGT Team actively seek learning opportunities that will add value to the work of moving schools forward. The MGT Team is committed to participating in state or district learning opportunities.

The MGT Team commits to acquiring necessary knowledge that contributes to the success of partnering schools. Participation in state and district-facilitated professional development as well as adding their professional and content expertise equips the MGT Team to facilitate a variety of professional opportunities that will yield instructional momentum for Gulf Middle School. The same approach of learning and delivering professional development sessions based on the unique needs of Gulf Middle School will be applied.

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Curriculum Utilization

Through MGT's partnership with Pasco County Schools, the MGT Team will review and understand the district's Instructional Guides (IGs) and curricular resources for the International Baccalaureate Middle Years Programme (IB MYP). The MGT Team will utilize these resources for professional development and planning to ensure alignment to the established scope and sequence. The MGT Team will aid instructional staff in understanding the structure of the IGs and selecting supplemental resources that align to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) for instructional purposes.

MGT's Team of coaches will be well-versed in district-adopted resources for ELA, Math, Science, and Social Science and will offer any variation of the following embedded professional development as needed:

PCS IB MYP Course Instructional Resources:

- Language and literature
- Individuals and societies
- Sciences
- Mathematics

MIDDLE SCHOOL GRADES: A CRITICAL FOCUS

MGT recognizes the critical role that middle school plays in shaping students' academic, social, and emotional development during a pivotal stage of their education. Our team collaborates with middle school educators to build and sustain systems that support effective instructional practices, ensuring students are prepared for the challenges of high school and lifelong learning.

PROVEN RESULTS WITH MIDDLE SCHOOL GRADES

The MGT Team has a proven record of providing effective support for middle school grades (6-8). The team of Transformation Specialists and Content Coaches employ strategic and collaborative techniques when partnering with Pasco's stakeholders to cultivate and maintain school systems and learning environments conducive for middle school students' learning.

PROJECT APPROACH & METHODOLOGY

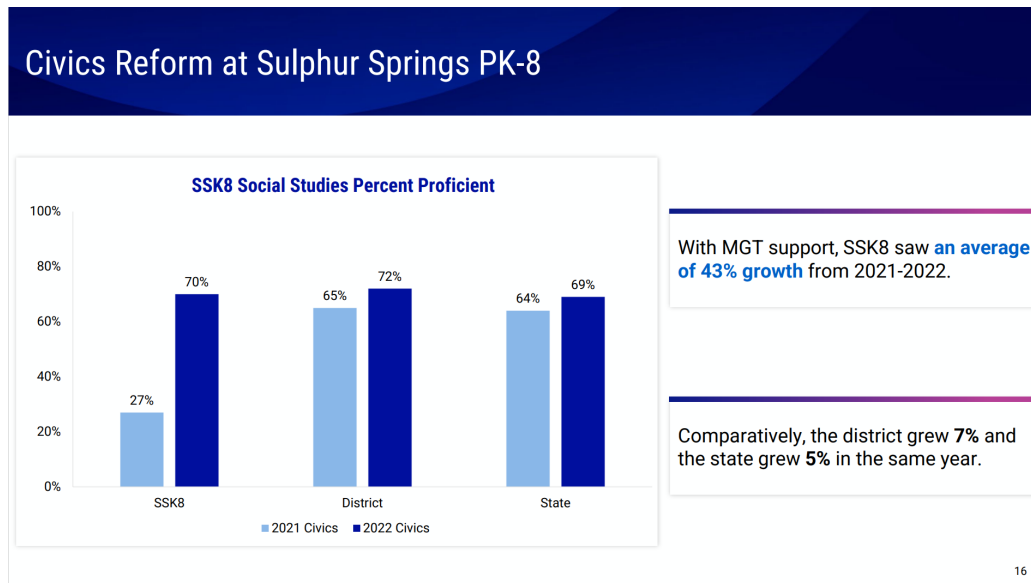
With students' best interests at the heart of every decision, the MGT Team exerts determined efforts to partner with key stakeholders to establish effective and sustainable educational systems and structures by doing the following:

- Planning and implementing rigorous standards and benchmark-based lessons
- Establishing student-centered learning environments
- Building teacher and coach capacity for teaching, learning, and collaboration
- Using data to drive decision-making

The work to build systems for high-quality instruction in middle grade levels sets students up for success as they transition to high school.

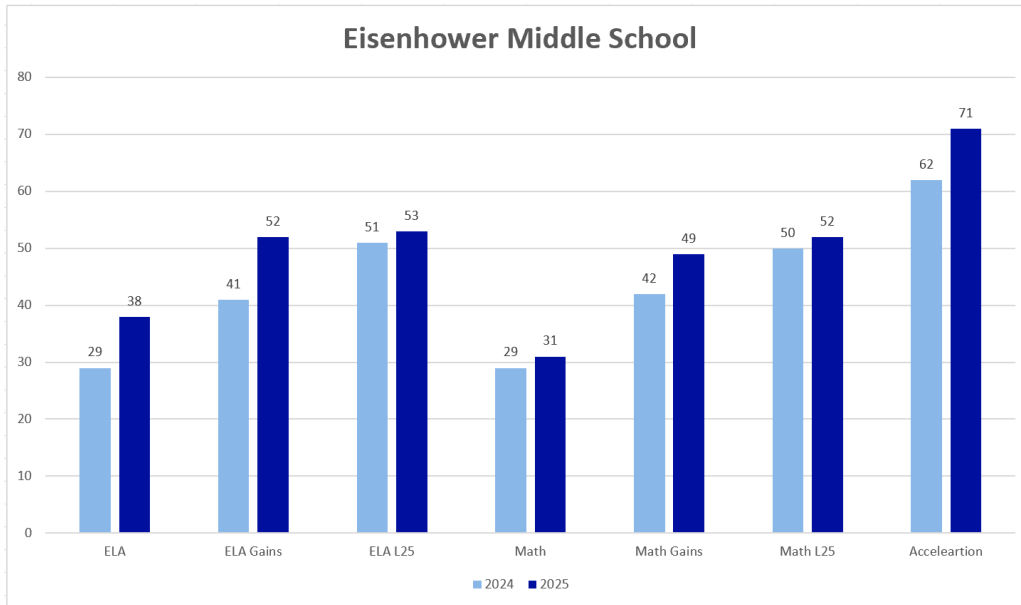
In the 2021–2022 school year, MGT partnered with Sulphur Springs PK-8 to transform Civics instruction. Before MGT's support, only 27% of students passed the Civics EOC exam. MGT delivered comprehensive support centered on the use of evidence-based instructional strategies to enhance both teacher and student understanding of Civics standards.

Following the implementation of targeted professional learning, strategic planning, coaching, and data analysis, the pass rate rose to 70%, reflecting significant improvement in student outcomes.



Most recently, MGT partnered with a Hillsborough middle school to enhance systems, structures, instructional planning, and coaching in ELA and Math. In just one year, this collaboration resulted in measurable growth across all ELA and Math performance areas, including a 9-point increase in ELA Achievement and a 9-point gain in Acceleration.

PROJECT APPROACH & METHODOLOGY



CURRICULUM & INSTRUCTION

To ensure a cohesive message with the district, the MGT Team will collaborate closely with both district and site-based leaders to strengthen implementation of the school's core curriculum, the IB MYP. The focus will be on integrating Florida standards through an inquiry-based approach. This includes aligning curriculum, professional development, and academic support services with state standards to fully leverage curricular resources and support the district's goal of meeting state expectations.

MGT's curricular and professional development offerings (including coaching) will be related to the following PCS IB MYP Course Instructional Resources:

- Language and literature
- Individuals and societies
- Sciences
- Mathematics

The MGT Team enhances the district's academic plan by creating supplemental resources to support implementation of the curriculum to address foundational learning at individual schools.

MGT understands that the academic plan extends beyond teachers' classrooms. Thus, the MGT Team has worked with various teaching and learning groups to ensure that high-quality instruction is accessible to all students. MGT Team members will assist with the following:

- Actively planning, leading, and facilitating school leadership/coaching team meetings as needed.
- Providing instructional and organizational support for an extended learning program
- Thought partnering toward academic solutions for MTSS
- Mentoring students towards goal setting and academic success
- Partner with school to plan and host academic activities and celebrations

ALIGNMENT TO FLORIDA STATE STANDARDS

The MGT Team utilizes state released resources for the B.E.S.T. Benchmarks in ELA and Math as well as the Next Generation Sunshine State Standards (NGSSS) in Science to ensure that all instruction is aligned to the expectations of the Florida Benchmarks.

The B1G-M document for Math outlines each benchmark with connecting vertical alignment, provides the purpose of the benchmark and instructional strategies that should be incorporated into instruction as well as any common misconceptions that could be encountered. Sample tasks and instructional items are provided to outline the context of the expectation of the benchmark.

In addition, the MGT Team references Florida's B.E.S.T. Standards English Language Arts Benchmarks and Clarifications Resource Booklet. This resource supports facilitation of planning conversations about the appropriate approach to each standard, depth of each standard, grade-level expectations, and the standard's progression from kindergarten through grade 12.

The team leverages information from the FLDOE Instructional Blueprint, Test Design Summary, and the Achievement Level Descriptors to select resources that maximize impact on student learning. The MGT Team utilizes these documents as the basis for providing professional development related to content, planning, and coaching support. All resources selected are cross referenced with the expectations of the benchmark to ensure alignment.

Instructional Approach

MGT proposes a customized instructional approach because each school has unique needs. Research shows that a one-size approach is limited and ineffectively addresses the multifaceted circumstances of various schools. Therefore, MGT will conduct a Comprehensive Needs Assessment (CNA) for each school. MGT will use the CNA to determine root causes that contributed to the school's previous improvement as well as opportunities for progress. Afterwards, MGT will recommend priorities for improvement and a plan for addressing those priorities.

In addition, the MGT Team will work in alignment with the district and school-based teams to develop an approach that addresses each school's unique needs and ensure all schools have an instructional lens focused on benchmark-aligned instruction.

Through weekly planning sessions, content focused professional development opportunities, and internalization sessions, the MGT Team will work to ensure that each school provides quality, benchmark-aligned instruction to meet the individual needs of students on a consistent basis. Through intentional alignment, the MGT Team will collaborate with the school to provide students with opportunities to meet or exceed grade-level expectations.

Educational Approaches to Differing Learners

Approach to English Language Learners

MGT's educational approach considers all students, including students who are learners of the English language. The MGT Team utilizes data to make instructional decisions to support the individualized needs of each student. Through ongoing data chats with leadership, content teams, grade-level teams, and individual teachers, the MGT Team supports each school with

PROJECT APPROACH & METHODOLOGY

analyzing various subgroups, including English Language Learners, to monitor progress and identify next steps in instructional support.

Supporting English Language Learners (ELL) in schools requires a combination of instructional strategies, resources, and an inclusive school environment. MGT Content Coaches consider the needs of English Language Learners when facilitating planning sessions and observing teacher implementation of planned lessons by doing the following:

- Analyzing student data to determine strengths and opportunities.
- Creating instructional groupings based on student data.
- Planning differentiated instruction that addresses the needs of individual students.
- Intentionally planning instruction that includes necessary scaffolds and release structures that lead to grade-level skills and content.

MGT uses data analysis and evidence gathering through observations and interviews to assess the school's effectiveness with specialized populations. First, we compare the school's academic achievement against the specialized targeted groups to identify discrepancies. Some areas we consider include access to curriculum, opportunities to receive additional support, instructional strategies, and students' views of school and their role at the school. Using this data, the MGT consultant works with our client to revise or enhance current practices. For example, a school with a high influx of English Language Learners may require additional training in effective instructional strategies for students learning English or support in creating a learning environment complementary to the needs of the students. The MGT consultant will collaborate with the school or district to identify root causes and develop an action plan. We also help implement and monitor the plan to ensure the institutionalization of these support systems.

In addition to the steps above, the process for ELL students is expanded to include the use of language proficiency scores and progress, time in the U.S., home language, and trajectory-to-proficiency and type and frequency of ELL services offered. The team looks at the number of first-time learners, under-schooled students, or students with learning gaps to determine the best ways for students to learn English and content. Some students may need to be supported to transfer their knowledge from their home language while others need to develop the concepts for the first time. Through our expertise in English language development, MGT comes with the experience and background to make realistic recommendations and the ability to implement these plans.

In addition to these effective, data-driven, and collaborative instructional practices relevant for all learners, MGT appreciates the inextricable tie between effective literacy instruction across all subjects in all grades for English Language Learners. We appreciate that for all students to understand the core standards, their teachers must have a deep understanding not only of prior student learning, current expectations for student learning, and future opportunities for student learning, but they must also have a deep knowledge of language acquisition both for students where English is a first language, and for students where English is a second, third, and even fourth language.

In teaching about the Science of Reading directly, we ensure educators learn and apply practice to address the fact that while our brains are hardwired to talk, they are not hardwired to read or write. We know the way teachers build comprehension in students is to focus on clear and





systematic literacy instruction.²⁶ In early years, we focus on how teachers cultivate phonological assembly, combining letter and phoneme exposure with decoding practice through onset/rime, rhyme, and syllables. Across all grades, MGT’s team supports educators as they create authentic opportunities for students to develop comprehension by combining age-appropriate decoding strategies, continued focus on language acquisition, and exposure to learning about the world at large. We appreciate that across grades, students may still benefit from practice with word recognition and fluency while they also digest increasingly complex texts to address grade-level standards.²⁷ We increase students’ academic success by maintaining a focus on how to read as well,²⁸ and in doing so, help address current learning loss trends.

We know that teaching based on the Science of Reading is a multi-step instructional process. MGT’s team supports the application of evidence-based instructional practices to engage all learners. Engagement includes creating the space for students to respond actively to their learning across the language domains of reading, writing, speaking, and listening. MGT’s team appreciates the extensive literature available to inform how teachers teach so students feel engaged in their learning, and can demonstrate growth at least by one school year, and in some cases three or more.²⁹

MGT Proven Record of Results with ELL Students:

A2A+ PROJECT OUTCOMES

Our comprehensive data analysis in this report reveals measurable improvements in student learning outcomes, including increased overall student proficiency and growth pre-A2A+ and post-A2A+, as well as notable gains in multilingual learner progress and proficiency. Furthermore, comparative outcomes show that participating schools outperformed state averages in several key areas such as English Learners Making Adequate Growth and English Learners Reaching Proficiency, demonstrating the project’s impact. These results underscore the power of sustained investment in professional learning to transform teaching practices and support equitable outcomes for multilingual learners.

English Learner Proficiency	English Learner Proficiency	English Learner Progress	English Learner Adequate Progress
<p>Multilingual learners in A2A+ schools experienced over twice as much growth than the Utah average, with 12.7% proficiency in the WIDA test in 2024 compared to 7.9% statewide.</p> 	<p>Every participating A2A+ school increased the percentage of English Learners reaching proficiency on the WIDA test, with a cohort-wide increase of 44%.</p> 	<p>100% of participating A2A+ schools moved out of Critical Needs status for English Learner Progress, reduced from 93% identified as Critical Needs in the baseline project year.</p> 	<p>Multilingual learners in A2A+ schools experienced twice as much growth on WIDA in 3 years than the Utah average, with 38.2% making adequate progress in 2024 compared to 33% statewide.</p> 

²⁶ Ehri, L. C., Nunes, S. R., Stahl, S. A. & Willows, D. M. (2001). Systematic phonics instruction helps students learn to read: Evidence from the national reading panel’s meta-analysis. *Review of Educational Research* 71(3), 393-447. doi: 10.3102/00346543071003393

²⁷ Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

²⁸ Hattan, C. & Lupo, S. M. (2020). Rethinking the role of knowledge in the literacy classroom. *Reading Research Quarterly* 55(S1), S286-S298. doi: 10.1002/rrq.350

²⁹ Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge

Approach to Students with Disabilities

MGT's educational approach considers all students, including those who have disabilities. The MGT Team utilizes data to make instructional decisions to support the individualized needs of each student. Through on-going data chats with leadership, content teams, grade-level teams, and individual teachers, the MGT Team supports each school with analyzing the performance of various subgroups, including students with disabilities, to monitor progress and identify next steps in instructional support.

Planning sessions include opportunities to differentiate instruction to support students in acquiring the skills and strategies necessary to be successful at their respective grade levels, including planning for foundational skills. MGT's support emphasizes making learning accessible for all students. MGT's Content Coaches provide coaching to instructional staff to ensure all students receive a high-quality educational experience that promotes student achievement for students with disabilities.

Additionally, MGT works with school teams to include the Exceptional Student Education (ESE) teachers in common planning sessions, PLCs, and other meetings as deemed necessary. MGT understands that students with disabilities have individualized plans that outline their goals and accommodations. MGT supports coaches and teachers to ensure that students with disabilities receive high quality instruction with the necessary supports to be academically successful.

Approach to High Ability Students

MGT's educational approach considers all students, including higher-performing students. The MGT Team utilizes data to make instructional decisions to support the individualized needs of each student. Through on-going data chats with leadership, content teams, grade-level teams, and individual teachers, the MGT Team supports each school with analyzing various subgroups, including students with high abilities, to monitor progress and identify next steps in instructional support.

The MGT Team fosters collaboration with school-level leaders that encourages thinking and planning for the needs of high-ability students. Conversations probe leaders, coaches, and teachers' thinking about the following:

- Analyzing student data to determine strengths and opportunities.
- Utilizing "Beyond Grade Level" curriculum resources
- Providing acceleration opportunities that allow students to apply new learning in various problem-based settings.
- Planning for meaningful experiences where students can apply newly acquired knowledge to problem solve about real-world experiences.

Approach to Students Needing Additional Support

MGT's educational approach considers all students, including students who require additional support. The MGT Team utilizes data to make instructional decisions to support the individualized needs of each student. Through ongoing data chats with leadership, content teams, grade-level teams, and individual teachers, the MGT Team supports each school by analyzing data for various subgroups. Data for students who require mental health support and those in foster or homeless living situations is also analyzed to monitor progress and identify next steps in instructional support.

The MGT Team collaborates with site-based leaders and teachers to determine supports needed for students who require additional support, which may include the following:

- Differentiation of grade-level tasks
- Flexibility for task completion
- Integration of classroom behavior activities with academic tasks
- Incorporation of targeted support through small-group instruction

Promoting a Student's Sense of Well-Being

An ever-growing body of research identifies establishing a nurturing, collaborative culture within a school as a distinguishing feature of an effective school. A key component of school culture is ensuring that students feel safe. The school culture determines interactions between key parties including student to student, student to teacher, and student to leader.

MGT supports safe and positive environments because they are where students thrive socially and academically. Thus, MGT works with schools to set up systems to acknowledge and celebrate the successes of students.

The MGT Team collaborates with school personnel to cultivate a school culture that reflects students in their schools and the world around them. MGT Content Coaches show teachers how to utilize learning opportunities in the provided curriculum as gateways to engage students in a meaningful way. MGT Content Coaches also encourage opportunities for teachers to display relevant assignments that require students' personal connections. This fosters a sense of belonging and deep connection between students, their community of learning, and ultimately the world at large.

Integrating a Culturally Responsive Pedagogy

MGT's team understands that brain science tells us we *learn* to read and write—it is not innate—and that we also access students' existing schema by linking to students' existing references and beliefs.³⁰ Essential to this practice is the enrichment of instruction with resources relevant to the learner. But MGT's practice does not end with student beliefs. Pivotal to MGT's approach is also the cultivation of an asset-based mindset ensuring educators take equitable instructional action that demonstrates a belief that all children can learn.³¹ We promote practices of fostering relationships with students, creating communities of learning districtwide.

MGT Content Coaches facilitate planning conversations that encourage teachers to process district-provided and International Baccalaureate instructional materials with the intent to develop relevant and engaging lesson plans for students in their individual classrooms. Not only are reading and math teachers encouraged to prioritize standards-based instruction, but they are also encouraged to leverage relationships with students and incorporate what they have learned about students (including academic and social data) to encourage students' complex thinking and demonstration of skills for required standards. This integrated and balanced

³⁰ Hammond, Z (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: SAGE

³¹ Reaves, S. J., Cozzens, J. A. (2018). Teacher perceptions of climate, motivation, and self-efficacy: Is there really a connection. *Journal of Education and Training Studies* 6(12), 48-67. doi:10.11114/jets.v6i12.3566

approach allows opportunities for teachers to tailor curricular resources to address the needs of their students

Leadership Development

MGT has successfully partnered with school systems across the country with an intentional focus on developing school leaders to provide visionary, student-centered, instructional leadership. We have a rich history of coaching school leaders and guiding them in refining or developing skills that traverse all aspects of instructional leadership required for a leader to effectively establish a vision, allocate resources, ensure quality teaching, and lead learning for teachers. A leader who refines these skills while effectively focusing on each aspect of instructional leadership will ensure a culture of high-quality teaching and learning. This culture is only established when the foundation of a safe and orderly environment is in place. Ultimately, the measure of effective leadership is improved student outcomes.

Review and Assessment of Current School Leadership and Personnel

MGT understands the impact a principal has on a school and school community. Strong leadership is essential to improving student learning in low-performing schools and districts. The MGT team understands the correlation between effective leadership and improved student learning. Effective leaders influence improvement by the school environment they cultivate in their school or district through the following ways: by the clarity of vision they articulate; by the way they resource strategically and distribute leadership to engage educators in improvement work; by the professional learning they bring to their work; and by the critical conversations they engage in to focus all efforts around student-centered action. Given the magnitude of this impact, MGT includes a review and assessment of the current school leadership and personnel in the initial school assessment, as well as throughout the year in partnership with the district leaders.

In addition to measures of concrete leadership practice collected during the comprehensive needs assessment, MGT can also leverage information about culture and climate as it relates to leadership practice. Collecting stakeholder responses from surveys, interviews, focus groups, and on-site observations, we link these data to metrics that allow us to assess both the degree of collaboration among staff within a partner institution as well as the extent to which leaders establish an inclusive and empowering culture for students, community members, and stakeholders. MGT uses, in part, the School Climate Assessment Instruments (SCAI) designed by the Alliance for the Study of School Climate (ASSC) to measure indicators linked to school climate and culture. These are tied directly to community perceptions of leader practice and can be utilized to identify key priorities for improvement and general assessment of school administrators.

Criteria for Selecting New School Leaders and Personnel

If through the review and assessment of the current leadership MGT determines the school cannot progress with current leadership, MGT will work with the district recruitment office to vet potential candidates from within or outside of the district. Utilizing its deep relationships across the state, MGT may recommend specific candidates. MGT will participate in reviewing candidates' resumes and in selection interviews to make hiring recommendations to the district.

Indicators of Readiness and Leadership Proficiency

MGT uses a combination of the Florida Principal Leadership Standards and the MGT High-Quality Schools Framework which details the attributes and actions expected of a high performing principal. MGT understands that even the best principals need support and will provide coaching and mentoring to principals specific to their growth needs.

We provide individualized leadership coaching specific to the needs of administrators, lead team members, and district personnel. Our customized leadership rubrics provide a roadmap for administrators to increase their effectiveness as leaders, building upon their strengths while addressing areas in need of development. Goals for school leaders are established through a collaborative process with district superintendents and the progress is monitored throughout the partnership. MGT partners with district leadership to develop profiles of effective school leaders and pathways for current staff.

Principal leadership development is based on models of effective principals and universal leadership qualities. MGT provides professional development in cohorts as well as individualized coaching to increase leadership capacity. Indicators of readiness and leadership proficiency include:

- Developing a clear vision and challenging goals that will realize the vision.
- Building ownership of the vision among staff, students, and families.
- Recognizing and promoting instructional excellence.
- Creating and leading high-functioning teams.
- Building genuine relationships with families and community.
- Maintaining a safe and positive environment.
- Developing and promoting shared leadership.

Additionally, we provide leadership coaching to assistant principals based on the need of each individual school. MGT has a successful track record for developing assistant principals who become principals in our partnering districts. MGT provides frameworks for collaboration structures, roles and responsibilities of school leaders, templates for meeting agendas, notetaking, and communication.

Progress Monitoring

Measure Growth and Success

Progress monitoring is one of the cornerstones of our engagement with a partner school or district. To measure the growth and success of the transition plan, the MGT Team (Transformation Specialists and Content Coaches) will monitor a variety of data points linked both to student performance and teacher practice.

Though not exhaustive, the MGT Team anticipates that we will leverage the following data types. Based on the improvement plan goals and identified measures of progress related to each item, we can report on available data in monthly progress monitoring, quarterly action planning reflections, and in the annual report. We would customize the grain size and frequency of reporting on each of the following data types based on the improvement goal priorities and related measures of progress determined in the strategic planning process.

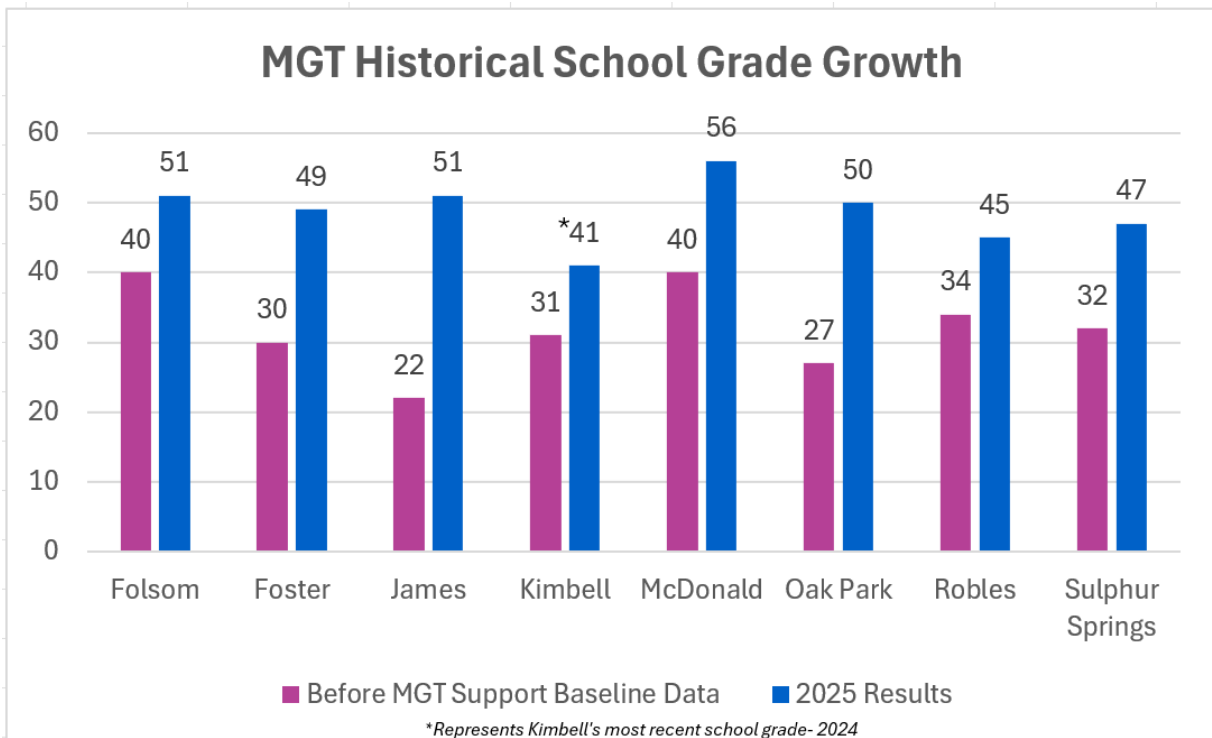
PROJECT APPROACH & METHODOLOGY

We believe the following data types can be utilized to understand progress related to each of the priority domains including leadership, effective teaching and learning, and collaborative climate and cultures. The following snapshot of data types is not meant to be inclusive, but illustrative of the data types we will consider throughout the partnership to measure progress.

STUDENT PERFORMANCE DATA

Appreciating the correlation between strong teaching and improved student learning, we can analyze both achievement and behavior data collected about students specifically to understand progress toward effective teacher moves. Optimally, we will analyze student performance over time to understand teaching behaviors appreciating that strong instruction can increase student proficiency and contribute to student growth on achievement assessments. It can also increase student attendance and reduce negative student behavior as indicated in referrals and suspensions.

These include student performance on identified common assessments, which is a key indicator in monitoring the growth and success of the plan. Based on the district assessment or required Middle Year Programme (MYP) assessments, the MGT Team selects common assessments in ELA, Math, Science, Social Science, and Middle School Acceleration courses to monitor progress towards school wide goals. These assessments are combined to generate a predicted school grade. Based on student performance, strategic plans are created and implemented to increase student achievement data. MGT has employed this strategy with previous partnerships and will continue to utilize this process to monitor growth throughout the transition plan.



TEACHER DEMOGRAPHIC DATA

Positive trends in leadership can contribute to increased teacher attendance and increased teacher quality. Across a school year, we may look for increases in teacher attendance as a positive connection to strengthened leadership practices. We would hope to find an increase in teacher retention, indicating a more positive environment for teachers who wish to remain in the

school appreciating the correlation between teacher efficacy and effective leadership. Long-term, we may also see an increase in teacher quality connected to strong leadership and, across the partnership, see an increase in the quantity of applications for open positions or the number of advanced degrees.

PERCEPTION DATA

Included in the analysis is the perception of staff, students, and families related to leadership actions. Perception would include a deep dive into the standards linked to Florida effective teacher and leadership practices. For example, we would want to understand the extent to which leadership promotes clear vision setting, communication across stakeholder groups about pertinent priorities and updates, and a focus on improving student learning. From staff, we would want to collect and understand perceptions of feeling successful and equipped to do work well. Perceptions of teacher efficacy would explore the extent to which teachers feel they are in an environment with the right resources and information to be successful, and to be able to focus on student learning.

We would be remiss if we did not include self-perception data as a feature of leadership analysis. Self-evaluation is a powerful strategy for individual educators to bring about the changes they wish to see in themselves and on their teams. We will promote the development of self-evaluation structures within individual leadership coaching. We will then progress monitor leaders' perceptions of their own impact as one measure within the whole.

Finally, we would want to include in perception data the extent to which stakeholders feel MGT's partnership is achieving the goals desired within the project. We would like to understand perceptions of success with our partnership as a feature of leadership evaluation, too.

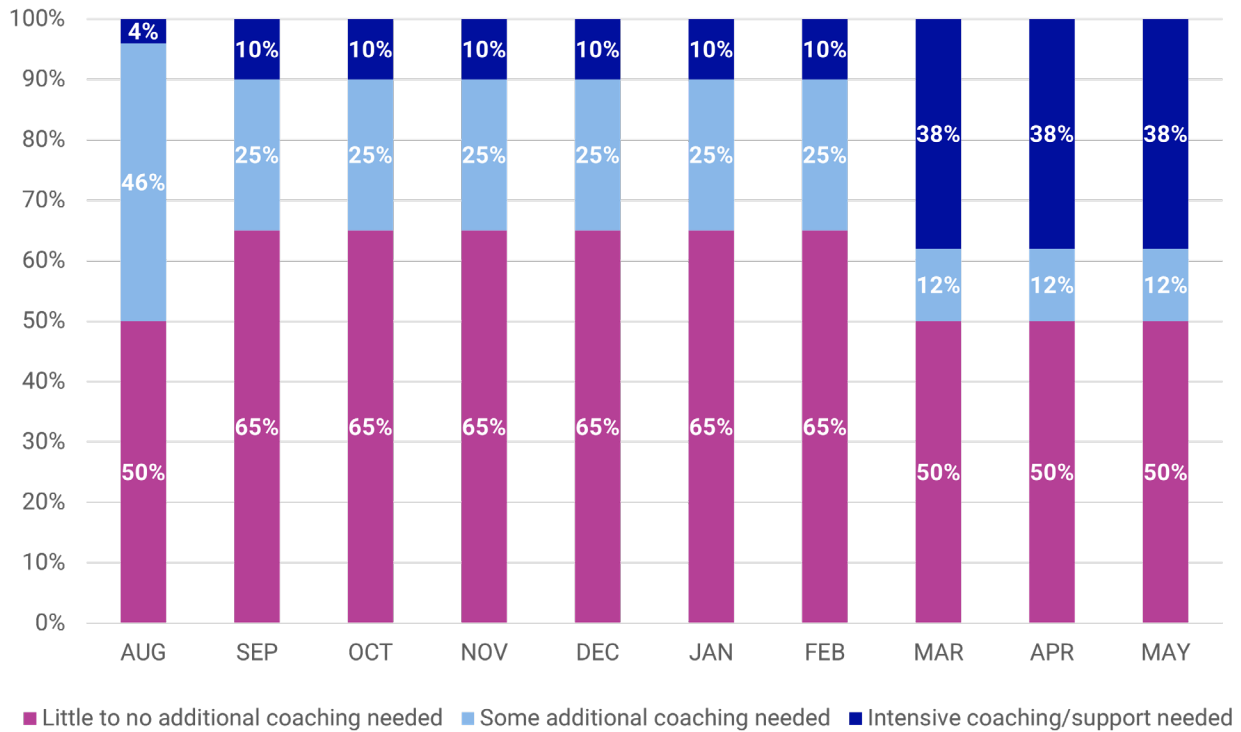
OBSERVATIONS

Student Engagement Observation is used to measure several general features of effective instruction, including student engagement, feedback, active student responses, instructional group configurations, learning tasks, and the communication of learning objectives. Adapted from a validated system of classroom observation developed by Vanderbilt University, the Student Engagement Observation tool utilizes a momentary time sample structure to maximize the validity of collected student data, allowing teams to make better decisions about implementation of evidence-based instruction. Data collected can be aggregated in several ways to provide a deeper dive into the levels of engagement at the school-, grade-, or course-level.

The team monitors teacher growth throughout the year (as evidenced by planning discussions, classroom learning walks, progression of coaching cycles, and tiered teacher support). Each phase of monitoring includes reflection on the current plan to build teacher and coach capacity, and strategic steps that promote progression towards established goals. The MGT Team will use this information to guide decisions related to the Transition Plan.

Monthly, the MGT Team reviews the depth of support provided to each school-based team. The goal is for the MGT Team to build capacity and sustainability in teachers, coaches, and instructional staff through intentional coaching opportunities. At the onset of the school year, intensive coaching and support is provided as teachers, coaches, and leaders build their capacity and develop their instructional toolbox. Throughout the course the year, as evidenced in the chart below, the depth of support shifts so the percentage of staff receiving intensive support decreases while the percentage receiving little to no coaching increases, which is the goal of the transition.

Depth of Support



Quarterly, MGT will conduct a mini appraisal, taking a snapshot of progress in the form of understanding the professional practice of teachers, leaders, and coaches as each relates to school improvement goals. Annually, we will take the aggregation of these mini appraisals to understand collective progress and submit this end of year report as well.

Importantly, at each progress monitoring step, MGT hopes to engage district leaders in this work. This may involve the collaborative analysis and thought partnership of district leaders in monthly meetings as reports come out. From this analysis, district leaders have an opportunity—without expending too much precious time—to understand school progress, consider strengths and opportunities across all schools, and the relevant actions they can take in the work.

SURVEYS

MGT collects information about collaboration, culture, and climate within our initial CNA appraisal and subsequent progress monitoring appraisals. Collecting stakeholder responses from surveys, interviews, focus groups, and on-site observations, we link these data to metrics that allow us to assess both the degree of collaboration among staff within a partner institution as well as the extent to which leaders establish an inclusive and empowering culture for students, community members, and stakeholders.

Assessments Utilized for Student Academic Progress Monitoring

MONITORING ACADEMIC PROGRESS

The following assessments will be utilized to monitor student academic progress:

- MYP assessments

PROJECT APPROACH & METHODOLOGY

- Florida Assessment of Student Thinking (FAST) reading & math
- NWEA science
- Common Formative Assessments (CFAs)
- iReady Diagnostic assessments
- Renaissance Curriculum-Based Measurements (CBMs)
- District Created Assessments

TRACKING STUDENT PROGRESS

The MGT-created data tracker monitors a variety of growth measures including a predicted school grade based on a cohort of assessment points. Throughout the school year, the team reviews student performance in ELA, Math, and Science to create targeted action plans to support student growth. To support the notion of sustainability beyond the transition year, the MGT Team collaborates with the school-based leadership team to ensure all parties are trained on the data analysis and action planning structures to ensure that ongoing progress monitoring becomes a way of work at each school-site.

Below is an example of a report card that MGT created and utilized to monitor student performance data based on FAST. The school grade components Achievement, Gains, and Gains of the Lowest 25% were reviewed on a consistent basis to track progress of overall school performance as well as individual grade level performance. These report cards reflect the current requirements for the Florida Accountability System school grade components to aid each school in monitoring their current academic performance. The same monitoring system will be used to track student progress; however, the report card will be aligned to the current accountability measures based on FAST.

PM 3 Preliminary Report Card											
Overall											
		ELA		Math		Science	Civics	Acceleration			
Achievement		38		31		37	46	71			
Learning Gain		52		49							
L25 Gains		53		52							
Total Points		429		Percentage		48%		Grade		C	
6th Grade							7th Grade				
ELA	Math			ELA	Math			ELA	Math	Science	
Achievement	40	32		Achievement	36	24		Achievement	36	34	37
Learning Gains	48	45		Learning Gains	50	46		Learning Gains	56	64	
L25 Gains	42	43		L25 Gains	54	43		L25 Gains	63	67	

Assessment Experience

The MGT Team has an expansive understanding of the various assessments utilized to monitor student achievement and utilizes this data to track the success of the transition plan.

FAST ASSESSMENTS

The FAST Assessment was administered for the first time during the 2022-2023 school year and assessed the B.E.S.T. standards. The MGT Team extensively reviewed the FLDOE released guidance on the FAST assessments including information on K-12 reporting. Students will engage in three Progress Monitoring (PM) assessments over the course of the year with the baseline and midyear assessments serving informational purposes to aid each school in identifying areas for additional instruction and support. Based on each PM assessment, the team will collaborate with each school site to analyze the percentage of students performing at each identified performance level as well as determine the percent of students scoring at or near the benchmark in each reporting category. This information will be incorporated in the MGT Support Plan as the MGT Team compares PM data to previous achievement data to identify and refine next steps in supporting students in reaching achievement targets. In addition, with MGT's vast knowledge of the FAST assessment, support will be provided in identifying students who are close to achieving proficiency targets and strategically creating plans to improve student performance data. To aid the school in utilizing the data to make strategic instructional decisions after PM 1 and PM 2, the team will support the school in understanding the various reports provided by the FAST assessment to target individual benchmarks for remediation or extension.

STATEWIDE SCIENCE ASSESSMENT

The Statewide Science Assessment, based on the NGSSS, assesses students' understanding of the expectations of the standards. The MGT Team has worked with the various resources provided by the FLDOE to support teachers in understanding the structure of the Statewide Science Assessment, including the Test Design Summary, Content Focused Reports, and Test Item Specifications. These resources are utilized to ensure that planning and instruction are aligned to the expectations of the standard and will be included in the MGT Transition Plan.

ACCESS FOR ELLS

The ACCESS for ELL assessments measure English Language Learners' proficiency in the English language. Students in K-12 engage in a variety of assessments including paper based and one-on-one components to identify strengths and weaknesses to determine students' language proficiency. These assessment results are utilized as a component to monitor student performance in the ELL student group across language acquisition domains including reading, writing, speaking/listening, oral language, literacy, and comprehension. The tool also presents an overall score for a student, classroom, school, or district and is measured in frequencies and scale scores. Understanding ACCESS enables educators to know and understand the extent to which students who speak English as their second, third, or even fourth language are acquiring the language. A powerful tool within this assessment is presented can do and next do descriptors. These success criteria present for teachers, coaches, and administrators what students should be able to do across each language domain, and what they should strive to achieve next on a learning continuum. Understanding these annual results present a powerful tool to support ELLs and can turn to scaffolded instructional action utilized meaningfully. The MGT Team will support the school in monitoring this data as part of the transition plan.

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA)

The Florida Standards Alternate Assessment is an assessment administered to students who do not participate in general statewide assessments. These assessments measure students' understanding of the Florida Standards Access Points. The MGT Team utilizes the results of these assessments to calculate student achievement as this assessment is part of determining

yearly school grade. In addition, this data is also monitored to ensure the Students with Disabilities (SWD) subgroup is making adequate progress.

Approach to Climate Data with Respect to the MTSS

We believe that there is a correlation between school climate and MTSS and/or Response to Intervention (RtI). The conditions where learning takes place support a successful implementation of MTSS and/or RtI. One of the levers of MGT's High-Quality Schools Framework is to establish a school culture centered around a love for all students, where all stakeholders are invested in the whole child and hold each other to high expectations. According to the American Institutes for Research, establishing and maintaining positive school culture and climate are essential for implementing and sustaining MTSS. Research has shown that a positive school climate increases the likelihood of effectively implementing and executing strong interventions and supports.

MGT utilizes climate data to guide meetings and professional development in collaboration with school teams to make the necessary adjustments to create a school climate where ownership of student learning and well-being is shared across all levels, with collaboration, accountability, and monitoring of student progress codified through protocols and systems.

We believe in creating the best possible environment for all students to be successful and where interventions such as MTSS and RtI can reach its maximum benefit for students. MGT also believes that the school climate should reflect systems that are set up to celebrate and acknowledge successes of students, staff, and entire school when goals are accomplished as it relates to MTSS and/or RtI.

Data Collection

The MGT organization continuously monitors the progress of student performance in reading and math utilizing data collected from the district's assessments. In addition, the team will utilize PCS platforms to gather data from district created assessments for ELA, Math, Social Studies, and Science. Informal assessment data is collected through various data points including Exit Tickets, MGT created assessments, and collaboratively created assessments to make in-the-moment instructional decisions and adjustments to aid students in meeting and exceeding individual performance goals.

Ongoing monitoring of instructional look-fors, teacher tiering, and coaching cycle growth will aid the MGT Team in monitoring the services and support to each school. Each phase of monitoring includes reflection on the current plan to build teacher and coach capacity and strategic steps that promote progression towards established goals. This information will be utilized as the team guides each school to identify the next steps during the implementation of the transition plan.

FREQUENCY OF COLLECTION

Data is collected on an ongoing basis and as frequently as needed based on scheduled assessments. After each assessment, the MGT Team uploads the data into the MGT-created data wall. Predicted school grades are calculated after a cohort of assessments are administered in ELA, Math, Social Studies, and Science to monitor progress towards schoolwide achievement goals. A monthly dashboard is created to monitor a variety of data points including student performance on various assessments and teacher coaching support.

DATA TRACKING AND ANALYSIS

The MGT school-based team (Transformation Specialist and Content Coaches) will share the responsibility of collecting and tracking data for their respective sites which is the current process used at all MGT-supported schools currently. Each school shares assessment results with its MGT school-based team. MGT collaborates with school-based teams regarding student performance in relation to the school's goals, progress, and current plan to attain those goals. In addition, MGT team members will share the responsibility of analyzing data and trends across all MGT supported schools. Through a structured analysis process, the team identifies strengths and opportunities and discusses implications for leadership and coaching support.

STRUCTURED DATA ANALYSIS PROCESS:

- Identify the percentage of students needed to achieve schoolwide goals, including the number of students at each grade level and content area that will support the school in achieving these goals.
- Review assessment data to identify the percentage of students scoring proficient on each ELA, Math, and Science assessment.
- Monitor progress towards schoolwide achievement goals by comparing the percentage of students scoring proficient to the schoolwide goals.
- Identify targeted students needed to achieve schoolwide achievement goals.
- Identify focus benchmarks or standards for remediation or extension.
- Generate action plans based on the assessment data to support the school in attaining schoolwide achievement goals.
- Monitor action plans to ensure fidelity in implementation and student growth in identified benchmarks and skills.

Through this structured analysis process, the team calculates a predicted school grade utilizing a preidentified cohort of assessments. This information is shared with the school-based teams and District Teams to build transparency in the school's progress towards goals. By reviewing schoolwide performance on each assessment, teams can ensure strategic and targeted actions are implemented with the goal of continued growth in student achievement.

Midyear, the MGT school team, which includes the Transformation Specialists, Lead Content Coaches, and Coaches, utilize a triangulated data process to monitor progress towards to the schoolwide goals.

TRIANGULATED DATA PROCESS:

- Predetermine three data points in ELA, Math, and Science.
- Review the schoolwide achievement goals for ELA, Math, Science, and Social Science.
- Analyze student performance utilizing the triangulated data criteria to determine the number and percentage of students trending towards proficient.
- Identify the gap in the current numbers and the schoolwide achievement goals.
- Strategically identify targeted students needed to achieve schoolwide achievement goals.
- Generate action plans based on the assessment data to support the school in attaining schoolwide achievement goals.

PROJECT APPROACH & METHODOLOGY

- Monitor action plans to ensure fidelity in implementation and student growth in identified benchmarks and skills.

The Triangulated Data process is completed during the second and third quarters to ensure all stakeholders have a strategic lens focused on student performance data. The MGT team partners with the school-based team throughout this process to provide input and guidance as action plans are created to address individualized needs.

In addition to extensively reviewing student performance data, the MGT team provides the following components monthly and communicates this information with the district utilizing the Monthly Dashboard.

- Teacher Tiering and depth of support
- Student attendance data
- Student performance data in ELA, Math, Social Studies, and Science

This information provides all stakeholders at the district level an overview of the progress and support provided by the MGT team. The MGT team reviews this data as a component to monitor and evaluate the MGT services and support provided to each school.

This service shall be extended to the school supported by MGT utilizing the MGT created data tracker and action planning templates.

Assessment Results

ASSESSMENT TRANSPARENCY WITH THE SCHOOL BASED TEAM

Weekly Leadership Meetings, planning sessions and schoolwide faculty meetings are utilized to share student performance data to identify strengths and opportunities in each content area. During these sessions, with the support of MGT, instructional staff disaggregate and review comparative data to create next steps in instruction. The MGT Team collaborates with each school site to create and refine action planning templates to use during these sessions to assist instructional staff in reviewing assessment results and planning instruction based on these results. This collaborative approach is designed to ensure sustainability throughout the transition plan.

In addition to student data, trend data based on identified look-fors from the Four Principles of Excellent Instruction are shared to increase transparency to build teacher capacity. Based on evidence from the ongoing classroom learning walks, teams work to identify actions and next steps in supporting teachers in accomplishing their goals. This information is utilized in the transition plan as the MGT Team guides the school-based team in identifying next steps for instructional support.

ASSESSMENT TRANSPARENCY WITH THE COMMUNITY STAKEHOLDERS

The MGT Team supports the school in preparing visual data that can be shared with the larger community, outlining each school's progress towards goals. The schools determine when and how this information is shared with community partners. MGT's marketing partners then help tell a clear and authentic story of the Pasco County school in a way that resonates with their audience and aligns with the district's core values.

Sustainability Model

MGT has worked with more than 1,000 schools and 100 districts in over 20 states to improve student outcomes, as measured by metrics linked to student performance and educator practice. Our partners have included urban, rural, and suburban entities serving students from diverse backgrounds. We have a proven track record of helping schools improve outcomes equitably, including students living in poverty, black and indigenous students of color, English Learners, and students with identified disabilities. We pride ourselves on being realistic, understanding, and relentlessly helpful. We know the hardest part of the process is getting well-developed plans implemented; our strength is in being with our partners every step of the way to bridge the gap between well written plans and lasting improvements.

MGT achieves powerful outcomes consistently because we infuse change management into all our continuous improvement work. Improvement researcher Anthony Bryk explained the rationale for this approach thoughtfully:

It is one thing to know that some bit of knowledge is germane to a problem and quite another to turn that knowledge into action. Effective problem-solving demands that a premium be placed not just on what needs to be fixed but also on knowing why systems currently work as they do and learning how they might be reformed toward the goal of greater efficacy at scale.³²

MGT's team understands that educators achieve ambitious goals when they focus on systems designed around people. Our team appreciates that complex work, done well, can fit into a continuous improvement cycle, rather than advance (or dwindle) through experimentation. To achieve the High-Quality School Model, MGT's transformation efforts begin with a deep understanding of existing policies and practices, forge through relationships, continue with the strategic identification of ambitious student-centered goals, and persist with the thoughtful design, implementation, and refinement of evidence-based practices. We focus on systems while developing the knowledge, practices, and beliefs of individual teachers, coaches, leaders, and teams. Together with school and district partners, we create a data-driven, evidence-based approach to address high-priority needs that maximize impact on student outcomes.

To achieve our ambitious, student-centered goals, we utilize an improvement framework that fuses data-based decision making with collaboration to create long-term solutions for complex problems of practice. MGT's efforts are grounded in contemporary research from the National Implementation Research Network³³ and the Carnegie Foundation.³⁴ This cycle articulates a collaborative and iterative process that includes identifying common challenges, testing new

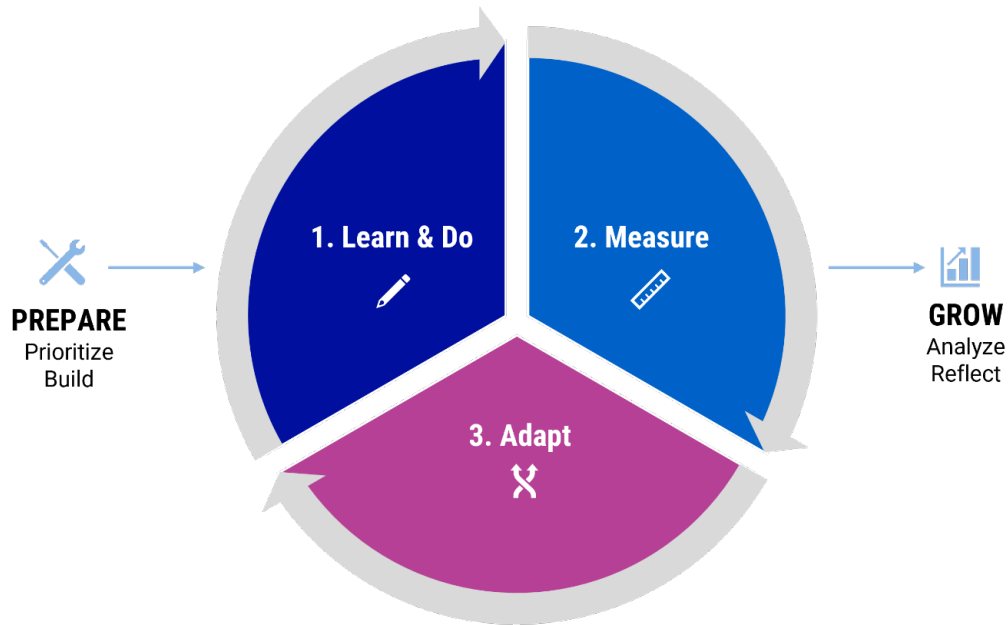
³² Bryk, A., Gomez, L., Grunow, A., & LeMahieu, P. (2015). *Learning to improve: How America's Schools can get better at getting better*. Cambridge, MA: Harvard Press.

³³ Fixsen, D., Naoom, S., Blase, K., Friedman, R., Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network.

³⁴ Bryk, A., Gomez, L., Grunow, A., & LeMahieu, P. (2015). *Learning to improve: How America's Schools can get better at getting better*. Cambridge, MA: Harvard Press.

PROJECT APPROACH & METHODOLOGY

solutions, and analyzing relevant data.³⁵ Occurring in three phases, following is a description of the key events that occur throughout the cycle.



Phase	Key Events
Prepare	<ul style="list-style-type: none"> – Prioritize: Narrow the focus to ensure that we are addressing root cause issues, identifying goals from what we know (available data). – Build: Create an ambitious plan with clear goals and objectives.
Impact	<ul style="list-style-type: none"> – Learn & Do: Develop expertise and use what we learn to make our plan happen. – Measure: Frequently measure whether actions are having the desired impact. – Adapt: Stay on the path to meeting our goals by adapting as needed.
Grow	<ul style="list-style-type: none"> – Analyze: Explore results to understand how the cycle achieved identified goals. – Reflect: Use what we learned from this cycle to inform upcoming cycles.

Whether engaged in our first year with a partner school or our fifth, the model is both relevant and accessible as an improvement structure. We further articulate what occurs in each step at a high level.

PREPARE

In the **Prepare** phase of the cycle, we analyze all the information about a school including existing policies and procedures, current practices, knowledge, and beliefs. We forge from a mixed-methods analysis (through surveys, interviews, focus groups, artifact analysis, and observation findings) a report relevant to each school as it aligns to existing improvement priorities and high-leverage opportunities. We look for the root cause of challenges before we make plans, focusing on “why” we are in a current state, without placing blame.

³⁵Kaufman, T.E., Dolci Grimm, E., & Miller, A. (2012). *Collaborative school improvement*. Harvard Education Press: Cambridge, MA: Harvard Education Press.

As we build in this phase, and appreciating we can't change everything at once, MGT's team will work together to prioritize a few key actions that can lead to meaningful change and identify these in an annual SIP. We set clear and ambitious goals for teachers, coaches, and leaders, as well as students. We create concrete interim plans throughout the year to achieve the identified SIP priorities. These are realistic but robust and designed for everyone to understand. Our plan explains how we will measure implementation of new strategies and how adults and students will receive feedback. We solicit input about our plan from people who are not on the leadership team and adjust plans based on this feedback. We communicate what we will do in this plan with stakeholders.

IMPACT

In the **Impact** phase of the cycle, we work diligently to ensure the identified plan has an impact on student outcomes. Together, we follow our plan. We participate in professional learning and coaching closely tied to SIP outcomes. We take action to set clear expectations for everyone to apply the strategies the plan identifies. We regularly check in and measure the extent to which we are implementing our plan. We review student performance data consistently to see how our work is impacting student learning. We are transparent with one another and hold each other accountable. In the impact phase, we also collect information based on the identified measures to decide whether to keep doing what we're doing and when to adjust our plans. We are thoughtful about available resources to overcome any barriers in achieving our goals.

GROW


At regular intervals, we reflect on our progress so that we can **Grow**. As a team, we periodically use data to reflect on the effectiveness of our plans and consider long-term goals, adjusting short-term priorities and activities as needed. We routinely communicate our progress to stakeholders clearly and accessibly. We reflect, in this process, on the impact our work is having on long-term goals individually and collaboratively. We use what we learn from our reflections when planning for the next cycle.

The grain size of the rapid improvement cycle varies. We utilize the cycle annually. We can also use the cycle daily. The cycle is relevant across varying units of time, making it a durable method to bring about lasting change.

Work Plan


Strategic Service Offerings


MGT proposes the following service offerings to achieve PCS' ambitious student achievement goals for the schools identified for professional partnership. It is important to the MGT team that we provide consistent support to every school while creating space for the important customization each school requires. The following table provides an overview of the key engagement activities we will prioritize in our work over the upcoming four years. We include a description of services, followed by a table of the frequency of support for each service across the four partnership years.

Type of Support	Overview + Scope
<p data-bbox="264 233 380 304">Strategic Planning</p> 	<p data-bbox="467 233 591 262">Overview</p> <p data-bbox="467 268 1390 359">Across each year of our professional partnership, MGT will engage school and district partners in strategic planning practices. This includes a collection of data driven practices, including:</p> <p data-bbox="467 380 878 409"><i>Comprehensive Needs Assessment</i></p> <p data-bbox="467 430 1412 552">The CNA process will identify the dynamic key strengths and growth opportunities for every participating school in the partnership. MGT conducts an exhaustive data collection process focused on stakeholder knowledge, practice, and beliefs. Data sources include:</p> <ul data-bbox="505 558 1406 1102" style="list-style-type: none"> • Surveys of staff, students, and families • Student data analysis including performance and demographics • Artifact analysis of available academic and organizational resources including existing strategic improvement plans, policies and handbooks, available budgetary and related operations information, curricular resources, and lesson plans • Interviews of staff including teachers, coaches, school leaders, and district leaders. • Focus groups of stakeholders including students, families, support staff, community agency representatives, and district leaders including the option to involve school board members. • Observations of classrooms and team meetings. • Culture Observation to assess the school’s expectation of support, high expectation and accountability for teacher and student learning and instructional excellence. <p data-bbox="467 1123 1406 1312">MGT takes pride in our ability to conduct this assessment objectively, comprehensively, and efficiently. We conduct professional data collection practices including appropriate stakeholder engagement and data storage. We conduct a parallel mixed-methods analysis of findings to ensure the collection of quantitative and qualitative findings build on each other, and the attributes of both data types can complement the comprehensive results.</p> <p data-bbox="467 1333 1414 1612">We consider the process to be both fact finding and relationship building. We will coordinate this process in close collaboration with building leaders, designated Assistant Superintendent, and associated district leaders to ensure the data collection process is minimally disruptive, and so the timing of the needs assessment aligns with each participating school’s schedule and can provide an accurate snapshot of current practices. We understand the process can be unnerving for some, so we work to be accessible and positive throughout the process. As an example, for each teacher we observe, we leave a sticky note behind with a celebration of their practices.</p> <p data-bbox="467 1633 1386 1724">The process can take as little as three weeks, including planning, collection of surveys and artifacts, on-campus data collection, data analysis, and compiling trends from all data sources into a findings report.</p> <p data-bbox="467 1745 992 1774"><i>Long-Term Goal Identification and Calibration</i></p> <p data-bbox="467 1795 1414 1942">From the needs assessment, MGT will work collaboratively with school and district leaders to identify long-term goals to pursue across the four partnership years. Goals will link directly to the opportunities identified in the comprehensive needs assessment. The focus will be narrow to identify ideally up to three long-term goals linked to each improvement category. Goals will align to available</p>

Type of Support	Overview + Scope
	<p>state and district structures and align to evidence-based improvement priorities focusing on improvement through instruction, collaboration, leadership, and culture.</p> <p>MGT will facilitate the goal identification process and can provide the structures for schools to not only have the structured conversation necessary for such an important topic, but also the framework for effective goal setting, and a strategic plan template if helpful. Ultimately, each goal will have an objective tied directly to student learning and will be focused on concrete actions educators in the PCS can take to achieve them.</p> <p>Though the ideal grain size of long-term goals will be such that they remain fixed across the four years of the partnership, we strive to keep goals at the center of all practices and, in circumstances unforeseen, may shift across the partnership years.</p> <p><i>Interim Action Plans</i></p> <p>In improvement efforts, MGT finds that achieving aspirational, long-term goals can be achieved best through the regular reflection on progress, and through the regular identification of evidence-based and short-term priorities that will support the achievement of each long-term goal.</p> <p>Quarterly, MGT will facilitate a reflection on progress toward the improvement plan’s long-term goals. MGT believes in maximizing the limited time educators have available by using protocols. Our team can facilitate a protocol that lasts the length of a typical meeting, so leaders can reflect on available data to help understand progress, brainstorm next steps based on this current state, and then action plan to determine what concrete actions to take across the following three months of a school year.</p> <p>Within interim action planning, MGT is open to utilizing preferred structures available from the school and district. Discussing feasibility and impact will help the team narrow from a larger list of possibilities to three relevant priorities to focus on for the next quarter. For each interim priority, the team will conduct a SWOT analysis – identifying the strengths, weaknesses, opportunities, and threats – linked to each before articulating specific action items with owners, timelines, and linked resources.</p> <p>In this process, MGT ensures the team members who will bring priorities to life alongside the MGT team will have both a voice in prioritizing actions and the data needed to determine actions objectively. Through the regular use of recurring structures, PCS team members will be able to maintain a narrow focus on the data and appropriate actions. They will also be able to autonomously use the structures more seamlessly in the Empower and Sustain years of the partnership, and long after the partnership concludes.</p> <p><i>District Transformation Playbook</i></p> <p>MGT will build and share a strategic mechanism to support and sustain improved student learning through a transformation playbook. This resource will include the tools leaders need to bring effective practices to life. We will build this playbook for the PCS for all schools and their staff to utilize. We include in this playbook structures for:</p> <p>Leadership including a crosswalk of concrete student-centered practices and the Florida Principal Leadership Standards, coupled with related resources that support the establishment and implementation of schoolwide systems and structures such as:</p>


Type of Support	Overview + Scope
	<ul style="list-style-type: none"> • Recruiting and hiring high-quality teacher and administrator candidates. • Master scheduling. • Protocols to plan/co-plan, facilitate, observe/provide feedback for: <ul style="list-style-type: none"> – Instructional Leadership Team (ILT) Meetings – PLC meetings – Observation and feedback calendars and Processes – System for monitoring attendance and behavior – Support development of action plans for attendance and behavior systems • Collaboration for school leaders and teacher teams such as: <ul style="list-style-type: none"> – Suggested collaborative structures and calendars. – Effective meeting practice look-fors and a related continuum for coaching reflection and self-reflection. – Data analysis protocols for teacher teams and leadership teams that can orient to analysis of student performance data, student demographic data, and even implementation data analysis so teachers reflect on progress related to their practices as well as student performance progress. – Coaching tools such as sentence stems and dialogue structures for collaborative conversations. • Instruction for teachers and coaches such as: <ul style="list-style-type: none"> – High quality instructional material look-fors. – Lesson plan checklists or templates oriented toward effective planning strategies around learning intentions, success criteria, engagement strategies, and check for understanding. – Evidence-based instructional practice look-fors related to high yield practices such as Teacher Clarity (d=.75), Feedback (d=.73), Questioning (d= .48), Vocabulary Programs (d=.67), and Self-Reported Grades (d=1.33). – Transparent Teacher Practice tools to support self-reflection and engagement between coaches and teachers and between teachers. <p>Culture for school buildings centered around appraisal findings including concrete actions that can be taken to support positive shifts in mindset and practice within the classroom and across a school building.</p> <p>Scope The strategic planning process will be conducted similarly each year. Annually, every school will receive a comprehensive needs assessment. Following year one, MGT will use the findings of the needs assessment to calibrate long-term goals and ensure the correct narrow focus should be maintained across each</p>

Type of Support	Overview + Scope
	<p>partnership year. Quarterly, schools and district leaders will engage in reflection and related action planning to maintain momentum toward each identified goal.</p> <p>The playbook will be established in the first partnership year. MGT will add resources to it where relevant and helpful for individual schools and the district in subsequent years, as the resource intends to be iterative in nature.</p> <p>In the final partnership year, MGT will support each school in creating a transition plan to establish key priorities and related actions for ongoing work following the partnership’s conclusion.</p> <p>Please review the frequency table following this scope of work overview for a high-level overview of strategic planning across the four partnership years.</p>
<p>Professional Learning</p> 	<p>Overview</p> <p>Building teachers and leaders will engage in professional learning annually on a quarterly cadence. Coaches and district leaders will have opportunities to engage in these sessions and will also have access to a customized train the trainer model for their efforts in our second partnership year (the Implement year). Transformation Specialists and Content Coaches will play respective roles in bringing professional learning to life depending on topics covered in sessions, identified by SIP priorities.</p> <p>We do not randomly select the topics and skills to convey in our professional learning. Building on our experiences with successful partnerships, our process for planning and delivering professional learning and coaching includes carefully aligning all content and methodologies with the local goals and school’s articulated standards. This ensures that all new learning builds coherence within the system, leading to sustainable improvement and stronger collaborative ways for educators to engage with one another.</p> <p>We design professional learning with an implementation lens. As reported by researchers Beverly Showers and Bruce Joyce, this requires a different type of planning and delivery of Professional Learning that is centered around striking the right balance of the following key components for adult learners:</p> <ul style="list-style-type: none"> • Theory – thinking and talking about concepts/practices • Demonstration – seeing the concept/practice in action. • Practice – roleplaying or modeling the concept/practice. • Coaching – receiving actionable feedback about the use of the concept/practice. <p>While not included in Joyce and Showers’ research, we have added Pacing to help prompt us to think about pacing and plan with this in mind.</p> <p>We expand upon extensive coaching support in the next section. However, we know from experience that implementation of new processes and strategies can be challenging. For this reason, we create space for coaching within professional learning sessions. We also want to ensure leaders and teachers receive support outside of professional learning sessions as they try new strategies and implement new practices. Knowing that any one project is finite, we structure coaching support both with the professionals who comprise the MGT team and with those PCS team members who will lead in instructional leadership and professional learning following the partnership’s conclusion.</p> <p>Scope</p> <p>Professional learning will occur quarterly across each partnership year either in two-hour sessions, or in time frames that fit into current school structures. MGT</p>

Type of Support	Overview + Scope										
	<p>will work closely with building leaders to ensure time constraints do not become a burden or otherwise interfere with the potential for learning for participants.</p> <p>Professional learning will be facilitated by MGT and focused on learning directly to build teachers and leaders. In the second partnership year, or Implement year, MGT will facilitate a train-the-trainer session in addition to direct-to-school support. Trainers in this case are building leaders predominantly, as well as PCS coaches. MGT will begin to work alongside coaches and leaders to design meaningful professional learning for their staff. MGT may facilitate parts of these sessions or serve as observers, providing feedback and recommendations to PCS coaches and leaders as they design and facilitate sessions. The goal will be that PCS coaches and leaders feel equipped with the knowledge and feedback needed to lead professional learning planning and execution long after the partnership concludes.</p>										
<p>Coaching</p> 	<p>Overview</p> <p>Coaching will be the major focus of all partnership efforts and will occur with teachers, coaches, and leaders at the school and district level. MGT will also focus coaching efforts on individuals as well as teams.</p> <p>MGT’s team understands the power of coaching to improve professional practice and, for this reason, focuses almost exclusively on partnerships with states, districts, and schools where we can combine relevant and engaging professional learning with a systematic coaching structure. Our team brings decades of expertise coaching educators in the service of improving student learning.</p> <p>Whether in professional learning sessions, or in the interactions between them, our coaching model is one of collaboration and accountability. Leaders will engage in collaborative structures in which the knowledge and expertise of the leaders are as valuable as the knowledge and expertise of the coach or facilitator. This coaching structure requires several critical mindsets from all parties involved. These include tenets focused on maximizing time to achieve clear goals, working transparently to admit both the strengths and needs in this learning, and a focus on intent versus impact when taking on the complex and sometimes tense dilemmas within a school transformation effort. Further, we focus our team, the participants working with us, and with each other to embrace a process of data-driven continuous learning and growth. Our steps and coaching moves are experienced across stakeholder groups as follows:</p> <table border="1" data-bbox="467 1423 1414 1877"> <thead> <tr> <th data-bbox="467 1423 704 1457">Step</th> <th data-bbox="704 1423 1414 1457">Coaching</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 1457 704 1556"><i>Set the Direction</i></td> <td data-bbox="704 1457 1414 1556">Goals are collaborative and focused on measurable outcomes, driven by academic student data, and tied to school improvement priorities.</td> </tr> <tr> <td data-bbox="467 1556 704 1654"><i>Assess Needs</i></td> <td data-bbox="704 1556 1414 1654">MGT works alongside the leaders they coach to build an understanding of the current state of strengths and opportunities for leaders and leadership teams.</td> </tr> <tr> <td data-bbox="467 1654 704 1814"><i>Create Plan</i></td> <td data-bbox="704 1654 1414 1814">Together with leaders across a system engaged in this professional learning opportunity, MGT will support the creation of a short-term plan to achieve the priorities set, and importantly, the coaching role that will exist within them.</td> </tr> <tr> <td data-bbox="467 1814 704 1877"><i>Implement Plan</i></td> <td data-bbox="704 1814 1414 1877">Leaders engage in practice that is both non-threatening and transparent (i.e., seen and heard by others).</td> </tr> </tbody> </table>	Step	Coaching	<i>Set the Direction</i>	Goals are collaborative and focused on measurable outcomes, driven by academic student data, and tied to school improvement priorities.	<i>Assess Needs</i>	MGT works alongside the leaders they coach to build an understanding of the current state of strengths and opportunities for leaders and leadership teams.	<i>Create Plan</i>	Together with leaders across a system engaged in this professional learning opportunity, MGT will support the creation of a short-term plan to achieve the priorities set, and importantly, the coaching role that will exist within them.	<i>Implement Plan</i>	Leaders engage in practice that is both non-threatening and transparent (i.e., seen and heard by others).
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Type of Support	Overview + Scope	
	<i>Monitor Work</i>	Partners discuss the impact of the plan as it is being implemented both from perceptions by the participating leaders and other available data that can be accessed.
	<i>Adjust Course</i>	Partners find ways to adjust the implementation of identified priorities to maximize the impact made to student learning.
	<p>The breadth and depth of coaching partnerships will depend on the long-term goals set by schools and the personalized goals team members will identify within each. Included below are a description and possible topics with each coached group MGT will engage with.</p> <p><i>Teacher Coaching</i></p> <p>MGT will coach teachers comprehensively with a gradual release to content coaches as partners in the work. In teacher coaching, MGT Content Coaches will emphasize planning including protocols, modeling specific lesson structures and their implementation, engaging in instructional observation, and applying feedback. We will also facilitate weekly planning alongside teams where helpful and appropriate.</p> <p>Teacher coaching includes individual coaching and coaching of teams. Here, MGT Content Coaches will introduce and provide feedback on effective collaborative structures including running meetings that are engaged and efficient, data-driven, action oriented, and reflective. We will help collect and aggregate relevant data in support of meaningful collaborative discussion. Within repetitions as individuals and teams, teachers will cultivate their personal knowledge and practices but will also be exposed to the power of collective teacher efficacy regularly.</p> <p><i>Train-the-Trainer</i></p> <p>MGT will strengthen the capacity of building coaches and leaders to not only provide relevant and impactful feedback to teachers but also structures to sustain such engagements. MGT will support the pre-plan, plan, and post-feedback meetings with coaches who are facilitating planning periods and instructional rounds. We will engage in site-based side-by-side coaching with increasing frequency over time as outlined in the scope through a collaborative approach between MGT’s Content Coaches, PCS content coaches, Transformation Specialists, and school leaders. Additionally, within this process, we will partner with the Designated Assistant Superintendent and other district leaders to provide the needed supports to achieve SIP goals, with a focus on understanding the many data points schools produce and supporting building success directly with school administration. We will refine coaching practices to ensure effective coaching cycles are implemented and provide timely feedback within each learning opportunity to coaches and teachers.</p> <p>An important aspect of train-the-trainer will be the introduction of Transparent Teacher practices, wherein Content Coaches instill in teacher teams, coaches, and building leaders the rationale for and benefit of practices. Coaches and teacher leaders will build their capacity and then leverage these practices with teachers. Ultimately, teachers will leverage with each other. Through the four partnership years, coaches will be introduced to strategies that are most innovative around learning walkthroughs, lesson study, and video analysis. This will include how to bring each to life through meaningful scheduling and how to appropriately identify participants for each learning opportunity. MGT coaches will engage in scheduled learning walks with embedded time to reflect on</p>	

Type of Support	Overview + Scope
	<p>instructional actions teachers present as well as the methods to promote collaborative instructional learning across schools and teacher teams.</p> <p><i>Leadership Coaching</i></p> <p>Leadership coaching is facilitated by Transformation Specialists and will focus on the dynamic role leaders uphold in the work of improving student learning. MGT’s team understands that leadership has a profound impact on student learning. We understand the correlation between effective leadership and improved student learning. Effective leaders influence improvement by the school environment they cultivate in their school or district; by the clarity of vision they articulate; by the way they resource strategically and distribute leadership to engage educators in improvement work; by the professional learning they bring to their work; and by the critical conversations they engage in to focus all efforts around student-centered action. When school leaders set clear expectations for teachers’ performance, teachers’ intrinsic motivation increases by as much as .89 standard deviations. Teachers have been shown to demonstrate significantly higher intrinsic motivation and confidence in their ability to be effective educators when they work with a supportive leader who creates a safe work environment.</p> <p>Specific coaching actions with leaders will include a focus on regular thought partnership, troubleshooting the barriers to implementing long-term goals, and interim action plans as they engage in the work. We anticipate addressing the administration-oriented findings from the CNA, providing support to address each identified dilemma and rectify those possible. We also focus efforts on instructional leadership and the strategic role leaders play to cultivate a student-centered and positive learning environment and build teacher capacity therein. This may include calibration on highest lever feedback to teachers. MGT will provide feedback to the principal on feedback provided to teachers/coaches.</p> <p>We will also engage in targeted learning walks to observe for new school wide initiatives or specific areas of identified focus (i.e., monitoring pull-out small group instruction). Through the partnership, we center a partnership built on relational trust and appropriate action to ensure leaders can achieve every ambitious goal professionally and on behalf of the whole school in service of student learning.</p> <p><i>Leadership Consultancy</i></p> <p>MGT’s team appreciates that leaders bring real expertise to the work. We also appreciate that theirs is a lonely position, with infrequent opportunities to collaborate. With these considerations in mind, MGT proposes a consultancy leaders can engage in with other leaders leading schools in the transition cohort. Though it will not take extensive time and can be built into principal meetings and other allocated professional development times, in this space principals participating in the project can explore real dilemmas they face in their work and work collaboratively to solve them. Initially, MGT coaches will facilitate these meetings. With time, this is a space for superintendents and other district leaders to facilitate collaborative improvement for the school.</p> <p>Scope</p> <p>Shifts across engagement years will be the most prominent in the coaching category.</p> <p>Teacher coaching begins weekly with MGT coaches, moving to twice-monthly coaching in partnership year two, Implement, when MGT coaches begin to work more regularly with content coaches. There will be a gradual release when</p>

Type of Support	Overview + Scope
	<p>coaches have demonstrated the ability to provide effective coaching. MGT coach provides feedback and coaching support to the coach and leaders in a train the trainer model.</p> <p>Train the Trainer will begin twice monthly and will gradually increase to weekly. In the final partnership year, MGT will also facilitate a coaching consultancy much like the leadership consultancy, but for content coaches across schools.</p> <p>Leadership coaching will begin weekly for building leaders. As the leader continues to progress as a leader, the coaching will move to twice monthly and then monthly.</p> <p>The leadership consultancies will occur quarterly across each partnership year. Additionally, content coaches will engage in quarterly consultancies as well.</p> <p>Team coaching will exist for teachers and building leaders will follow a cadence of twice monthly initially, moving to monthly, and then quarterly.</p>
<p>Progress Monitoring</p> 	<p>Overview</p> <p>Understanding our progress toward ambitious long-term goals takes regular pressure testing. MGT proposes consistent progress monitoring of identified priorities across every partnership year. We will include in this routine monthly reporting on the celebrations, opportunities, and concrete actions educators can take in schools and at the district level to maintain momentum toward every long-term goal. MGT will generate these reports and include relevant communication, reporting, and resources related to the actions that are occurring at each school.</p> <p>Quarterly, MGT will conduct a mini appraisal, taking a snapshot of progress in the form of understanding professional practice of teachers, leaders, and coaches as each relates to school improvement goals. Annually, we will take the aggregation of these mini appraisals to understand collective progress and submit this end of year report as well.</p> <p>Importantly, at each progress monitoring step, MGT hopes to engage district leaders in this work. Transformation Specialists will facilitate this reflection with superintendents and equivalent district stakeholders. This may involve the collaborative analysis and thought partnership of district leaders in monthly meetings as reports come out. From this analysis, district leaders have an opportunity—without expending too much precious time—to understand school progress, consider strengths and opportunities across all schools, and the recognize the relevant actions they can take in the work.</p> <p>Though not exhaustive, the MGT team anticipates that we will leverage the following data types. Based on the improvement plan goals and identified measures of progress related to each item, we can report available data in monthly progress monitoring, quarterly action planning reflections, and in the annual report. We would customize the grain size and frequency of reporting on each of the following data types based on the improvement goal priorities and related measures of progress determined in the strategic planning process.</p> <p>We believe the following data types can be utilized to understand progress related to each of the priority domains including leadership, effective teaching and learning, and collaborative climate and cultures. Following is a snapshot of data types not meant to be inclusive, but illustrative of the data types we will consider throughout the partnership to measure progress.</p>

Student Performance Data

Appreciating the correlation between strong leadership and improved student learning, we can analyze both achievement and behavior data collected about students specifically to understand progress toward effective leadership behaviors. Optimally, we will analyze student performance over time to understand leadership behaviors appreciating that strong leadership can increase student proficiency and contribute to student growth on achievement assessments. It can also increase student attendance and reduce negative student behavior as indicated in referrals and suspensions.

Teacher Engagement Data

Positive trends in leadership can contribute to increased teacher attendance and increased teacher quality. Throughout a school year, we may look for increases in teacher attendance as a positive connection to strengthened leadership practices. We would hope to find an increase in teacher retention, indicating a more positive environment for teachers who wish to remain in the school, appreciating the correlation between teacher efficacy and effective leadership. Long-term, we may also see an increase in teacher quality connected to strong leadership and, across the three-year partnership, see an increase in the quantity of applications for open positions, or the number of advanced degrees.

Perception Data

Included in the analysis is the perception of staff, students, and families related to leadership actions. Perception would include a deep dive into the standards linked to Florida effective teacher and leadership practices. For example, we would want to understand the extent to which leadership promotes clear vision setting; communication across stakeholder groups about pertinent priorities and updates; and a focus on improving student learning. From staff, we would want to collect and understand perceptions of feeling successful and equipped to do work well. Perceptions of teacher efficacy would explore the extent to which teachers feel they are in an environment with the right resources and information to be successful, and to be able to focus on student learning.

We would be remiss if we did not also include self-perception data as a feature of leadership analysis. Self-evaluation is a powerful strategy for individual educators to bring about the changes they wish to see in themselves and on their teams. We will promote the development of self-evaluation structures within individual leadership coaching. We will then monitor leaders' perceptions of their own impact as one measure within the whole.

Finally, we would want to include in perception data the extent to which stakeholders feel MGT's partnership is achieving the goals desired within the project. We will also want to understand perceptions of success with our partnership as a feature of leadership evaluation.

Observations

The Student Engagement Observation is used to measure several general features of effective instruction including student engagement, feedback, active student responses, instructional group configurations, learning tasks, and the communication of learning objectives. Adapted from a validated system of classroom observation developed by Vanderbilt University, the Student Engagement Observation tool utilizes a momentary time sample structure to maximize the validity of collected student data, allowing teams to make better decisions about implementation of evidence-based instruction. Data collected can be aggregated in several ways to provide a deeper dive into the levels of engagement at the school-, grade-, or course- level.

PROJECT APPROACH & METHODOLOGY

Type of Support	Overview + Scope
	<p><i>Surveys</i></p> <p>MGT collects information about collaboration, culture, and climate within our initial appraisal and subsequent progress monitoring appraisals. Collecting stakeholder responses from surveys, interviews, focus groups, and on-site observations, we link these data to metrics that allow us to assess both the degree of collaboration among staff within a partner institution as well as the extent to which leaders establish an inclusive and empowering culture for students, community members, and stakeholders.</p> <p>Scope</p> <p>The cadence of progress monitoring will remain constant across each partnership year. This will include monthly impact reporting, quarterly progress monitoring, an annual end of year summary, and monthly District Transformation team engagements.</p> <p>Please review the frequency table following this scope of work overview for a high-level overview of progress monitoring across the four partnership years.</p>

Scope of Work Frequency Table and Timeline

We include in the following table a four-year scope of work describing each priority action by frequency. Following, we present our scope of services across four partnership years. This would apply in the case of extensions for additional years. Additionally, MGT’s scope of work considers each individual MGT-supported school and will be customized to meet the needs of the school.



	Year One: Launch	Year Two: Implement	Year Three: Empower	Year Four: Sustain
Strategic Planning	<ul style="list-style-type: none"> Conduct and report on comprehensive needs assessment annually Complete transformation network planning + establish customized playbook including leader, teacher, team, and community moves annually Identify long-term goals annually Reflect and action plan on actions related goals quarterly 	<ul style="list-style-type: none"> Conduct and report on comprehensive needs assessment annually Complete transformation planning annually Calibrate on long-term goals annually Reflect and action plan on actions related goals quarterly 	<ul style="list-style-type: none"> Conduct and report on comprehensive needs assessment annually Complete transformation planning including gradual release commitments annually Calibrate on long-term goals annually Reflect and action plan on actions related goals quarterly 	<ul style="list-style-type: none"> Conduct and report on comprehensive needs assessment annually Complete transformation planning including a transition plan annually Calibrate on long-term goals annually Reflect and action plan on actions related goals quarterly
Professional Learning	<ul style="list-style-type: none"> Facilitate professional learning sessions every other month for building teachers and leaders Train the trainer professional learning session annually 	<ul style="list-style-type: none"> Facilitate professional learning sessions quarterly for building teachers and leaders Train the trainer professional learning session annually 	<ul style="list-style-type: none"> Facilitate professional learning planning sessions quarterly for leaders with facilitation feedback Train the trainer professional learning session annually 	<ul style="list-style-type: none"> Facilitate professional learning planning sessions quarterly for leaders with facilitation feedback Train the trainer professional learning session annually
Coaching	<ul style="list-style-type: none"> Leadership coaching weekly Teacher coaching weekly Train the Trainer twice monthly Team coaching twice monthly Leader consultancy quarterly 	<ul style="list-style-type: none"> Leadership coaching twice monthly Teacher coaching twice monthly Team coaching twice monthly Train the Trainer twice monthly Leader Consultancy quarterly 	<ul style="list-style-type: none"> Train the Trainer weekly Leadership coaching twice monthly Team coaching monthly Leader Consultancy quarterly 	<ul style="list-style-type: none"> Leadership coaching monthly Train the Trainer twice monthly Team coaching monthly Leader Consultancy quarterly
Progress Monitoring	<ul style="list-style-type: none"> Impact report monthly Progress monitor quarterly District Transformation Team analysis and action plan monthly End of year summary annually 	<ul style="list-style-type: none"> Impact report monthly Progress monitor quarterly District Transformation Team analysis and action plan monthly End of year summary annually 	<ul style="list-style-type: none"> Impact report monthly Progress monitor quarterly District Transformation Team analysis and action plan monthly End of year summary annually 	<ul style="list-style-type: none"> Impact report monthly Progress monitor quarterly District Transformation Team analysis and action plan monthly End of year summary annually



Outcomes

Our MGT School Transformation experts have worked nationally to improve student outcomes. We have developed and implemented some of the country’s most effective and collaborative models to partner with parents, teachers, administrators, community members, business leaders, and students to transform teaching and learning in a variety of public-school contexts. Our team has a long history of improving student achievement by using data to diagnose and address the root-causes of the learning issues that schools confront. Implementation is a particular skill set for our team, appreciating that what we know is only as impactful as how we achieve change through a meaningful application of improvement practices.

We present several examples in Florida school districts. MGT has served as an External Operator in the state of Florida since 2018. Before MGT’s support, schools were striving to yield positive student performance; however, schools faced many challenges resulting in a turnaround status as designated by the Florida Department of Education.

MGT is excited about the partnerships with these districts and schools that resulted in 100% schools achieving adequate growth lifting them out of state accountability mandates. Some of these schools had not earned a passing score for seven consecutive years.

DESOTO COUNTY PUBLIC SCHOOLS (FL)

MGT School Grade Historical Performance – Nocatee Elementary									
		Before MGT Support			With MGT Support				
		Baseline Data			Year 1 Support				
School	First Year of MGT Partnership	2018 Points	2018 Percent	2018 Grade	2019 Points	2019 Percent	2019 Grade	2018 to 2019 Point Increase	2018 to 2019 Percent Increase
Nocatee	2018-2019	264	38	D	325	46	C	61	8

HILLSBOROUGH COUNTY PUBLIC SCHOOLS (FL)

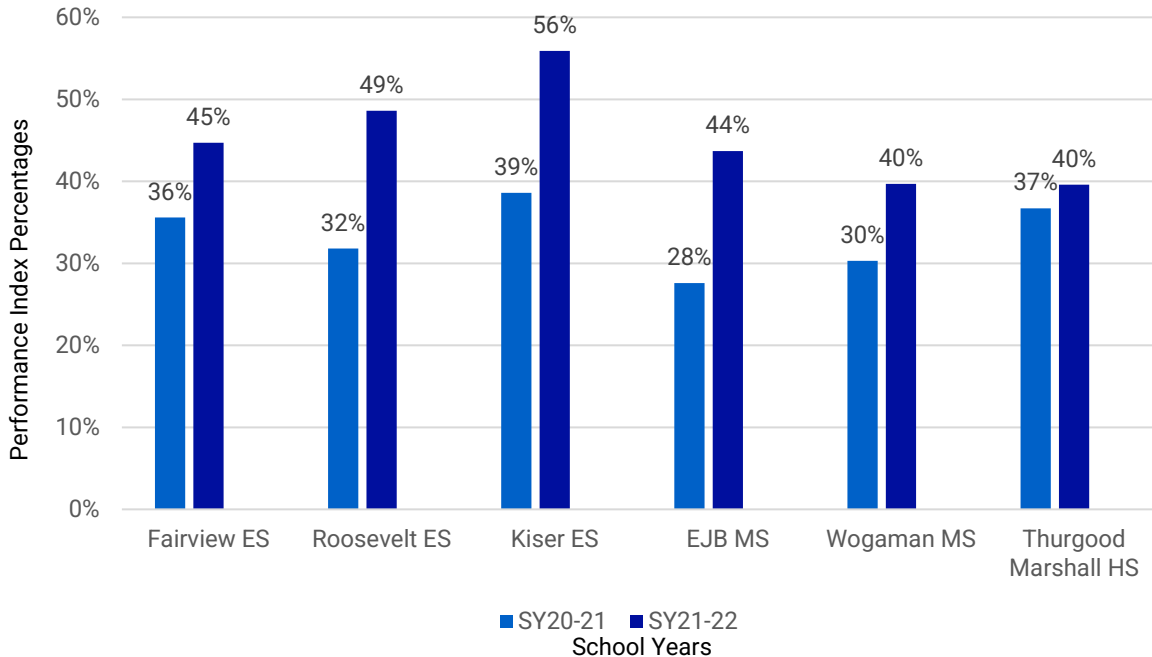
MGT School Grade Historical Performance – Cohort 1 (Original 4 schools)									
		Before MGT Support			With MGT Support				
		Baseline Data			2+ Years Support				
School	First Year of MGT Partnership	2019 Points	2019 Percent	2019 Grade	2022 Points	2022 Percent	2022 Grade	Point Increase	Percent Increase
James	2019-2020	154	22	F	304	43	C	150	21
Kimbell	2019-2020	216	31	F	286	41	C	70	10
Robles	2019-2020	241	34	D	333	48	C	92	14
SSK8	2019-2020	288	32	D	367	46	C	79	14
Average Increase								97.8	14.8

MGT School Grade Historical Performance – Cohort 2 (Schools added in 2020-2021)									
		Before MGT Support			With MGT Support				
		Baseline Data			2 Years Support				
School	First Year of MGT Partnership	2019 Points	2019 Percent	2019 Grade	2022 Points	2022 Percent	2022 Grade	Point Increase	Percent Increase
Folsom	2020-2021	281	40	D	359	51	C	78	11
Foster	2020-2021	213	30	F	319	46	C	106	16
McDonald	2020-2021	280	40	D	384	55	B	104	15
Oak Park	2020-2021	191	27	F	380	54	B	189	27
Average Increase								119.3	17.3

Beyond Florida impact, MGT offers a number of positive outcomes working across districts and states in priorities related to improved outcomes in a turnaround school model. We present district outcomes through both statewide initiatives and direct to district and school efforts.

DAYTON PUBLIC SCHOOLS

Dayton is an urban district in Ohio. In a pay-for-performance model, MGT has worked directly with Dayton Public Schools, across elementary and middle schools. In a pay-for-performance model, MGT has provided customized professional learning and coaching supports for both elementary and middle schools in the Dayton Public School District. Following a launch year and preliminary year of implementation, we have achieved gains across every participating school. Following is a chart showing each school’s performance index on the Ohio State Test (OST).



NORTH CAROLINA IPGS

MGT has worked with 16 schools across North Carolina districts engaged in the Innovative Partnership Grant (IPG), a program built out of the Every Student Succeeds Act (ESSA). Within each district, we have had direct engagements with elementary, middle, and high schools in need of turnaround services. Following two years of engagement, **12 of the 16 schools have already exited turnaround status Dayton Public Schools**. Following is a snapshot of progress to date:

- **Central Haywood High School** Graduation rate increased from 52.8% to 68.25% from baseline year to end of year 1
- **Southside Ashpole Elementary School** 11.9% overall proficiency to 25.8% overall proficiency from baseline year to end of year 1
- **Dillard Middle School** Exceeded Growth in 2021 for first time ever after year one of support. In school suspension decreased from 635 to 208 and out of school suspensions from 611 to 53
- **Bessemer Elementary** EVAAS Growth Index .06 (Met Growth) to EVAAS Growth index of 4.33 (Exceeding Growth) from baseline year to end of year 2

We have ample case studies of engagements from earlier than 2020, but focused improvement effort examples in the most recent past. Throughout, MGT attributes notable growth to an intense focus on the following:

- Standards-aligned instruction,
- Job-embedded professional development,
- Data-driven decision making, and
- Targeted coaching

Culmination Phase: Sustainability

As evidenced by the performance of **Folsom, Foster, James, Kimbell, Oak Park, Robles, and Sulphur Springs PK-8**, the MGT Team (Transformation Specialists and Content Coaches) has proven that through sustainable change, schools can maintain a school grade of C or greater. Even after our formal partnerships are complete, the impact remains.

MGT intentionally structures partnerships to gradually release the responsibility for continuous improvement back to school and district leaders. From day one, MGT partners at the school and district level gain opportunities to apply new practice and skills so that their comfort with the practices are established by the time the partnership concludes.

MGT's work continues to add value long after we're gone in four key ways:

- The shift to a student-centered, action-oriented culture ensures that teachers and leaders continue to take ownership over improving student outcomes.

- Improved leadership and instructional skills of existing staff drive continuous learning and improvement, even as new staff are hired.
- Collaborative structures and practices allow teachers to leverage each other's expertise when MGT coaches are gone.
- Continued access to digital tools allows teams to continue successful professional learning, coaching, and collaborative practices

With a focus on the mindsets as well as knowledge and practices required to achieve the MGT High-Quality Schools Framework, learning occurs throughout a partnership so that it can occur beyond it. In the last year of our partnership, MGT will leverage comprehensive needs assessment findings not only to determine appropriate actions within the school year, but also beyond it.

Deliverables

Initial Phase: MGT possesses the capacity and expertise to effectively deliver all components outlined in the initial phase of the project. We begin by conducting a Comprehensive Needs Assessment for each participating school, ensuring that the findings are data-driven, context-specific, and actionable. Building on this analysis, we create customized school improvement plans that include clearly defined goals, targeted strategies, and measurable outcomes. Our team is highly skilled in analyzing student performance data, evaluating instructional practices, and assessing leadership systems to identify key areas for impactful change. To deepen our understanding of each school's context, we conduct interviews and classroom observations, providing valuable insights into school culture and instructional practices. Based on this comprehensive review, we produce a detailed written report for each school that outlines strengths, areas for growth, and a customized action plan. This is accompanied by an implementation timeline that includes specific milestones, aligned professional learning opportunities, and a structured coaching schedule. All findings and recommendations are reviewed in collaboration with district and school teams to ensure alignment, transparency, and shared ownership. With deep experience in school improvement and instructional leadership, our team delivers each component with clarity, precision, and a commitment to sustainable impact.

Implementation Phase: During the Implementation Phase, deliverables will include weekly summaries that capture key actions and progress, offering a consistent view of ongoing efforts. Monthly reports will provide updates on capacity-building sessions delivered to staff, the nature and outcomes of coaching engagements, and the extent to which improvement plans are being carried out. These reports will also identify new challenges that arise and suggest possible course corrections, along with sharing updates on early indicators that signal progress. In addition to monthly reporting, quarterly reviews will be conducted to examine trends in student performance data, assess how closely the implementation aligns with the original plan, evaluate the growth in staff knowledge and skills, and offer suggestions for adjusting strategies to enhance effectiveness moving forward. These regular deliverables ensure continuous oversight and refinement throughout the implementation process.

Culmination Phase: The End of Year Report will provide a comprehensive overview of student achievement across all subjects and grade levels, highlighting significant gains as well as areas in need of continued support. It will examine changes in instructional practices, with a focus on the implementation of innovative, evidence-based strategies that have positively influenced student engagement and learning outcomes. Additionally, the report will highlight efforts to build leadership capacity among faculty and staff, showcasing professional development initiatives and structures that have enhanced collaboration, mentorship, and shared accountability. Embedded within the report will be sustainability recommendations aimed at maximizing resources and promoting long-term, environmentally conscious practices. Finally, it will outline key priorities for ongoing improvement, presenting a strategic roadmap to further elevate academic performance, strengthen school culture, and support the holistic development of all students.



MGT's Relevant Experience with School Districts

Incomparable Consulting Expertise.

MGT is a national leader in **School Turnaround and Transformation Services**. We have been engaged as a learning partner to schools, districts, and state organizations since 2007, having worked in more than 1,000 schools and 100 districts in more than half of the states in the country, including Hawaii and Alaska. Our services range from single school support to whole district turnaround and comprehensive emergency management/external operation of whole districts. MGT understands



the components of successful schools and works in partnership with the school or district to address the achievement gaps, enact rigorous attainment of relevant standards, and conduct teacher training and leadership development. The MGT team provides practical and proven support built on our strong background in academic, financial, operations, governance, and community engagement work.

MGT's transformation services focus on ensuring all students have equitable educational opportunities. Currently MGT has partnerships in high-poverty areas such as DeSoto and Hillsborough Counties in Florida, Commerce City in Colorado, and Gary, Indiana. The populations MGT serves include high-needs populations such as English Language Learners and immigrant populations, students of poverty, and students that are disenfranchised due to lack of access to resources specific to their needs.

MGT has designed a framework for school improvement that will lead to both student success and adult ownership. This framework includes collaborating to determine the desired state, recognizing the current status, and creating a pathway to the desired state using data, students, teachers, and other stakeholder input and observations.

In this proposal, MGT Transformation experts offer superior services that are customized to school and district needs, raise student achievement, and build site capacity. An important component of this sustained change is the correlation to complex and state initiatives and building the understanding of why changes are being made within the schools or organization. Another key component for success is utilizing student voice to ensure the planned changes are in the best interest of the unique student groups we serve.

MGT has designed an array of training, professional development, on-site, and virtual support offerings for schools and complexes which allows for the customization of support depending on the needs of the client. MGT recognizes that school and district needs may differ, and MGT

MGT'S RELEVANT EXPERIENCE WITH SCHOOL DISTRICTS

is committed to working with the client to design a system of support that will meet their unique needs and build site capacity. These services include research-based training, approaches, and tools to provide equitable education to all students, building site capacity, and ensuring processes and procedures developed with the client are owned and continued by the client.

When a state mandates a more assertive form of school improvement, MGT works with a district or school to manage and operate a school or schools that require a more immediate and dramatic improvement. We work in partnership with administration and leadership to develop a customized plan of improvement and then identify existing and local talent that can team with MGT staff and partners to achieve school transformation. Our goal is to deliver an environment of continuous improvement that is ultimately sustainable by, and for, each district or school long after the MGT engagement is over.

More than 60% of our business comes from repeat clients—a clear testament to our unwavering commitment to client satisfaction, trusted partnerships, and consistently high-quality deliverables.

A current list of these clients include:

STATE BOARDS AND OFFICES OF EDUCATION

- Colorado Department of Education
- Florida Department of Education
- Illinois State Board of Education
- Indiana Department of Education
- North Carolina Department of Public Instruction
- North Dakota Department of Education
- Tennessee Department of Education
- Texas Education Agency (TEA)
- Utah State Board of Education (USBE)
- Utah State Charter School Board
- Wyoming Department of Education

DISTRICT SUPPORT

COLORADO

- Aurora Public Schools | Lead Partner for instructional support in North Middle School (2018-present)

FLORIDA

- Hillsborough County School District | External Operator(2019-present)
 - Burnett Middle School
 - Folsom Elementary School
 - Foster Elementary
 - Greco Middle School
 - James Elementary K-5
 - Jennings Middle School
 - Kimbell Elementary School K-5
 - McDonald Elementary School
 - McLane Middle School
 - Monroe Middle School

MGT'S RELEVANT EXPERIENCE WITH SCHOOL DISTRICTS

- Oak Park Elementary
- Robles Elementary School PreK-5
- Sulphur Springs K-8 Community School
- Desoto School District | External Operator (2018-present)
 - Nocatee Elementary School (successfully moved out of accountability mandate)
 - West Elementary School
 - Memorial Elementary School
 - District leadership development also provided

ILLINOIS

MGT is an approved learning partner with the Illinois State Board of Education (ISBE) through the state's Every Student Succeeds Act (ESSA) initiative, IL-EMPOWER. Through this project, MGT works with the following districts:

- Carbondale Elementary School District #95 | Professional Learning Partner (2019-present)
- Carbondale Community High School District #165 | Professional Learning Partner (2019-present)
- Dallas City School District #327 | Professional Learning Partner (2019-present)
- Grand Prairie School District | Professional Learning Partner (2018-present)
- Edgar County School District #6 | Professional Learning Partner (2018-present)
- Meridian School District #15 | Professional Learning Partner (2019-present)
- Pinckneyville School District #50 | Professional Learning Partner (2018-present)
- Spring Garden School District #178 | Professional Learning Partner (2018-present)

INDIANA

- Gary Community School District | Whole district Emergency Operator (2017-present)

NORTH CAROLINA

MGT is an approved learning partner with the North Carolina Department of Public Instruction. Through the ESSA initiative, Innovative Partnership Grant (IPG), MGT works with the following districts:

- Burke County School District (2021-present)
- Cleveland County School District (2021-present)
- Gaston County School District (2021-present)
- Guilford County School District (2019-present)
- Halifax County School District (2020-present)
- Haywood County School District (2020-present)
- Iredell-Salisbury County School District (2020-present)
- Lenoir County School District (2020-present)
- Richmond County School District (2020-present)
- Stanly County School District (2021-present)
- Wayne County School District (2020-present)

NORTH DAKOTA

MGT has worked with schools identified for Comprehensive Support and Improvement, the North Dakota Department of Public Instruction (NDDPI)'s Turnaround initiative. MGT works with the following districts:

- Mandaree School District (2018-present)
- Minnewaukan School District (2018-present)
- Fort Yates School District (2018-present)

OHIO

- Dayton Public Schools | Lead Turnaround Partner (2019-present)

TENNESSEE

- Hamilton County Schools | Lead Turnaround Partner (2021-present)
- Jackson-Madison County School System | Lead Turnaround Partner (2021-present)
- Metro Nashville Public Schools | Lead Turnaround Partner (2021-present)

TEXAS

MGT is an approved partner with the Texas Education Agency (TEA). Through the Texas COVID Learning Acceleration Supports (TCLAS), MGT is approved for multiple projects including the Resilient School Support Program (RSSP), the Effective Schools Framework (ESF), High Quality Instructional Materials (HQIM), Strong Foundations, and associated project extensions. We partner with the following Texas districts:

Alamo Heights ISD	Donna ISD	Navarro ISD	Taft ISD
Aransas Pass ISD	Evant ISD	Rio Hondo ISD	Troy ISD
Buena Vista ISD	Frisco ISD	Sinton ISD	United ISD
Burleson ISD	Goose Creek ISD	Somerville ISD	Waxahachie ISD
Caldwell ISD	Hamilton ISD	Southwest ISD	West ISD
Channelview ISD	Harlandale ISD	Stafford ISD	Welasco ISD
Cleveland ISD	Harlingen ISD	Texarkana ISD	
Corsicana ISD	Mercedes ISD		

UTAH

MGT is engaged in several statewide initiatives working with schools, districts, and the state on two multi-year Turnaround Initiatives. One relates to general school improvement associated with effective evidence-based practices in teaching, leading, and collaborating. The second has a similar bent with a focus on supporting Multilingual Learners. Through these partnerships, MGT works with the following Utah school Districts.

Davis SD	Grand SD	Moab SD	Washington County SD
Emery SD	Jordan SD	Salt Lake City SD	
Granite SD	Logan SD	San Juan SD	

CHARTER SCHOOLS

We also present a robust list of charter schools of which we are current partners and provide the equivalent of Turnaround support and equivalent practices to charter schools and networks including:

- Hawthorn Academy Network
- Meridian World School (TX)
- Mountainville Academy (UT)
- Pacific Heritage Academy (UT)
- Paul R Brown (NC)
- Reagan Academy (UT)
- Utah Military Academy (UT)
- Utah International Charter School (UT)

Former clients include:

We have a robust list of MGT alumni schools, districts, and states working successfully to sustain improvement efforts with their students.

In addition to the districts and schools noted above, where MGT continues to serve, MGT has been able to successfully support other districts nationally in achieving satisfactory academic performance grades to enable exit from the state's accountability system. We present Florida examples here:

- Madison County Schools (FL) | Turnaround Support
 - Madison County Central School (successfully moved out of accountability mandate)
- Hamilton County Schools (FL) | Turnaround Support
 - Hamilton County High School (successfully moved out of accountability mandate)
 - Hamilton County Elementary School (successfully moved out of accountability mandate)

Case Studies

HILLSBOROUGH COUNTY PUBLIC SCHOOLS (FL) EXTERNAL OPERATOR & SCHOOL TRANSFORMATION SUPPORT



The Hillsborough County School Board selected MGT as the external operator (EO) to direct the turnaround efforts at four of its struggling schools in 2019 and included an additional four under-performing schools in 2020. These eight schools had D or F scores for at least four consecutive years before MGT's engagement.

In partnership with the schools' leadership and district transformation teams over the last several years, MGT helped lead the academic and operational initiatives that improved student performance. With a hands-on approach, we reviewed data, determined short- and long-term needs, and addressed the requirements for educational content, teaching to standards, process monitoring, training, coaching, and side-by-side modeling with teachers and students.

As of August 2022, eight of the most distressed schools in HCPS have been lifted out of "under-performing" status. The schools, under MGT's external operational management, improved student outcomes and increased school grade ratings as determined by the Standards Assessments of the Florida Department of Education from "F and D" in 2019 to "C and B" in 2022.

The eight HCPS schools achieving improved scores and lifting from state accountability mandates are:

- James Elementary – F to C
- Oak Park Elementary – F to B
- Foster Elementary – F to C
- Robles Elementary – D to C
- Kimbell Elementary – F to C
- Sulphur Springs Elementary – D to C
- Folsom Elementary – D to C
- McDonald Elementary – D to B

As directed by the Florida Department of Education accountability standards, under-performing schools with persistently low testing scores are mandated to close or get an EO to help them transform and turn around the schools for improved student success.

MGT'S RELEVANT EXPERIENCE WITH SCHOOL DISTRICTS

MGT School Grade Historical Performance									
		Before MGT Support			With MGT Support				
School	First Year of MGT Partnership	2019 Points	2019 Percent	2019 Grade	2022 Points	2022 Percent	2022 Grade	Point Increase	Percent Increase
Folsom	2020-2021	281	40	D	359	51	C	78	11
Foster	2020-2021	213	30	F	319	46	C	106	16
James	2019-2020	154	22	F	304	43	C	150	21
Kimbell	2019-2020	216	31	F	286	41	C	70	10
McDonald	2020-2021	280	40	D	384	55	B	104	15
Oak Park	2020-2021	191	27	F	380	54	B	189	27
Robles	2019-2020	241	34	D	333	48	C	92	14
SSK8	2019-2020	288	32	D	367	46	C	79	14
Average Increase								108.5	16.0

This list was generated based on the School Improvement List found on the Florida CIMS website.

- Since partnering with MGT, the cohort of schools in Hillsborough County saw an average increase of 108.5 points and 16 percentage points on the Florida Department of Education (FLDOE) school grade rating scale.
- From the 2021 to 2022 school year, there was an average increase of 51.9 points and 7.75 percent increase.

EO Comparison 2019 to 2022 (Florida)		
	Average Point Increase	Average Percent Increase
MGT	108.5	16.0
Other EO	50.7	7.7

- **Schools that partnered with MGT as an EO had an average increase of 108.5 points and 16 percentage points overall on the FLDOE school grade rating scale.**
- **Comparatively, other organizations functioning as EOs had an average increase of 50.7 points and 7.7 percentage points on the FLDOE school grade rating scale.**
- **Based on school grade components, MGT-supported schools achieved more than double the growth as other schools with an EO.**

The gains are driven by a special recipe that MGT has engineered to make inroads where other efforts have failed. The underperforming schools are undergoing an intentional, student-centered cultural transformation focused on advancing academic achievement, instructional excellence, and high-performing teams. And whether measured by test scores and state accountability metrics of individual lives changed, MGT's approach to school turnaround is yielding progress in Hillsborough County schools and offering an example to educators across the country.

DESOTO COUNTY SCHOOL DISTRICT (FL) EXTERNAL OPERATOR NOCATEE ELEMENTARY SCHOOL (ACTIVE, YEAR ONE COMPLETE)



- Improved school grades from “D” to “C” after first year of external management.
- English Language Arts (ELA) Achievement +4 pt. increase | Math Achievement Gains +3 pt. increase
- ELA Learning Gains +7 pt. increase | Math Learning Gains +10 pt. increase
- ELA Lowest Quartile Gains increased +14 pt. increase | Math Gains +10 pt. increase
- Overall Increase +61 points

Source: <http://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGrades19.xls>, line 1098

During Year 2, the school trajectory was indicating an increase to their school grades. However, testing was postponed due to the pandemic.

MADISON AND HAMILTON COUNTY PUBLIC SCHOOLS (AL) INSTRUCTIONAL SUPPORT AND PROFESSIONAL DEVELOPMENT (COMPLETED)



- Improved school grades from “D” to “C” after seven months of instructional intervention.
- Madison County Central School
 - ELA: Pass rate increased from 30% to 34%, Learning Gains improved from 37% to 48%, with lowest quartile improving from 32% to 50%
 - Math: Pass rate increased from 27% to 36%, Learning Gains improved from 30% to 54%, with the lowest quartile improving from 27% to 60%

- Hamilton County High School
 - ELA: Pass rate increased from 23% to 30%, Learning Gains improved from 36% to 47%, with lowest quartile improving from 33% to 40%
 - Math: Pass rate increased from 24% to 36%, Learning Gains improved from 34% to 48%, with the lowest quartile improving from 39% to 44%



- Hamilton County Elementary School (previously three schools: Central, North, and South Hamilton elementary schools)
 - ELA: Pass rate increased from 28% to 33%, Learning Gains improved from 35% to 49%, with lowest quartile improving from 28% to 48%
 - Math: Pass rate increased from 43% to 59%, Learning Gains improved from 45% to 59%, with the lowest quartile improving from 45% to 54%

Source: <http://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGrades18.xls>, lines 1929 (Madison), 1363 & 1364 (Hamilton)

GARY COMMUNITY SCHOOL CORPORATION TURNAROUND SERVICES



district.

MGT is the Operator for the Gary Community School Corporation (GCSC) in Gary, Indiana. The State of Indiana through the Distressed Unit Appeals Board (DUAB) selected MGT to serve as an external operator to turn around GCSC and exit from state control. As Operator, our team has complete operational responsibility for the entire school district. While our focus as Manager for GCSC is on the four pillars of a functioning school district (academics, fiscal, engagement and operations), a significant amount of the turnaround effort is directed to the fiscal condition of the



GCSC PROJECT CHALLENGES & OUTCOMES

Deficit

On August 1, 2017, the GCSC annual deficit was approximately \$22M on an annual total budget of approximately \$65M. The district was surviving on loans from the State of Indiana, and by not paying vendors including the Internal Revenue Service (IRS).

Outcome: As of December 2020, the annual deficit has been reduced to \$1.7M – on track to be eliminated.

Debt

On August 1, 2017, the GCSC total debt principal was approximately \$104M. Of this total, approximately \$87.5M was long-term debt of bonds and loans, and approximately \$16.5M was short term debt which included outstanding accounts payable of approximately \$8M, and taxes, penalties, and interest due to the IRS of approximately \$8.5M.

Outcome: As of December 2020, the total debt has been reduced to \$76.5M. Of this total, approximately \$76M is long term debt of bonds and loans and approximately \$500K is accounts payable. The IRS debt was settled in 2018 under very favorable terms to GCSC.

Loans

GCSC was meeting payroll and some vendor obligations by borrowing money from the State of Indiana. Monthly spending exceeded monthly revenue even with loans from the State. The district was approaching the point of not being able to repay loans even if the State was willing to continue providing them. The debt service payments would simply be too high to meet other obligations.

Outcome: The last loan from any source was taken in September 2018. GCSC has made every monthly loan payment and every semi-annual bond payment and has a realistic schedule to pay off all loans.

Accounts Payable

Virtually every vendor doing business with GCSC had stopped providing service or threatened to stop providing service due to lack of payment. In August 2017, there were approximately 20 judgements and settlements in place and approximately 20 judgements pending against GCSC for lack of payment. Securing vendors for even basic services like trade and supplies was almost impossible. One of the employee health insurance providers was \$3M in arrears, another employee health insurance provider was nearly \$1M in arrears, the primary utility company was \$1M in arrears, employee pension contributions were over \$1M in arrears, and in September 2017, the IRS threatened to levy the GCSC bank account within 48 hours.

Outcome: All vendors are current and all judgements and settlements, with one exception, have been retired on favorable terms. The one potential judgement is a dispute that dates back more than a decade. GCSC is now seen as a responsible business partner and began issuing purchase orders in 2019. The monthly accounts payable balance is less than \$1M, which represents a normal business cycle.

Balanced Budget

For a district surviving on loans and lack of obligated payments, a balanced budget was not a factor or consideration in fiscal operations or even planning. While the State of Indiana required the district to submit an annual budget that was balanced, the district's actual line-item budget and any associated resource allocation and planning simply did not exist.

Outcome: GCSC will have a balanced budget. The budget submitted to the State is based on realistic assumptions and accurate data. Additionally, the district maintains an accurate internal line-item budget used for resource allocation and planning including a five-year fiscal forecast. For control purposes, the district also maintains a monthly Budget versus Actual analysis to ensure strict financial discipline.

Enrollment

For the 10 years prior to MGT assuming management of GCSC, the district averaged an enrollment decrease of approximately 700 students per year.

Outcome: In the first enrollment cycles under MGT management, the district averaged a loss of approximately 150 students per year. In the third enrollment cycle under MGT management, the district realized an enrollment increase. From the official count day in December 2020 to the official count day in February 2021, GCSC realized additional enrollment gains. The enrollment gains in the 2020-21 school year are counter to most school districts across Indiana and the U.S. that experienced enrollment declines.

Federal Funds and Grants

Federal funds through Title I and other programs, state administered grants, and philanthropic or external entity grants were underutilized or nonexistent. The district's general fund was absorbing many costs that were appropriate for funding from other revenue streams. The impact of this situation was that the district was operating at an extreme deficit while leaving revenue unclaimed.

Outcome: All expenditures are now appropriately charged to federal programs including food and nutrition service. The most recent federal audit was the cleanest audit the district has received for as far back as records are maintained. Grant revenue for various sources is also not part of the ongoing fiscal operation.

Facilities

The physical plant of the district was also in distress. Routine maintenance was not occurring, and the list of deferred maintenance was extensive. The Fire Marshal was ready to close several schools due to long-standing safety issues that had not been addressed.

Outcome: Starting in July 2020, GCSC implemented a creative legislative approved process to redirect certain loan payments into a School Improvement Fund. The School Improvement Fund essentially allows GCSC to self-fund \$25M of much needed building capital improvements. New roofs, boilers, and chillers are being installed as well as playgrounds, security upgrades, and athletic upgrades.

Referendum

A referendum in Indiana is a vote of the community to impose a property tax with all proceeds accruing to the school district. A referendum could be for capital needs or for operational needs. Two attempts at passing an operating referendum for the district failed.

Outcome: Gary voters overwhelmingly approved an operating referendum in November 2020 by a margin of 60% to 40%. The operating referendum will generate more than \$70M over eight years. The first \$1M of referendum revenue went to teachers, giving them the first salary increase in 12 years.

Track Record of Positively Sustaining and Extending Improved Performance

MGT has served as an EO in the state of Florida since 2018. Before MGT’s support, schools were striving to yield positive student performance; however, schools faced many challenges resulting in a turnaround status as designated by the FLDOE.

MGT is excited about the partnerships with these districts and schools that resulted in 100% of schools achieving adequate growth, lifting them out of state accountability mandates. Some of these schools had not earned a passing score for seven consecutive years.

DESOTO COUNTY PUBLIC SCHOOLS (FL)

MGT School Grade Historical Performance – Nocatee Elementary									
		Before MGT Support			With MGT Support				
		Baseline Data			Year 1 Support				
School	First Year of MGT Partnership	2018 Points	2018 Percent	2018 Grade	2019 Points	2019 Percent	2019 Grade	2018 to 2019 Point Increase	2018 to 2019 Percent Increase
Nocatee	2018-2019	264	38	D	325	46	C	61	8

HILLSBOROUGH COUNTY PUBLIC SCHOOLS (FL)

MGT School Grade Historical Performance – Cohort 1 (Original 4 schools)									
		Before MGT Support			With MGT Support				
		Baseline Data			2+ Years Support				
School	First Year of MGT Partnership	2019 Points	2019 Percent	2019 Grade	2022 Points	2022 Percent	2022 Grade	Point Increase	Percent Increase
James	2019-2020	154	22	F	304	43	C	150	21
Kimbell	2019-2020	216	31	F	286	41	C	70	10
Robles	2019-2020	241	34	D	333	48	C	92	14
SSK8	2019-2020	288	32	D	367	46	C	79	14
Average Increase								97.8	14.8

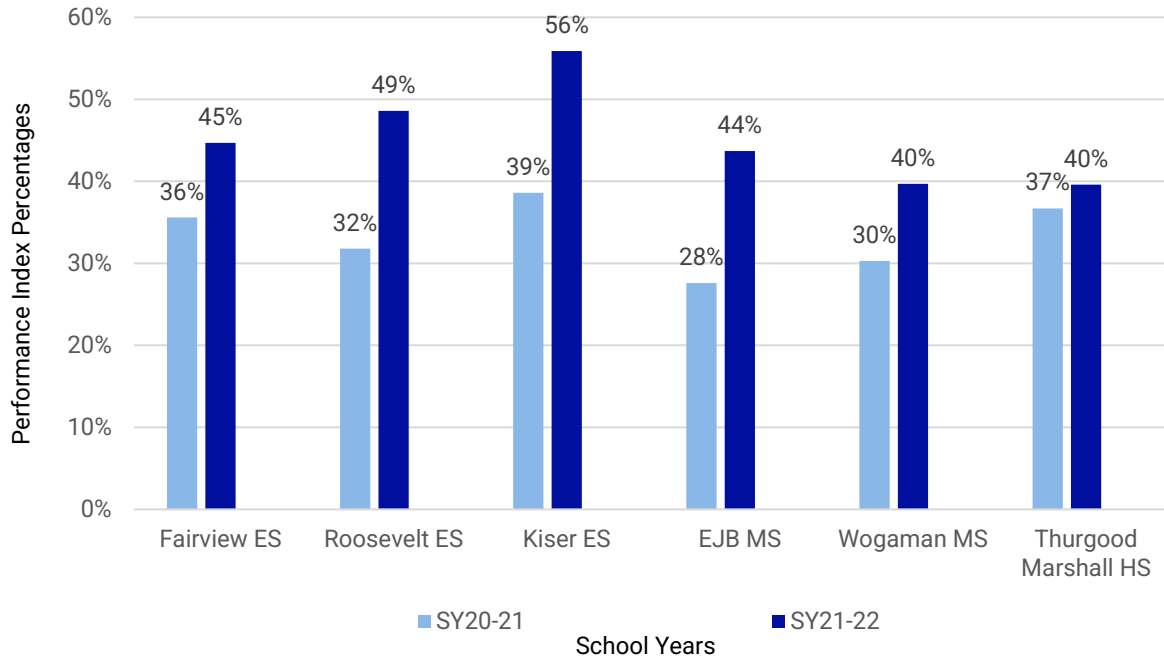
MGT School Grade Historical Performance – Cohort 2 (Schools added in 2020-2021)									
		Before MGT Support			With MGT Support				
		Baseline Data			2 Years Support				
School	First Year of MGT Partnership	2019 Points	2019 Percent	2019 Grade	2022 Points	2022 Percent	2022 Grade	Point Increase	Percent Increase
Folsom	2020-2021	281	40	D	359	51	C	78	11
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Beyond Florida impact, MGT offers several positive outcomes working across districts and states in priorities related to improved outcomes in a turnaround school model. Below, we present district outcomes through both statewide initiatives and direct to district and school efforts.

DAYTON PUBLIC SCHOOLS (OH)

Dayton is an urban district in Ohio. In a pay-for-performance model, MGT has provided customized professional learning and coaching support for both elementary and middle schools in the Dayton Public School District. Following a launch year and preliminary year of implementation, we have achieved gains across every participating school. The following is a chart showing each school’s performance index on the Ohio State Test (OST).

MGT'S RELEVANT EXPERIENCE WITH SCHOOL DISTRICTS



NORTH CAROLINA INNOVATIVE PARTNERSHIP GRANT

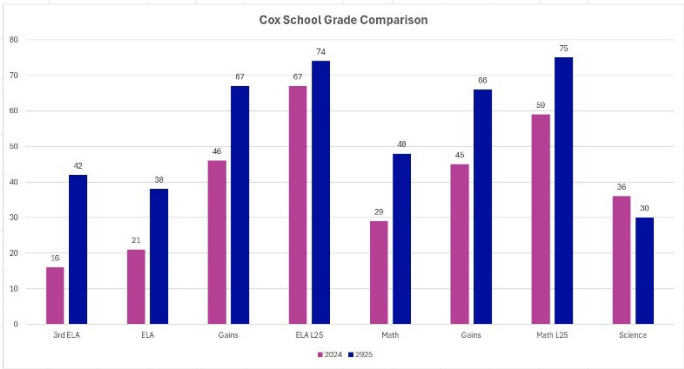
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- **Bessemer Elementary** EVAAS Growth Index .06 (Met Growth) to EVAAS Growth index of 4.33 (Exceeding Growth) from Baseline Year to end of Year 2.



Key Project Highlights

Rodney B. Cox Elementary

Client Name:	Pasco County Schools																											
Specific Services Rendered:	<p>MGT partnered with Pasco County Public Schools to support lasting academic improvement at Rodney B. Cox Elementary School. Our team—composed of Transformational Specialists, Content Coaches, a Lead Coach, and an Instructional Impact Director—provides the following services:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment to identify the school’s strengths and areas for growth. • Collaboration with school and district leaders to prioritize and plan actions aligned with School Improvement Plans. • Professional development for teachers, coaches, and leaders focused on school and district priorities. • Weekly common planning and coach collaboration. • Ongoing coaching that supports implementation of improvement strategies aligned to each school’s needs. • Instructional walks and feedback. • Coaching school leaders to strengthen their instructional leadership. • Progress monitoring, data review cycles and targeted action planning. • Supporting state-required visits by helping schools prepare for Bureau of School Improvement (BSI) reviews. • Facilitation Strategic Support Small Groups 																											
Dates of Service:	January 2025 - Present																											
Outcomes Achieved:	<p>Based on the Florida State Accountability System, Rodney B. Cox Elementary earned 440 total points (55%) resulting in an increase of School Grade Ratings from a D to a B. This is an overall increase of 130 points and 16 percentage points from the prior year.</p>  <table border="1"> <caption>Cox School Grade Comparison</caption> <thead> <tr> <th>Subject</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>3rd ELA</td> <td>18</td> <td>42</td> </tr> <tr> <td>ELA</td> <td>21</td> <td>38</td> </tr> <tr> <td>Goals</td> <td>46</td> <td>67</td> </tr> <tr> <td>ELA L25</td> <td>67</td> <td>74</td> </tr> <tr> <td>Math</td> <td>29</td> <td>48</td> </tr> <tr> <td>Goals</td> <td>45</td> <td>66</td> </tr> <tr> <td>Math L25</td> <td>59</td> <td>75</td> </tr> <tr> <td>Science</td> <td>36</td> <td>39</td> </tr> </tbody> </table>	Subject	2024	2025	3rd ELA	18	42	ELA	21	38	Goals	46	67	ELA L25	67	74	Math	29	48	Goals	45	66	Math L25	59	75	Science	36	39
Subject	2024	2025																										
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Hillsborough County Public Schools

Client Name:	Hillsborough County Public Schools
Specific Services Rendered:	<p>Since 2019, MGT has partnered with Hillsborough County Public Schools to support lasting academic improvement in some of the district’s lowest performing schools. Using our High Quality Schools Framework and Transformation Model, we focus on building school capacity in the areas of culture, leadership, instruction, and collaboration. Our team—made up of Transformational Specialists, Content Coaches, a Lead Coach, and an Instructional Impact Director—has partnered with 21 schools to support academic progress.</p> <p>Our services include:</p> <ul style="list-style-type: none"> • Conducting annual needs assessments to identify each school’s strengths and areas for growth. • Collaborating with school leaders to prioritize and plan actions aligned with School Improvement Plans. • Providing professional development for teachers, coaches, and leaders focused on the instructional priorities in each school’s plan. • Facilitating weekly common planning and PLCs. • Delivering ongoing coaching that supports implementation of improvement strategies aligned to each school’s needs. • Participating in key school meetings to guide progress and provide support. • Conducting instructional walks and offering feedback. • Coaching school leaders to strengthen their instructional leadership. • Building data literacy among teachers and leaders through progress monitoring and data cycles. • Supporting state-required visits by helping schools prepare for Bureau of School Improvement (BSI) reviews. • Facilitating Strategic Support Small Groups • Ensuring sustainability by gradually shifting leadership and instructional responsibilities to school teams for continued success beyond the partnership.
Dates of Service:	September 2019 - Present
Outcomes Achieved:	2019 – 2022 External Operator: 100% of schools exited School Improvement Status

KEY PROJECT HIGHLIGHTS

MGT School Grade Historical Performance									
		Before MGT Support Baseline Data			With MGT Support 2+ Years				
School	First Year of MGT Partnership	2019 Points	2019 Percent	2019 Grade	2022 Points	2022 Percent	2022 Grade	Point Increase	Percent Increase
Folsom	2020-21	281	40	D	359	51	C	↑ 78	↑ 11
Foster	2020-21	213	30	F	319	46	C	↑ 106	↑ 16
James	2019-20	154	22	F	304	43	C	↑ 150	↑ 21
Kimbell	2019-20	216	31	F	286	41	C	↑ 70	↑ 10
McDonald	2020-21	280	40	D	384	55	B	↑ 104	↑ 15
Oak Park	2020-21	191	27	F	380	54	B	↑ 189	↑ 27
Robles	2019-20	241	34	D	333	48	C	↑ 92	↑ 14
SSK8	2019-20	288	32	D	367	46	C	↑ 79	↑ 14
Average Increase								↑ 108.5	↑ 16.0

2019 –2025 Sustainability Data:

Preliminary data indicates that 100% of the eight schools in the portfolio since 2019 earned a C or greater.

2024-2025 Transformation Support Highlights:

Bing Elementary School:

- 3rd-grade ELA Proficiency increased from 22% to 37%.
- Overall ELA Proficiency increased from 22%-34%.
- Math Overall Proficiency increased from 40% to 48%

Eisenhower Middle School:

- Overall ELA Proficiency increased from 29% to 37%
- Overall Math Proficiency increased from 29% to 30%
- Algebra Proficiency increased from 62% to 70% – one of highest proficiency scores in the district.

Foster Elementary School:

- 3rd-grade ELA proficiency increased from 34% to 47%
- 4th grade ELA Proficiency 34% to 36%
- 5th grade Math Proficiency increased from 26% to 36%.
- 3rd Grade Math Proficiency 56%-59%,
- 5th Grade Math Proficiency 27% to 32%

James Elelnetary School

- Overall Math Proficiency Increased 22% to 24%
- Overall ELA Learning Gains increased from 56% to 58%
- Overall Math Learning Gains increased from 42% to 69%
- Overall ELA L25 gains increased from 65% to 86%
- Overall Math L25 gains increased from 60% to 82%

Kingswood Elementary School

- Overall School Grade increased from 41% to 50%
- Overall Math Proficiency increased from 39% to 46%
- Overall Math Learning Gains increased from 43% to 59%
- Overall Math L25 Gains increased from 30% to 62%
- Overall ELA L25 gains increased from 67% to 70%.

Robles Elementary School

KEY PROJECT HIGHLIGHTS

	<ul style="list-style-type: none"> • Overall ELA increased from 28% to 32% • Overall Math increased from 29% to 32%
	<p>Shaw Elementary School</p> <ul style="list-style-type: none"> • 4th Grade ELA Proficiency increased from 17% to 36% • 4th Grade Math Proficiency increased from 27% to 43%. • 5th grade L25 Math Gains at 83% • 3rd Grade L25 Math Gains at 78%
	<p>SSK8</p> <ul style="list-style-type: none"> • 6th ELA Proficiency increased from 26% to 43% • Due to increase in 7th grade math Proficiency from previous year, during SY25, SSK8 had first Algebra cohort since SY21 • Algebra Proficiency was 100% in SY25 (vs. 33% Proficiency in SY21)
	<p>Yates Elementary School</p> <ul style="list-style-type: none"> • Overall increase in school grade from 42% to 52% • Overall 3rd Grade ELA Proficiency increased from 27% to 46% • Overall ELA Proficiency increased from 30% to 43% • Overall ELA Gains increased from 48% to 55% • Overall ELA L25 Gains increased from 50% to 59% • Overall Math Proficiency increased from 32% to 37%. • Overall Math Gains increased from 56% to 62% • Overall Math L25 Gains increased from 64% to 66% • Yates achieved gains across all eight categories.

Duval County Public Schools

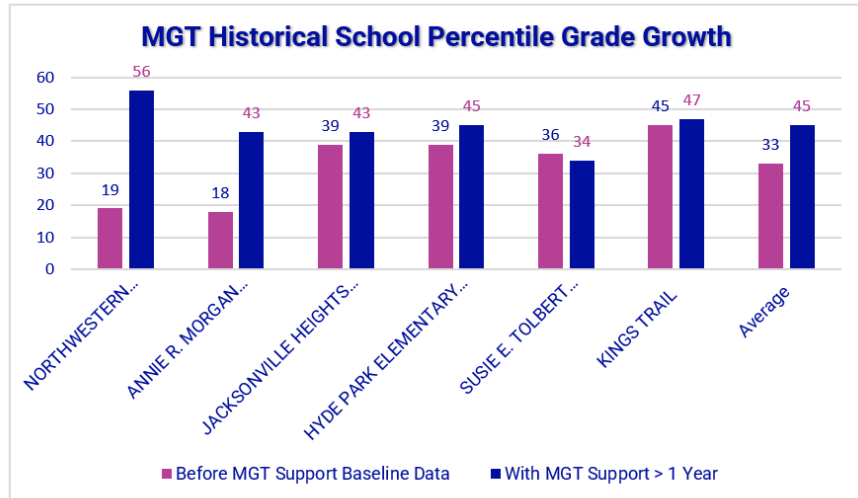
Client Name:	Duval County Public Schools
Specific Services Rendered:	<p>The MGT team’s scope of services included:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment of Schools • Executive coaching of school leadership team • Academic support services for targeted student subgroups (e.g., Exceptional Student Education [ESE], English for Speakers of Other Languages [ESOL], Tier 3, etc.) • Observation, feedback, and coaching cycles for teachers • Student performance data analysis and recommendations.
Dates of Service:	September 2021-Present

KEY PROJECT HIGHLIGHTS

Outcomes Achieved:

For the first time in history, Duval County Public Schools **earned a district grade of A**. The district credits its partnership with MGT as a key contributing factor to this historic achievement.

- MGT supported eight schools and two of the schools were K-2 schools which are not eligible for school grades.



Lincoln Elementary (Jackson-Madison County)

Client Name:

TN DOE Pilot Transformation

Specific Services Rendered:

- Conducts a comprehensive needs assessment with all stakeholders.
- Co-develops a 3–4-year data-driven school improvement plan to address the root causes of underperformance.
- Provides ongoing support through coaching, professional development, project management, and data analysis.
- Designs and delivers professional learning on high-impact practices
- Supports implementation of evidence-based instructional strategies
- Coach teachers and instructional coaches through co-planning, modeling, and feedback systems
- Develops leaders’ instructional and operational leadership skills
- Supports development of school-wide behavior and culture systems
- Model and co-teach evidence-based instructional strategies
- Facilitate curriculum mapping and instructional pacing

KEY PROJECT HIGHLIGHTS

	<ul style="list-style-type: none"> • Train educators in effective use of curriculum resources and assessments • Establish and refine PLC structures and norms • Introduce protocols for analyzing student work, planning instruction, and reflecting on practice • Build teacher capacity to engage in collaborative data inquiry and action planning 												
Dates of Service:	2022 - 2024												
Outcomes Achieved:	<p>Achieved a significant improvement, raising its TVAAS rating from 1 to 5. Demonstrated growth across all content areas from 2023 to 2024.</p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <caption>Lincoln Elementary TN Ready Proficiency</caption> <thead> <tr> <th>Subject</th> <th>2022-2023</th> <th>2023-2024</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>6.8</td> <td>12.8</td> </tr> <tr> <td>Math</td> <td>4.6</td> <td>6.7</td> </tr> <tr> <td>Science</td> <td>5.5</td> <td>14</td> </tr> </tbody> </table> </div>	Subject	2022-2023	2023-2024	ELA	6.8	12.8	Math	4.6	6.7	Science	5.5	14
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Weslaco ISD

Client Name:	Weslaco ISD
Specific Services Rendered:	<p>Since 2021, MGT has partnered with Weslaco Independent School District to support academic improvement across multiple campuses, including some of the district’s lowest performing schools. Using our research-based instructional best practices aligned to the Effective Schools Framework, we focus on improving systems, data protocols and leaders' instructional practices.</p> <p>Our services include:</p> <ul style="list-style-type: none"> • Conduct annual needs assessments to identify each school’s strengths and areas for growth. • Collaborating with school leaders to prioritize and plan actions aligned with School Improvement Plans. • Providing professional development for teachers, coaches, and leaders focused on the instructional priorities in each school’s plan. • Facilitating data driven PLCs. • Delivering ongoing coaching that supports implementation of improvement strategies.

KEY PROJECT HIGHLIGHTS

	<ul style="list-style-type: none"> • Conducting instructional walks and providing feedback. • Coaching school leaders to strengthen their instructional leadership skills. • Delivering PD and ongoing coaching that supports research based instructional strategies in reading • Co-creating a non-evaluative walkthrough tool to monitor the fidelity of implementation of instructional strategies • Supporting state-required visits and reviews for Texas Education Agency. <p>Ensuring sustainability by gradually shifting leadership and instructional responsibilities to school teams for continued success beyond the partnership.</p>																																							
Dates of Service:	2022 - 2025																																							
Outcomes Achieved:	<p>Achieved a significant improvement, raising campus ratings from a D to B, and B to A on school accountability report in 2025.</p> <div style="text-align: center;"> <table border="1"> <caption>Grade Benchmark Performance Data</caption> <thead> <tr> <th>Grade</th> <th>Benchmark</th> <th>Does Not Meet</th> <th>Approaches</th> <th>Meets</th> <th>Masters</th> </tr> </thead> <tbody> <tr> <td rowspan="2">6th Grade</td> <td>BM1</td> <td>41%</td> <td>27%</td> <td>27%</td> <td>5%</td> </tr> <tr> <td>BM2</td> <td>37%</td> <td>35%</td> <td>23%</td> <td>5%</td> </tr> <tr> <td rowspan="2">7th Grade</td> <td>BM1</td> <td>25%</td> <td>37%</td> <td>25%</td> <td>13%</td> </tr> <tr> <td>BM2</td> <td>11%</td> <td>47%</td> <td>32%</td> <td>10%</td> </tr> <tr> <td rowspan="2">8th Grade</td> <td>BM1</td> <td>41%</td> <td>35%</td> <td>21%</td> <td>3%</td> </tr> <tr> <td>BM2</td> <td>19%</td> <td>42%</td> <td>30%</td> <td>9%</td> </tr> </tbody> </table> </div>	Grade	Benchmark	Does Not Meet	Approaches	Meets	Masters	6th Grade	BM1	41%	27%	27%	5%	BM2	37%	35%	23%	5%	7th Grade	BM1	25%	37%	25%	13%	BM2	11%	47%	32%	10%	8th Grade	BM1	41%	35%	21%	3%	BM2	19%	42%	30%	9%
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East Cleveland City School District

Client Name:	East Cleveland City School District
Specific Services Rendered:	<p>MGT partnered with East Cleveland City Schools to support lasting academic improvement at Caledonia and Mayfair Elementary and Shaw High School. Our team—composed of Transformational Specialists, Content Coaches, a Lead Coach, and an Instructional Impact Director—provides the following services:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment to identify the school’s strengths and areas for growth. • Collaboration with school and district leaders to prioritize and plan actions aligned with School Improvement Plans. • Professional development for teachers, coaches, and leaders focused on school and district priorities. • Weekly common planning • Ongoing coaching that supports implementation of

KEY PROJECT HIGHLIGHTS

	<p>improvement strategies aligned to each school’s needs.</p> <ul style="list-style-type: none"> • Instructional walks and feedback. • Coaching school leaders to strengthen their instructional leadership. • Progress monitoring, data review cycles, and targeted action planning. • Facilitation Strategic Support Small Groups
Dates of Service:	January 2025 - Present
Outcomes Achieved:	<p>East Cleveland City School District has been under state control for the past five years. To regain local control, the district was required to meet a minimum 11 out of 20 designated performance metrics.</p> <ul style="list-style-type: none"> • After partnering with MGT beginning in November, 2024, the district has exceeded expectations and successfully met 15 out of 20 evaluated metrics. • For the first time in five years, East Cleveland has met the state’s requirements and is currently under review by the Ohio Department of Education and Workforce for the restoration of local control.

Paul R. Brown Leadership Academy

Client Name:	NC Innovative Partnership Grant (IPG)
Specific Services Rendered:	<ul style="list-style-type: none"> • Led professional learning sessions for teachers focusing on foundational practices such as teacher clarity and effective questioning. • Conducted observation cycles following each session to support implementation of learned practices. • Facilitated the creation of a "This is Us" covenant, a set of collaboratively determined values, with staff and students to enhance climate and culture at Paul R. Brown. • Used the covenant as a framework to observe and encourage adherence among staff and students, addressing challenges as they arose. • Provided training on trauma-informed practices to teachers and the school counselor to better support student needs. • Mentored administrators during the interim period between superintendents to ensure compliance with charter school and DPI regulations. • Coached a new hire into the role of Finance/Human Resources Director. • Led the search committee for the new superintendent of

KEY PROJECT HIGHLIGHTS

	Paul R. Brown at the request of the school board.																											
Dates of Service:	2019 – Present																											
Outcomes Achieved:	<p style="text-align: center;">Percent of Students Proficient on EOC/EOG</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Subject</th> <th>2020-2021 (%)</th> <th>2021-2022 (%)</th> </tr> </thead> <tbody> <tr> <td>ELA 7</td> <td>42%</td> <td>50%</td> </tr> <tr> <td>ELA 8</td> <td>6%</td> <td>43%</td> </tr> <tr> <td>Math 7</td> <td>18%</td> <td>33%</td> </tr> <tr> <td>Math 8</td> <td>0%</td> <td>7%</td> </tr> <tr> <td>Science 8</td> <td>40%</td> <td>64%</td> </tr> <tr> <td>NC Math I</td> <td>0%</td> <td>9%</td> </tr> <tr> <td>Biology</td> <td>5%</td> <td>12%</td> </tr> <tr> <td>English II</td> <td>14%</td> <td>55%</td> </tr> </tbody> </table>	Subject	2020-2021 (%)	2021-2022 (%)	ELA 7	42%	50%	ELA 8	6%	43%	Math 7	18%	33%	Math 8	0%	7%	Science 8	40%	64%	NC Math I	0%	9%	Biology	5%	12%	English II	14%	55%
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Assessment to Achievement Plus

Client Name:	Assessment to Achievement Plus
Specific Services Rendered:	<ul style="list-style-type: none"> • Professional Learning: Deliver widescale professional learning for building administrators and teacher leaders focused on systems and instructional supports for English Learners. Each participating school engages in five full days of professional learning per year. • Coaching & Capacity Building: Provide customized coaching to schools and implement a train-the-trainer model to build internal capacity for sustainable improvement. • Partnership with SEA Leaders: Collaborate closely with Utah State Board of Education (SEA) leaders to align program efforts and ensure state-level coherence and support. • Change Management: Guide school leadership teams through the change management process necessary to implement and sustain systems of support for English Learners. • Focus Areas for Improvement: <ul style="list-style-type: none"> ○ Effective instructional practices for English Learners ○ Strengthened collaborative practices among educators ○ Strategic and effective use of data to inform instruction and support • School Transformation Team Development: Support School Transformation Teams in ongoing learning, practice, and planning during each professional learning session, with emphasis on actionable strategies to improve instruction and outcomes for English Learners. • Site Visit Planning and Execution: Assist schools in designing and executing detailed site visit plans.

KEY PROJECT HIGHLIGHTS

	<ul style="list-style-type: none"> • During each visit, coaches from MGT and the Utah State Board of Education observe implementation efforts, provide targeted feedback, and support continuous improvement. • Implementation & Impact: Combine professional learning with on-site coaching and observation to embed learned practices into daily instruction and leadership routines, ensuring meaningful impact on student achievement and school culture. 																																													
Dates of Service:	2021 - Present																																													
Outcomes Achieved:	<p style="text-align: center;">English Learners in A2A+ Schools Reaching Proficiency from SY2020-2021 to SY2023-2024</p> <table border="1"> <caption>English Learners in A2A+ Schools Reaching Proficiency from SY2020-2021 to SY2023-2024</caption> <thead> <tr> <th>School</th> <th>20-21 EL Reaching Proficiency</th> <th>23-24 EL Reaching Proficiency</th> </tr> </thead> <tbody> <tr><td>School 1</td><td>11%</td><td>14%</td></tr> <tr><td>School 2</td><td>7%</td><td>9%</td></tr> <tr><td>School 3</td><td>1%</td><td>20%</td></tr> <tr><td>School 4</td><td>0%</td><td>13%</td></tr> <tr><td>School 5</td><td>0%</td><td>19%</td></tr> <tr><td>School 6</td><td>2%</td><td>5%</td></tr> <tr><td>School 7</td><td>1%</td><td>13%</td></tr> <tr><td>School 8</td><td>3%</td><td>7%</td></tr> <tr><td>School 9</td><td>5%</td><td>15%</td></tr> <tr><td>School 10</td><td>3%</td><td>6%</td></tr> <tr><td>School 11</td><td>4%</td><td>17%</td></tr> <tr><td>School 12</td><td>2%</td><td>14%</td></tr> <tr><td>School 13</td><td>0%</td><td>4%</td></tr> <tr><td>School 14</td><td>0%</td><td>8%</td></tr> </tbody> </table>	School	20-21 EL Reaching Proficiency	23-24 EL Reaching Proficiency	School 1	11%	14%	School 2	7%	9%	School 3	1%	20%	School 4	0%	13%	School 5	0%	19%	School 6	2%	5%	School 7	1%	13%	School 8	3%	7%	School 9	5%	15%	School 10	3%	6%	School 11	4%	17%	School 12	2%	14%	School 13	0%	4%	School 14	0%	8%
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Cost Proposal

*Defined by Impact. Driven by People.
Dedicated to the Community.*

Contingent upon the school performance grades for the 2025/2026 School Year (SY), MGT will enter into agreement with Pasco County Schools with one of two models for Gulf Middle School. We take pride in customizing our client’s needs – and we will work with you to ensure our fees are aligned with your expectations and budget.

MODEL 1:

External Operator: If Gulf Middle School receives a grade of D or below, MGT will partner as an External Operator per state requirements with an option to renew for two additional years.

MODEL 2:

Transformation Partnership: If Gulf Middle School receives a grade of C or above, MGT will partner as a Transformation Partner with an option to renew for two additional years.

Model 1 Cost Proposal (External Operator):

2026/2027 Achievement vs 2025/2026 Scores	Incentive/Holdback Per School	Inflationary Adjustment	Total Fees by School Performance
Less Than "C" or a +4 Score Increase	N/A	None	\$430,280
At least C or +4 Score Increase	33% Holdback	TBD based on FEFP 2026/2027 allocation	\$642,209

* Comprehensive Needs Assessment fees for Gulf Middle School and associated reports are waived in this model.
 ** Inflationary adjustment to base fees is applicable if incentive tier above "base" is earned and will be set according to 2026/27 FFP adjustment granted to PCS.
 + This fee schedule represents an upper limit to fees if criteria are not met, in accordance with rule 6A-1.099811.

Model 2 Cost Proposal (Transformation Partner):

2026/2027 Achievement Score	Incentive/Holdback Per School	Inflationary Adjustment	Total Fees by School Performance
Less Than "C" or a +4 Score Increase	N/A	TBD based on FEFP 2025/2026 allocation	\$494,007

* Includes Comprehensive Needs Assessment fees for Gulf Middle School and associated reports. Reduced Rate applied for returning clients.

COST PROPOSAL

PERFORMANCE GOALS:

2025/2026 Florida Department of Education (FDOE) School Performance Grading Scale

Grade	Score
A	64 and above
B	57 to 63
C	44 to 56
D	34 to 43
F	33 and below

Model 1 External Operator Invoice Schedule (Year One: SY26-27):

SY2026-27 INVOICING PERIOD	AMOUNT
July 31, 2026	\$35,856.66
August 30, 2026	\$35,856.66
September 30, 2026	\$35,856.66
October 31, 2026	\$35,856.66
November 30, 2026	\$35,856.66
December 31, 2026	\$35,856.66
January 31, 2027	\$35,856.66
February 28, 2027	\$35,856.66
March 30, 2027	\$35,856.66
April 30, 2027	\$35,856.66
May 31, 2027	\$35,856.66
June 30, 2027	\$35,856.66
Holdback Incentive**	\$211,928.97
TOTAL (Year One)	\$642,209.00

* Invoices to be issued next business day after dates referenced above where the dates fall on weekends/holidays.

*The Holdback Incentive payment is based on performance indicators, including a deferred payment of the final installment of 33% of the contracted amount until delivery of agreed upon improvement and outcomes of at least a "C" grade or that the school has improved by at least four school grade percentage points overall.

Model 1 External Operator Invoice Schedule (Year Two: SY27-28):

SY2027-28 INVOICING PERIOD	AMOUNT
July 31, 2027	\$35,856.66
August 30, 2027	\$35,856.66
September 30, 2027	\$35,856.66
October 31, 2027	\$35,856.66
November 30, 2027	\$35,856.66
December 31, 2027	\$35,856.66
January 31, 2028	\$35,856.66
February 28, 2028	\$35,856.66

COST PROPOSAL

SY2027-28 INVOICING PERIOD	AMOUNT
March 30, 2028	\$35,856.66
April 30, 2028	\$35,856.66
May 31, 2028	\$35,856.66
June 30, 2028	\$35,856.66
Holdback Incentive**	\$211,928.97
TOTAL (Year Two)	\$642,209.00

* Invoices to be issued next business day after dates referenced above where the dates fall on weekends/holidays.

** Holdback Incentive to be invoiced as of official publish date of Florida Department of Education school grades. Additional adjustment for inflation benchmarked against FEFP may also be applied after final publication by FDOE.

Model 2 (Transformation Partner) Invoice Schedule:

2026-27 INVOICING PERIOD	AMOUNT
July 31, 2026	\$41,167.25
August 30, 2026	\$41,167.25
September 30, 2026	\$41,167.25
October 31, 2026	\$41,167.25
November 30, 2026	\$41,167.25
December 31, 2026	\$41,167.25
January 31, 2027	\$41,167.25
February 28, 2027	\$41,167.25
March 30, 2027	\$41,167.25
April 30, 2027	\$41,167.25
May 31, 2027	\$41,167.25
June 30, 2027	\$41,167.25
TOTAL Contract Value	\$494,007.00

* Invoices to be issued next business day after dates referenced above where the dates fall on weekends/holidays.

* Includes Comprehensive Needs Assessment fees for Gulf Middle School and associated reports. Reduced Rate applied for returning clients.

****Optional Renewal Years (SY 2026-2027 and SY 2027-2028) will follow the same invoice schedule with SY 2026/2027 at the same cost and a 5% increase in all costs for SY 2027-2028.

This is an all-inclusive fee, including both professional fees and all reimbursable expenses, and is billed monthly within five (5) business days after the final business day of each month in an established invoicing schedule with a fixed fee per month.

All services outlined are intended to be fulfilled together annually to maximize the project’s impact on student learning.

Performance Indicators for a C or Better

SCHOOL PERFORMANCE PROFILE

Gulf Middle School

FAST PROGRESS MONITORING

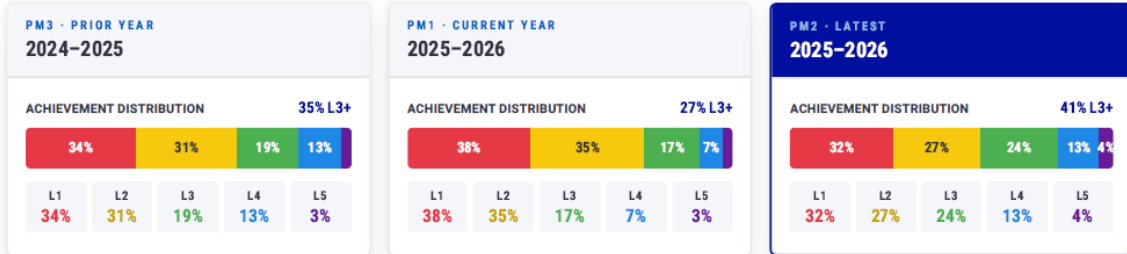
Achievement Level Distribution

State Test Results – Achievement Distribution Across Progress Monitoring

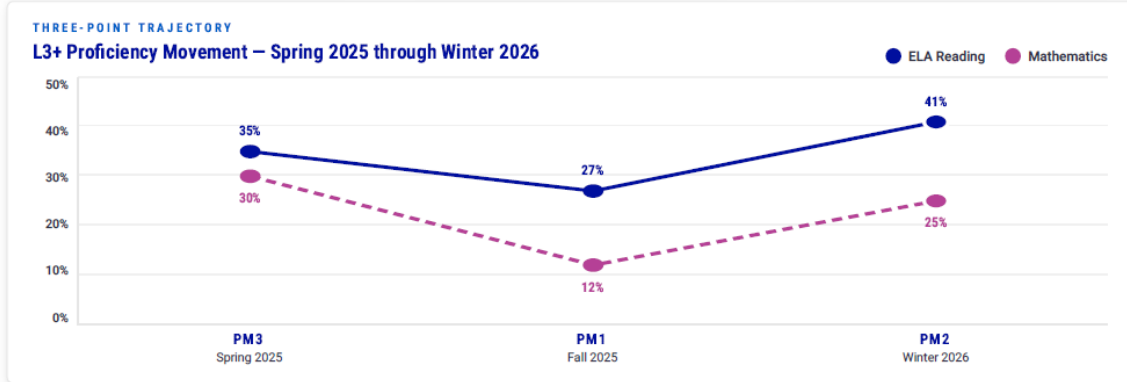
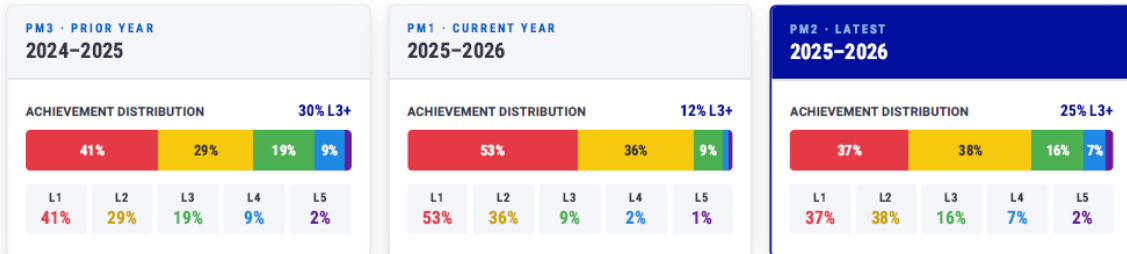
Comparing the prior year's PM3 baseline (Spring 2025) against this year's PM1 and PM2 progress monitoring assessments. Distribution shown across the five FAST achievement levels for ELA Reading and Mathematics.

FAST LEVELS ■ L1 Inadequate ■ L2 Below Satisfactory ■ L3 Satisfactory ■ L4 Proficient ■ L5 Mastery

FAST – ELA READING English Language Arts



FAST – MATHEMATICS Math



MGT | GULF MIDDLE SCHOOL
Performance Indicators & Multi-Year Goals

OVERVIEW

A side-by-side view of **current PM 2 performance** against projected **2026–27** and **2027–28** targets. Each table reflects the percentage of students across each component in ELA, Math, Science, Civics, and Acceleration, with composite Total Points, Percentage, and projected school Grade.

- Subject area
- Indicator type
- PM 2 / Summary

1 Performance Indicators for a C or Higher

CURRENT

PM 2					
	ELA	Math	Science	Civics	Acceleration
Proficient	36	23	43	49	71
Gains	49	47			
L25	42	42			

COMPOSITE	
Total Points	402
Percentage	45%
Grade	C

2 2026 – 2027 Goals

YEAR 1 TARGET

PM 3					
	ELA	Math	Science	Civics	Acceleration
Proficient	39	27	47	52	74
Gains	53	51			
L25	48	48			

COMPOSITE	
Total Points	439
Percentage	49%
Grade	C

3 2027 – 2028 Goals

YEAR 2 TARGET

PM 3					
	ELA	Math	Science	Civics	Acceleration
Proficient	43	33	48	58	80
Gains	58	56			
L25	53	53			

COMPOSITE	
Total Points	482
Percentage	54%
Grade	C

TWO-YEAR TRAJECTORY Total Points **402 > 439 > 482** Percentage **45% > 49% > 54%** **+80 PTS | +9%**

MGT CONSULTING GROUP
 Targets reflect projected gains in proficiency, learning gains, and bottom-quartile growth.

IMPACTING COMMUNITIES FOR GOOD
MGT.US

Year One: Launch

Proposed for all participating schools.

Service	Activities
*Project Design	<ul style="list-style-type: none"> • Collaborative planning sessions and workshops with relevant building, regional, and district leadership • Workstream and timeline development and delivery • Project management, including regular facilitation and reporting • Final design and approval of all deliverable wireframes and relevant workplans
*Team Launch	<ul style="list-style-type: none"> • Assign appropriate team members to various positions • Provide ramp-up training sessions to ensure MGT’s institutional knowledge is transmitted • Provide access and training for existing data structures, measurements, and all progress monitoring tools • Facilitate culture building introductory sessions across all relevant groups of collaborative teams
Strategic Planning	<ul style="list-style-type: none"> • Comprehensive Needs Assessment annually including data design, collection, analysis, and reporting • Long-term goal identification based on assessment findings • Interim action planning quarterly related to progress on long-term goals
*Transformation Playbook	<ul style="list-style-type: none"> • Design, delivery, and initial implementation of district transformation playbook focused on four primary areas: Leadership, Collaboration, Instruction, and Culture.
Professional Learning	<ul style="list-style-type: none"> • Exhaustive professional learning for teachers, administrators, coaches, regional leadership, and relevant district personnel, individualized by building and roles. • Includes design, feedback rounds, delivery, and related follow up for each session in close alignment to long-term goals and interim action planning
Coaching	<ul style="list-style-type: none"> • Launch of initial intensive coaching to jumpstart academic focus and improvement during short testing window • Teacher coaching weekly • Leadership coaching weekly • Coach coaching weekly • Team coaching for all teacher teams and School Leadership Team weekly • Leadership consultancy monthly
Progress Monitoring	<ul style="list-style-type: none"> • Design of all relevant progress monitoring structures and related reports • Creation of relevant databases, queries, data dashboards, and reporting infrastructure • Monthly impact reporting • Quarterly comprehensive progress monitoring • District team progress monitoring analysis and action planning monthly • End of year summary
*Instructional Modeling	<ul style="list-style-type: none"> • Based on the robust timeline during the launch year, MGT will provide instruction to student groups including small groups and core instruction to demonstrate high quality instruction.

COST PROPOSAL

Service	Activities
*Layered Support	<ul style="list-style-type: none"> With a 6-month launch year, MGT will provide layered support from transformation experts to accomplish a year’s worth of service within a limited timeframe.

***Services that are accelerated, compounded, and added to the launch year to establish a culture of high expectations and accountability designed to drive lasting, sustainable academic transformation in all twelve schools in the transition cohort.**

Year Two: Implement

Proposed for all participating schools.

Service	Activities
Strategic Planning	<ul style="list-style-type: none"> Comprehensive Needs Assessment annually including data design, collection, analysis, and reporting Long-term goal calibration based on assessment findings Interim action planning quarterly related to progress on long-term goals Implementation and resource contributions to district transformation playbook
Professional Learning	<ul style="list-style-type: none"> Quarterly professional learning sessions for teachers and leaders Annual train the trainer professional learning for coaches and leaders Includes design, feedback rounds, delivery, and related follow up for each session in close alignment to long-term goals and interim action planning
Coaching	<ul style="list-style-type: none"> Teacher coaching twice monthly Leadership coaching twice monthly Coach coaching monthly Team coaching for all teacher teams and School Leadership Team twice monthly Leadership consultancy quarterly
Progress Monitoring	<ul style="list-style-type: none"> Monthly impact reporting Quarterly comprehensive progress monitoring District team progress monitoring analysis and action planning monthly End of year summary

Year Three: Empower

Proposed for all participating schools.

Service	Activities
Strategic Planning	<ul style="list-style-type: none"> Comprehensive Needs Assessment annually including data design, collection, analysis, and reporting Long-term goal calibration based on assessment findings Interim action planning quarterly related to progress on long-term goals Implementation and resource addition to district transformation playbook

COST PROPOSAL

Service	Activities
Professional Learning	<ul style="list-style-type: none"> • Quarterly professional learning sessions for teachers and leaders including planning sessions with leaders and coaches who will facilitate the training; feedback on practices • Includes design, feedback rounds, delivery, and related follow up for each session in close alignment to long-term goals and interim action planning
Coaching	<ul style="list-style-type: none"> • Leadership coaching twice monthly • Coach coaching monthly • Team coaching for all teacher teams and School Leadership Team monthly • Leadership consultancy quarterly
Progress Monitoring	<ul style="list-style-type: none"> • Monthly impact reporting • Quarterly comprehensive progress monitoring • District team progress monitoring analysis and action planning monthly • End of year summary

Year Four: Sustain

Proposed for all participating schools.

Service	Activities
Strategic Planning	<ul style="list-style-type: none"> • Comprehensive Needs Assessment annually including data design, collection, analysis, and reporting • Long-term goal calibration based on assessment findings • Interim action planning quarterly related to progress on long-term goals • Creation of transition plan related to sustainable practices following partnership
Professional Learning	<ul style="list-style-type: none"> • Quarterly professional learning sessions for teachers and leaders including planning sessions with leaders and coaches who will facilitate the training; feedback on practices • Includes design, feedback rounds, delivery, and related follow up for each session in close alignment to long-term goals and interim action planning
Coaching	<ul style="list-style-type: none"> • Leadership coaching monthly • Coach coaching weekly • Team coaching for all teacher teams and School Leadership Team monthly • Leadership consultancy quarterly
Progress Monitoring	<ul style="list-style-type: none"> • Monthly impact reporting • Quarterly comprehensive progress monitoring • District team progress monitoring analysis and action planning monthly • End of year summary with transition recommendations

List of PK-12 Clients

Alabama

Baldwin County Public Schools	Mobile Public Schools
Huntsville City Schools	

Alaska

Fairbanks North Star Borough School District	Lower Kuskokwim School District
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Arizona

Arizona Joint Committee on Capital Review	Phoenix Union High School District
Arizona State Schools for the Deaf and Blind	Washington Elementary School District
Mesa Public Schools	

Arkansas

Arkansas Department of Education	University of Arkansas, Little Rock
Little Rock Alliance for our Public Schools	

California

Alameda County Office of Education	Imperial County Office of Education
Bonsall Union Elementary School District	Los Angeles Unified School District
California Children and Families Commission	Lozano Smith, LLP
California Department of Education	Marin County Office of Education
California Institute for Human Services	National City Public Library
California School Information Services	Sacramento City Unified School District
City of Santa Fe Springs	San Diego Unified School District
CompassLearning	San Francisco Unified School District
Compton Unified School District	Santa Clara County Education Office
Escuela Popular Charter School	State of California School Districts
Fiscal Crisis Management and Assistance Team	Sweetwater Union High School District
Fremont Unified School District	West Contra Costa Unified School District
Fresno Unified School District	

Colorado

Aurora School District	Jefferson County
Boulder Valley Public Schools	Jefferson County School District
Donnell-Kay Foundation	State of Colorado Department of Education

Connecticut

American School for the Deaf	Greenwich Public Schools
Fairfield Public Schools	Stamford Public Schools

Florida

Alachua County Schools	Foundation for Excellence in Education, Inc.
Brevard County School District	Gadsden County School District
Charlotte County School District	Gulf Coast Community Foundation (On Behalf of Sarasota County Schools)
Charter School USA	Hamilton County School District
Citrus County School District	Hillsborough County School District
Clewiston High School	Hillsborough County Teachers Association
DeSoto County School District	Jackson County School District
Duval County School District	Lake County School District
Early Learning Coalition of Palm Beach	Leon County School District
Economic Council of Palm Beach	Madison County School District
Escambia County School District	Martin County School District
Florida Chamber Foundation	Moore Haven Junior/Senior High School
Florida Children's Forum	Okaloosa County School District
Florida Department of Education	Palm Beach County School District
Florida Division of Community Colleges	Panhandle Area Educational Consortium
Florida Education Association-United	Pinellas County School District
Florida Educational Technology Corporation	Polk County School District
Florida Heartland Educational Consortium	

LIST OF PK-12 CLIENTS

Florida Learning Alliance	Public Employees Services Company
Florida Office of Program Policy Analysis and Government Accountability	School Readiness Coalition of Bay and Jackson County
Florida Partnership for School Readiness	Siver Insurance Management Consultants
Florida School for the Deaf and Blind	Technological Research and Development Authority
Florida State Board of Education	Union County School District
Florida State University	University of South Florida
Florida Teaching Profession-National Education Association	Volusia County School District
Florida Virtual School	Washington County Schools

Georgia

Atlanta Public Schools	Gwinnett County School District
Clarke County School District	Fulton County School District
DeKalb County School District	Henry County School District
Georgia Board of Education	State of Georgia
Georgia Department of Education	Troup County School District

Hawaii

Hawaii Department of Education

Idaho

Architects West, Inc.	J.A. and Katheryn Albertson Foundation
Bigfork School District	Kittitas School District
Boise School District	Lake Pend Oreille School District
Davenport School District	Lombard-Conrad Architects
Echo School District	Medical Lake School District
Grangeville School District	Moscow School District
Idaho Office of Attorney General	Richfield School District
Idaho School Boards Association	Sisters School District
Idaho Statewide School Facilities Needs Assessment Commission	Wahluke School District

Illinois

Carbondale Community High School #165	Illinois State Board of Education
Carbondale Elementary School #85	Learning Point Associates
Chicago Public Schools	Meridian School District #15
Community 155 High Schools	Oak Park Elementary District 97
Dallas City School District #327	Pinckneyville District 50
Edgar County School District #6	Rockford Board of Education
Illinois Mathematics and Science Academy	Spring Garden School District #178

Indiana

Evanston-Skokie School District	Indianapolis Public Schools
Evansville-Vanderburgh School Corporation	Lebanon County School Corporation
Fort Wayne Community Schools	Monroe County Community School Corporation
Gary Community School Corporation (IN DUAB)	

Kansas

Topeka Public Schools

Kentucky

Kentucky Department of Education	Kenton County Schools
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Louisiana

Caddo Parish Public Schools	Louisiana Systemic Initiatives Project
Jefferson Parish Public School System	Private Citizens' Commission
Louisiana Department of Education	

Maryland

Anne Arundel County Public Schools	Maryland Department of Education
Baltimore County Public Schools	Montgomery County Public Schools
Carroll County Public Schools	Prince George's County Public Schools
Harford County Public Schools	St. Mary's Public Schools

LIST OF PK-12 CLIENTS

Maryland Attorney General	Western Maryland Education Consortium
Maryland Coalition for Inclusive Education	
Massachusetts	
Boston Public Schools	Massachusetts Department of Education
Brookline Public Schools	Town of Andover
Michigan	
Benton Harbor Area Schools	Michigan Governor's Transition Team for Detroit Public Schools
Michigan Department of Education	State of Michigan
Minnesota	
Edina Public Schools	Minnesota Department of Children, Families and Learning
Mississippi	
Jackson Public Schools	Mississippi Department of Education
Missouri	
Ferguson-Florissant School District	Springfield Public Schools
Hickman Mills Public Schools	St. Louis Public Schools
Kansas City Public Schools	Wentzville School District
Lindbergh Public Schools	
Montana	
Montana Department of Administration	Whitefish School District
Ronan-Pablo School District	Lincoln Public Schools
State of Montana	
Nebraska	
Nebraska Department of Education	
Nevada	
Douglas County School District	Lyon County School District
Elko County School District	Nevada Department of Education
New Hampshire	
Manchester School District	
New Jersey	
Camden City Public Schools	Newark Public Schools
New Jersey Department of Education	State of New Jersey
New Jersey Department of the Treasury	
New Mexico	
New Mexico Department of Public Education	
New York	
New York State Education Department	Rochester School District
New York State Special Commission on Education	
North Carolina	
Alexander County School System	Iredell-Salisbury County School District
Asheville City Schools	Lenoir County School District
Bertie County Board of Commissioners	Johnston County Schools
Burke County School District	MetaMetrics, Inc.
Carteret County Schools	North Carolina General Legislative Services Commission
Chapel Hill-Carrboro Schools	Paul R Brown
Cleveland County School District	Richmond County School District
Gaston County School District	Stanly County School District
Guilford County School District	Union County Board of Commissioners
Halifax County School District	Wake County Public School System
Haywood County School District	Wayne County School District
Henderson County School District	
North Dakota	
Fort Yates School District	Minnewaukan School District

LIST OF PK-12 CLIENTS

Mandaree School District	North Dakota Department of Public Instruction
Ohio	
Akron Public Schools	Ohio Board of Regents
Canton City Schools Board of Education	Ohio Department of Education
Cleveland Public Schools	Summit County Educational Service Center
Dayton Public Schools	
Oklahoma	
Francis Tuttle Technology Center	Oklahoma State Regents for Higher Education
Oregon	
Eugene School District	North Bend School District
PLO Associates	Sandy Union High School District
Portland Public Schools	
Pennsylvania	
Albert Gallatin School District	Pennsylvania Department of Education
Bethlehem School District	Pennsylvania Legislative Budget and Finance Committee
Carmichaels Area School District	Philadelphia School District
Connellsville School District	Pittsburgh Public Schools
Hazleton School District	Uniontown Area Schools
Mifflin County School District	
Rhode Island	
Johnston County Schools	Town Council of Hopkinton
Pawtucket School District	Town Council of Richmond
Town Council of Charlestown	Town of Johnston
South Carolina	
Aiken County Public Schools	Oconee County Public Schools
Anderson County School District Five	Richland County School District One
Beaufort County Schools	Savannah-Chatham County Schools
Charleston Public Schools	South Carolina Department of Education
EIA Select Committee of the South Carolina General Assembly	State of South Carolina
	TetraData
South Dakota	
Rapid City Area Schools	
Tennessee	
Bristol Tennessee City Schools	Metro Nashville Public Schools
City of Bristol	Metropolitan Government of Nashville and Davidson County
Collierville Schools	Shelby County Schools
Hamilton County Schools	Tennessee Department of Education
Memphis City Schools	
Texas	
Abilene Independent School District	McAllen Independent School District
Alamo Heights Independent School District	Mercedes Independent School District
Aransas Pass Independent School District	Meridian World School
Austin Independent School District	Michael and Susan Dell Foundation
Bandera Independent School District	Midland Independent School District
Beacon Hill Preparatory Academy	Navarro Independent School District
Beaumont Independent School District	Region IV Education Service Center
Buena Vista Independent School District	Rio Hondo Independent School District
Burleson Independent School District	Rockwall Independent School District
Caldwell Independent School District	Seguin Independent School District
Camden-Corrigan Independent School District	Sherman Independent School District
Channelview Independent School District	Sinton Independent School District
Cleveland Independent School District	Somerville Independent School District
Corsicana Independent School District	Southwest Independent School District
Dallas Independent School District	Spring Independent School District
Dell Computers	Spring Branch Independent School District

LIST OF PK-12 CLIENTS

Donna Independent School District
 Edgewood Independent School District
 Edinburg Independent School District
 Evant Independent School District
 Fort Worth Independent School District
 Frisco Independent School District
 Grand Prairie Independent School District
 Goose Creek Independent School District
 Greg Gibson and Associates
 Hamilton Independent School District
 Harlandale Independent School District
 Harlingen Independent School District
 Houston Independent School District
 La Joya Independent School District
 Legislative Budget Board

Stafford Independent School District
 Taft Independent School District
 Texarkana Independent School District
 Texas Association of School Boards
 Texas Comptroller of Public Accounts
 Texas Education Agency
 Texas Legislative Budget Board
 Texas School Alliance
 Troy Independent School District
 United Independent School District
 Waxahachie Independent School District
 West Independent School District
 Welasco Independent School District
 Wichita Falls Independent School District
 Ysleta Independent School District

Utah

Davis School District
 Emery School District
 Granite School District
 Grand School District
 Hawthorn Academy Network
 Jordan School District
 Logan School District
 McPolin Elementary School
 Moab School District
 Mountainville Academy
 Pacific Heritage Academy

Reagan Academy
 Salt Lake School District
 San Juan School District
 State Charter School Board of Utah
 Utah International Charter School
 Utah Military Academy
 Utah State Board of Education
 Utah State Charter School Board
 Washington County School District
 West Lake Junior High School
 Woodrow Wilson Elementary School

Virginia

Boutetort County Public Schools
 Danville Public Schools
 City of Newport News
 Fairfax County Public Schools
 Gloucester County
 Gloucester Public Schools
 K12, Inc.
 Lee County Schools

Loudoun County
 Norfolk Public Schools
 Portsmouth Public Schools
 Price Waterhouse Coopers
 Roanoke City Public Schools
 Smyth County Public Schools
 Virginia Department of Planning and Budget

Washington

College Place Public Schools
 Coulee-Hartline School District
 Kent School District
 North Thurston School District
 Olympia School District No. 111
 Pasco School District
 Peninsula School District
 Seattle School District Number One

Snoqualmie Valley School District
 Walla Walla Public Schools
 Washington Department of Social and Health Services
 Washington Office of Superintendent of Public Instruction
 Washington State Board of Education
 Washington State Educational Services District 113
 West Valley School District

West Virginia

West Virginia Department of Education

Wisconsin

Milwaukee Public Schools

Wyoming

Laramie County School District
 Park County School District
 Wyoming Commission for School Facilities

Wyoming Department of Education
 Wyoming Legislative Service Office
 Wyoming School Facilities Commission

Washington, D.C.

Council of Chief State School Officers

Parrc, Inc.

LIST OF PK-12 CLIENTS

Head Start Bureau

International

American Community School of Beirut

American School of Doha

Indonesia Higher Education Department

Ministry of Education United Arab Emirates

New South Wales Department of Education and
Training, Australia

Republic of Georgia Schools

References

A leader in education transformation solutions.

We include the following references to demonstrate our understanding and engagement in this work. Additional references are available upon request.

Client Name:	Hillsborough County Public Schools (HCPS)
Contact Name and Title:	Shaylia McRae, Deputy Superintendent, Academics and Transformation
Contact Telephone Number:	813.267.2324
Email Address:	Shaylia.McRae@sdhc.k12.fl.us
Contract Dates:	August 2019-Present
Project Scope:	<p>MGT partnered with HCPS in August of 2019 to serve as external manager of four low performing schools. The local MGT team consisted of four Turnaround Specialists, a math coach, and a reading coach. Each school received an average of five onsite days of support each week from the team.</p> <p>During this first year MGT provided leadership, school structure, and academic support to each school. The team also focused on ensuring all teachers were prepared to deliver on grade level instruction. The team also provided expertise in data analysis, lesson design, and culture building. As the District moved to online only instruction in March 2020, the team continued to provide support through virtual collaboration, creating professional development using online resources, and providing the schools and families with strategies to improve their online experiences. In many cases the team also created online lessons and other materials to support learning. Each week the team would provide a weekly summary of their work along with specific next steps. The district also received monthly summary reports that highlighted the progress of each school using a narrative summary and a dashboard.</p> <p>In May 2020, HCPS awarded four additional schools to the MGT team. The team was increased to support these schools and consisted of four turnaround specialists that each had a math and reading coach. These school teams worked in two schools, each providing an equivalent of six support days per week. The work at the schools included support for both the onsite and virtual classes. The team collaborated with District and school personnel to provide coaching, mentoring, and professional development to teachers, grade levels, and whole schools. The Turnaround specialists also worked specifically with the school and District leadership.</p>

REFERENCES

Client Name:	Duval County Public Schools
Contact Name and Title:	Scott Schneider, Chief of Schools
Contact Telephone Number:	904.390.2000
Email Address:	SchneiderS@duvalschools.org
Contract Dates:	September 2022-June 2023
Project Scope:	The MGT team’s scope of services included: Comprehensive Needs Assessment of Schools; Executive coaching of school leadership team; Academic support services for targeted student subgroups (e.g., Exceptional Student Education [ESE], English for Speakers of Other Languages [ESOL], Tier 3, etc.); Observation, feedback, and coaching cycles for teachers; Student performance data analysis and recommendations.

Client Name:	Montgomery County Public Schools (MCPS)
Contact Name and Title:	Sheila Berlinger, Supervisor, Elementary Math
Contact Telephone Number:	270.740.4001
Email Address:	Sheila_j_berlinger@mcpsmd.org
Contract Dates:	July 2023-Present
Project Scope:	MGT is providing comprehensive coaching with a focus on the implementation of High-Quality Instructional Materials across MCPS. This includes a coach-the-coach training with associated small group support focused on knowledge development around the effective implementation of curricular resources and coaching moves. We also coach directly to teachers with a focus on math instruction. Included in this partnership is an audit of current practices related to effective math instruction and associated actions supported through coach-the-coach and coaching directly to teachers.

Client Name:	Utah State Board of Education
Contact Name and Title:	Cydnee McCarty, Assessment Development Coordinator
Contact Telephone Number:	801.538.7654
Email Address:	cydnee.mccarty@schools.utah.gov
Contract Dates:	2015-Present
Project Scope:	Since 2015, MGT has been supporting the Utah State Board of Education to support student outcomes through multiyear, multiple school improvement projects: first, Assessment to Achievement, and in 2021, adding Assessment to Achievement Plus.

REFERENCES

Each school year, the schools participating in these projects receive support through multiple full-day professional learning sessions (prepared and facilitated by MGT) centered around effective instruction, data use, and collaborative practices. Schools also receive support through three to six on-site coaching sessions throughout each school year, so schools receive feedback related to deliberate practice.