

CONSULTING SERVICES AGREEMENT

This Consulting Services Agreement (this “**Agreement**”) is entered into as of September 13, 2016 (“**Effective Date**”) by and between the Institute for Student Achievement, a division of Educational Testing Service, with a place of business located at One Old Country Road, Suite 250, Carle Place, New York 11514 (“**ISA**”) and Jefferson County School District located at 1490 W. Washington St., Monticello, Florida 32344 (“**Client**”) (each, a “**party**” and together, the “**parties**”).

RECITALS

WHEREAS, ISA has developed a research-based model that supports high schools and school districts in creating, reinventing, and sustaining high schools.

WHEREAS, Client desires to retain ISA to perform the services described herein, and ISA desires to provide such services to Client, upon the terms and subject to the conditions set forth in this Agreement.

AGREEMENT

NOW, THEREFORE, in consideration of the premises and the mutual promises set forth in this Agreement, the Parties hereby agree as follows:

1. DEFINITIONS

1.1 “**Confidential Information**” shall mean any information or data that is disclosed by one party (a disclosing party) to the other party (a receiving party) pursuant to this Agreement. “Confidential Information” does not include information that the receiving party can demonstrate by documents that (i) is or becomes publicly known or available without breach of this Agreement, (ii) is received by a receiving party from a third party without breach of any obligation of confidentiality by such other third party, (iii) was previously known by the receiving party as demonstrated by its written records, or (iv) is developed independently by the receiving party without access to or use of such Confidential Information as demonstrated by contemporaneously prepared documentation.

1.2 “**Intellectual Property Rights**” shall mean the rights associated with or arising out of any of the following: (1) domestic and foreign patents and patent applications, together with all reissuances, divisionals, continuations, continuations-in-part, revisions, renewals, extensions, and reexaminations thereof, and any identified invention disclosures; (2) trade secret rights and corresponding rights in confidential information and other non-public information (whether or not patentable), including, without limitation, ideas, formulas, compositions, inventor’s notes, discoveries and improvements, know-how, manufacturing and production processes and techniques, testing information, research and development information, inventions, unpatented blueprints, drawings, specifications, designs, plans, proposals and technical data, business and marketing plans, market surveys, market know-how and customer lists and information; (3) all copyrights in works of authorship, including rights in databases, data collections, “moral” rights, mask works, copyright registrations and applications therefore; (4) all trademarks, service marks, logos, trade dress and trade names and domain names indicating the source of goods or services, and other indicia of commercial source or origin (whether registered, common law, statutory or otherwise), all registrations and applications to register the foregoing anywhere in the world and all goodwill associated therewith; and (5) any similar, corresponding or equivalent intellectual property rights to any of the foregoing anywhere in the world.

1.3 “**Seven Principles**” shall mean the following principles which ISA applies in providing services to clients.

- i. A college preparatory instructional program
- ii. Dedicated staff of teachers and a counselor
- iii. Continuous professional development
- iv. Counseling
- v. Extended school day and school year
- vi. Parent involvement
- vii. Continuous organizational improvement

2. PROVISION OF SERVICES

2.1 Statement of Work. Pursuant to the terms and subject to the conditions of this Agreement, ISA shall perform the services set forth on any Statement of Work, attached hereto as Exhibit A (each, a “Statement of Work”), agreed to by the parties from time to time and attached and made a part hereof (the “Services”). In the event of any conflict between the terms of this Agreement and those contained in any Statement of Work, the terms contained in the Statement of Work shall govern solely for purposes of those Services set forth on such Statement of Work and only to the extent necessary to resolve the conflict.

2.2 Changes to the Scope of Services. Any material change to the scope of Services must be in writing and signed by each party. Client may request a change to the scope of Services by submitting a written change request (“Change Request”) to ISA. ISA will then advise Client of the effect the requested change will have upon the cost and completion time for the Services, with any additional cost to be determined at ISA’s then-standard rates and costs. ISA may request a change by submitting to Client a written Change Request including a statement of any change in the cost or completion time for the Services and an explanation of the reason for the Change Request. When the Parties agree upon the terms of any Change Request, ISA will issue a final Change Request to the relative SOW, substantially in the form of Exhibit B, which will be attached hereto by reference upon signature by each Party reflecting the agreed upon terms.

3. CLIENT RESPONSIBILITIES

3.1 Cooperation. Client shall cooperate with and assist ISA by providing to ISA such information and such access to Client’s personnel, facilities, equipment, databases, software, and other resources as are described in the applicable Statement of Work or as ISA may reasonably request. All such information and access shall be considered Client’s deliverables, the timely, complete, and accurate performance of which is a condition upon ISA meeting the completion dates and/or the price estimates described in each Statement of Work. Information requested by ISA pursuant to the foregoing shall be provided by Client to ISA within two (2) business days of ISA’s request.

4. FEES AND EXPENSES

4.1 Fees. Fees for the Services shall be set forth on and determined in accordance with the Statement of Work. Unless otherwise agreed to by the Parties, all Services will be billed at ISA’s prevailing rates. Client will supply ISA with a Purchase Order upon execution of this Agreement.

4.2 Expenses and Tax Payments. In addition to paying ISA the fees or charges set forth in Section 4.1 above, Client shall reimburse ISA for all reasonable expenses incurred by ISA in connection with the performance of Services hereunder, provided that any expense in excess of one hundred dollars (\$100.00)

has been approved in advance by Client. Client acknowledges and agrees to reimburse the actual travel costs incurred by ISA in the provision of services set out in the SOW. For purposes of this Agreement, travel costs shall include but is not limited to, airfare, train fares, rental cars, parking fees (both at origin and destination), meals, lodging costs, personal car mileage, and gratuities. Client shall be responsible for all taxes and assessments (excluding those on ISA's income or payroll) associated with the performance of Services hereunder including, but not limited to, any sales or use taxes levied by any national, state, or local government or instrumentality, whether collectable by ISA or payable directly by Client.

5. OWNERSHIP AND USE OF INFORMATION AND MATERIALS

5.1 Ownership. Except as specifically noted in any applicable Statement of Work, and subject to Client's ownership of any materials, data, software, designs, or processes (including all Intellectual Property Rights therein) that Client provides to ISA under the Statement of Work, ISA shall own all right, title and interest in and to any and all deliverables developed in connection with the performance of Services and identified as such in the Statement of Work (the "Deliverables"), including all Intellectual Property Rights therein. Client agrees to and does hereby irrevocably transfers, conveys and assigns to ISA all of Client's right, title and interest in and to such Deliverables owned or to be owned by ISA pursuant to this Section 5.1. Nothing herein shall be deemed to transfer, convey or assign to ISA any rights in or to any materials, data, software, designs, or processes owned or licensed by Client as of the Effective Date or developed independently of this Agreement.

5.2 License Grant. Subject to Client's payment of the fees for Services set forth in the applicable Statement of Work, ISA grants to Client a non-exclusive, non-transferable, perpetual right and license to use and reproduce the Deliverables (as defined in Section 5.1) solely for Client's own internal purposes. For Deliverables that are intended to allow Client's students, vendors and/or suppliers to interact with Client, such use is specifically included within the license grant. Client acknowledges and agrees that the foregoing license does not grant any rights of republication, resale, sublicensing, leasing, renting, or other commercial use of the Deliverables, or any modification or derivative work thereof, without the express written consent of ISA.

6. CONFIDENTIALITY

6.1 Limitations. A receiving party (i) agrees to hold the disclosing party's Confidential Information in confidence at least to the extent it uses to protect its own confidential information; however, in no case shall the receiving party employ less than a reasonable degree of care, and (ii) except as expressly authorized under this Agreement, agrees not to directly or indirectly use, disclose, copy, transfer, or allow access to the Confidential Information by any third party. Notwithstanding the foregoing, a receiving party may disclose Confidential Information of the disclosing party (i) to its employees and consultants on a need to know basis and provided such employees and consultants are subject to written confidentiality obligations at least as restrictive as those set forth in this Agreement; and (ii) as required by law or court order; provided, however, in such event the receiving party shall immediately inform the disclosing party prior to any such disclosure and reasonably assist the disclosing party in obtaining a protective order limiting any such compelled disclosure.

6.2 Return of Confidential Information. Upon the termination or expiration of this Agreement, the receiving party will return and or destroy all the Confidential Information delivered or disclosed to the receiving party, this shall include all copies whether electronic or physical in existence thereof at any time made by the receiving party.

7. TERM AND TERMINATION

7.1 Term. This Agreement shall commence on the Effective Date and shall continue until June 30, 2019, unless extended by mutual agreement of the parties or terminated earlier as provided herein. This agreement may be extended for two (2) option years upon mutual agreement of the parties.

7.2 Termination. Either party may terminate this Agreement or any Statement of Work: 1) upon the occurrence of a material breach by the other party, which material breach has not been cured within thirty (30) calendar days following receipt of written notice thereof by the breaching party from the other party, unless the cause for termination is a failure to pay, in which event ISA may terminate this Agreement upon five (5) calendar days' notice and opportunity to cure; or 2) at the expiration of any contract year.

7.3 Survival. Any and all provisions or obligations contained in this Agreement that by their nature or effect are required or intended to be observed, kept, or performed after termination of this Agreement will survive such termination and will remain binding upon and for the benefit of the parties and their permitted successors, including Sections 5, 6, 7.3, 8, 9, 10, and 13.

8. DISCLAIMER OF WARRANTIES

8.1 OTHER THAN AS SPECIFICALLY STATED IN THIS AGREEMENT, ISA MAKES NO WARRANTIES OF ANY KIND, AND DISCLAIMS ALL OTHER WARRANTIES, EITHER WRITTEN OR ORAL, EXPRESS OR IMPLIED, OR ARISING FROM A COURSE OF PERFORMANCE, DEALING OR TRADE USAGE, OR OF UNINTERRUPTED OPERATION WITHOUT ERROR, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE, OR NON-INFRINGEMENT.

8.2 ISA warrants that all services performed under this Agreement shall be performed consistent with generally prevailing professional or industry standards. Client must report any deficiencies in ISA's services to ISA in writing within ninety (90) days of performance to receive warranty remedies.

8.3 Client's exclusive remedy for any breach of the above warranty shall be the re-performance of ISA's services. If ISA is unable to re-perform the services, Client shall be entitled to recover the fees and expenses paid to ISA for the deficient services on a pro-rata basis.

9. LIMITATION OF LIABILITY

9.1 EXCEPT AS SET FORTH IN SECTION 6 AND SECTION 10, IN NO EVENT SHALL EITHER PARTY BE LIABLE FOR ANY LOST PROFITS, OR ANY EXEMPLARY, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR OTHER DAMAGES OR COSTS, INCLUDING ATTORNEY'S FEES, RESULTING FROM ANY CLAIM (INCLUDING ANY CAUSE OF ACTION SOUNDING IN CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, OR PRODUCTS LIABILITY AND ANY CLAIM FOR LOSS OF GOODWILL, DATA, USE OF DELIVERABLES, INTERRUPTION OR UNAVAILABILITY OF DATA, STOPPAGE OF OTHER WORK OR IMPAIRMENT OF OTHER ASSETS) ARISING OUT OF OR BASED UPON THIS AGREEMENT OR ANY STATEMENT OF WORK HEREUNDER, OR RESULTING FROM OR IN CONNECTION WITH THE SERVICES RENDERED HEREUNDER OR THE USE OF OR INABILITY TO USE OR PERFORMANCE OR NON-PERFORMANCE OF ANY DELIVERABLES PROVIDED HEREUNDER, OR ANY COMPONENT THEREOF, EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE AND NOTWITHSTANDING THE FAILURE OF THE ESSENTIAL PURPOSE OF ANY REMEDY SET FORTH HEREIN.

9.2 EXCEPT AS SET FORTH IN SECTION 6 AND SECTION 10, IN NO EVENT SHALL EITHER PARTY'S LIABILITY FOR DAMAGES TO THE OTHER PARTY ARISING OUT OF THIS AGREEMENT OR ANY STATEMENT OF WORK ENTERED INTO HEREUNDER EXCEED THE FEES PAID TO ISA BY CLIENT PURSUANT TO THE APPLICABLE STATEMENT OF WORK IN THE TWELVE (12) MONTHS PRECEDING THE EVENT GIVING RISE TO THE PARTY'S DAMAGES.

10. INDEMNIFICATION

1.1 Each party shall indemnify, defend, and hold the other party and its affiliates, members, directors, officers, shareholders, employees, representatives, agents, attorneys, successors and assigns (collectively, the "Indemnified Parties") harmless from and against any and all claims, liabilities, obligations, judgments, causes of action, costs and expenses (including reasonable attorneys' fees) arising out of: (a) personal injury, including death, and tangible property damage caused by the negligent or intentional acts of a party or its employees, agents and/or subcontractors; or (b) any breach by a party of this Agreement.

11. INDEPENDENT CONTRACTOR STATUS

ISA and Client agree that ISA and its employees, agents, and subcontractors are acting as independent contractors with respect to Client and nothing in this Agreement shall create any relationship of employer and employee, joint venturers, agent and principal, or partners. ISA, its employees, agents, and subcontractors will not receive nor will be eligible for any benefits provided by Client to its employees. This Agreement does not grant to ISA any authority to enter into an agreement, hire personnel, or purchase goods or services on behalf of Client.

12. NON-SOLICITATION

During the term of this Agreement and for one (1) year thereafter, Client agrees that it will not, directly or indirectly, hire, employ, engage, solicit, contract or communicate with for the purpose of hiring, employing or engaging any employee or independent contractor of ISA to provide Services or services similar to the Services to Client, or for the benefit of Client, or any affiliation or subsidiary of Client, without the prior written consent of ISA.

13. GENERAL AGREEMENT TERMS AND CONDITIONS

13.1 Governing Law. Any disputes that arise under this Agreement will be governed by the laws of the State of New York, exclusive of choice of law rules that would result in the application of the laws of another jurisdiction.

13.2 Equitable Relief. Nothing in this Agreement will preclude either party from pursuing a court action for the sole purpose of obtaining a temporary restraining order or a preliminary injunction, or any other interim or provisional relief that is necessary to protect the rights or property of that party in circumstances in which such relief is appropriate.

13.3 Relationship Between Parties. The relationship between ISA and Client is that of independent contractors. Neither party will represent that it has any authority to assume or create any obligation, express or implied, on behalf of the other party, nor to represent the other party as agent, employee, franchisee, or in any other capacity.

13.4 Force Majeure. Neither party will be liable to the other for failure or delay in the performance of a required obligation, except payment obligations, if such failure or delay is caused by strike, riot, fire,

flood, natural disaster, or other similar cause beyond such party's reasonable control and not caused by its fault or negligence, provided that such party gives prompt written notice of such condition and resumes its performance as soon as possible, and provided further that the other party may terminate this Agreement by written notice if such condition continues for a period of ninety (90) calendar days.

13.5 Headings. Headings of particular Sections are inserted only for convenience and are not to be used to define, limit, or construe the scope of any term or provision of this Agreement.

13.6 Notice. All notices, certificates, or other communications to a party hereunder shall be sufficiently given if by hand delivery, by overnight courier of international recognition, by facsimile, or by registered mail, postage prepaid, to such party at the following address:

The Institute for Student Achievement	Jefferson County School District
Attention: Scott Noon c/o Joan Marchese or	Attention: Tammy McGriff
Savitre Jackson	1490 W. Washington Street
One Old Country Road, Suite 250	Monticello, Florida 32344
Carle Place, NY 11514-1801	Phone: (850) 342-0514
Phone: 516-812-6700	Fax: (850) 342-0108
Fax: 516-299-6925	

13.7 Severability. If any term, condition, or provision in this Agreement is found to be invalid, unlawful, or unenforceable to any extent, the parties will endeavor in good faith to agree to such amendments that will preserve, as far as possible, the intentions expressed in this Agreement. If the parties fail to agree on such an amendment, such invalid term, condition, or provision will be severed from the remaining terms, conditions, and provisions, which will continue to be valid and enforceable to the fullest extent permitted by law.

13.8 Waiver. The waiver by either party of any default or breach of this Agreement will not constitute a waiver of any other or subsequent default or breach.

13.9 Entire Agreement. This Agreement (including its Exhibits) constitutes the complete agreement between the Parties relating to the subject matter set forth herein and supersedes all prior or contemporaneous agreements or representations, written or oral, concerning the subject matter of this Agreement. This Agreement may not be modified or amended except in writing signed by a duly authorized representative of each party.

13.10 Counterparts. This Agreement may be executed in any number of counterparts, each of which will be an original, and all of which constitute together but one and the same document. To expedite order processing, ISA may treat documents transmitted electronically by Client to ISA as original documents; provided, however, that either party may require the other to exchange original signed documents.

ISA and the Client have caused this Agreement to be signed and delivered by their duly authorized officers, all as of the Effective Date.

Signature Page Follows

**THE INSTITUTE FOR STUDENT
ACHIEVEMENT, EDUCATIONAL
TESTING SERVICE**

JEFFERSON COUNT SCHOOL DISTRICT

By: _____

By: _____

Name: N. Gerry House

Name: Tammy McGriff

Title: President

Title: District Administrator

Date:

Date:

EXHIBIT A

STATEMENT OF WORK

Jefferson High School Renewal Program

This Statement of Work (“SOW”) is hereby incorporated into and made a part of the Consulting Services Agreement (the “Agreement”) by and between ISA and Jefferson County School District (the "District") which is effective as of September 13, 2016.

1. Term. This SOW shall be effective as of September 13, 2016 and will continue in full force and effect until June 30, 2019 with the option to renew for two (2) additional one year periods unless terminated earlier in accordance with Section 7.2 of the Agreement.
2. Scope of Services. ISA will collaborate with the DISTRICT to establish a school renewal program based on the Seven Principles of ISA. In support of this collaboration the DISTRICT will receive the services as set out in the ISA proposal for the Renewal of Jefferson County High School, attached hereto as Exhibit C which will include 8 days each of Math, Humanities, & Science Coaching; 10 days Distributed Counseling; 32 days of school coaching; and a project manager for 16 days, plus, ISA Staff services, NCREST Staff services, 2017 Summer Institute, & travel costs as defined in Section 4.2 of the Agreement.
3. Compensation. The total amount of compensation due ISA for the above services is \$160,884.00 for year one. The amount of compensation due ISA for each of years two and three is \$203,673.12.
4. Invoicing. ISA will invoice DISTRICT for the first year according to the following schedule:

<u>Billing Date</u>	<u>Estimated Payment Amount</u>
10/31/16	\$40,220.88
01/30/17	\$40,220.88
04/30/17	\$40,220.88
07/31/17	\$40,220.88

Invoicing for the subsequent years will be on a quarterly basis.

5. Purchase Order. Within ten days of execution of the Agreement and at within ten days of the start of each contract year, DISTRICT will provide ISA with a purchase order for these services. The purchase order should be sent to the attention of: Lisa Lewless, Educational Testing Service, Mail Stop 25-J, Rosedale Road, Princeton, NJ 08541 or may be sent electronically to llewless@ets.org.

EXHIBIT B

Changes to SOW (name)

In accordance with Section 2.2 of the Consulting Services Agreement, the Parties agree to the following changes to SOW (name).

(Check the appropriate box)

____ Replace SOW (Name) with a new SOW (name), effective as of _____.

____ Make the following changes to SOW (name):

By signing below, the Parties, through duly authorized representatives, acknowledge agreement with the above changes to SOW (name) which are hereby incorporated into the Consulting Services Agreement for effective as of (DATE of Agreement).

(Full institution name)

EDUCATIONAL TESTING SERVICE

By: SAMPLE _____

By: SAMPLE _____

Date: _____

Date: _____

EXHIBIT D

ISA Proposal for the Renewal of Jefferson County High School

The Institute for Student Achievement (ISA) proposes to partner with Jefferson County Schools and Jefferson County High School to implement ISA's customized high school renewal process that will result in the graduation of students ready for college and careers. ISA's renewal process is evidence-based, validated by research, and rooted in ISA's 22-years of experience facilitating successful high school renewals. Two independent, rigorous evaluations have validated the ISA approach as producing significant impacts on high-need student outcomes including higher attendance, credit accumulation, and four-year graduation rates, lower dropout rates, and increased college admission and persistence rates. The U.S. Department of Education identified ISA as one of three organizations nationwide with a demonstrated record of success in whole-school transformation. A What Works Clearinghouse review of ISA's evidence showed that the ISA model met its requirements for evidence-based, whole-school reform.

Phases of the Renewal Process

The high school renewal process is planned and executed in collaboration with the district and school leadership, so that the school principal is seen as and is, in fact, the leader of the renewal and so that the school community has strong commitment to and ownership of the process and outcomes. Throughout the process, the school principal works closely with an ISA leadership-school renewal coach, who has experience in high school renewal and as a secondary school leader.

ISA's high school renewal process has three phases:

1. Establishing stakeholder investment, collaboration, and support through student and staff surveys, parent and community focus groups, and the establishment and regular meeting of a stakeholder school renewal advisory committee for each school to advise the renewal process
2. Establishing high leverage goals and outcomes for students, faculty, and school organization and culture; assessing the current state of implementation of the goals and outcomes through the use of ISA's college readiness assessment; and creating a strategic plan and an implementation plan and calendar to achieve the goals and outcomes
3. Effective enactment of the implementation plan and calendar and ongoing monitoring and assessment of the effectiveness of the roll out.

This three-phase renewal process is customized to address the particular values, goals, student performance outcomes, and context of each of the seven schools. The first two phases together take 6 -8 months; the third phase takes 2 to 4 years. The chart following this introduction provides a detailed account of the phases.

Components of the Renewal Process

Although ISA customizes the renewal process to fit the context of each school, five evidence-based components, found by research to be critical to students' success in high school, frame it. These components include: 1) students' connection to and engagement in their school; 2) college preparatory, standards-based curriculum, instruction and interventions targeted to meet the school and district goals and student performance outcomes; 3) regularly scheduled, structured job-

embedded professional development targeted to achieving the goals and student performance outcomes; 4) restructuring the use of time to give students multiple pathways to succeed; and 5) district-school mutual accountability where there is district support for and trust in the school. Each component is briefly described:

1. ***Students' connection to and engagement in their school*** focuses on personalization, the establishment of relationships between students and teachers, where every student has a school adult who is his/her advocate-advisor, who knows that student well and is the family contact. Students meet with their advocate-advisor on a regular basis to make sure they are progressing and addressing problems that emerge. Students' engagement in school is increased by opportunities for students to pursue topics that interest them in their classes as well as varied interventions that support struggling students to succeed before they are failing. A preventative rather than corrective approach is emphasized. Academic, social, and emotional connection to and engagement in school are supported by mechanisms that give students voice and agency with regard to academic performance, behavior, safety, and security so that students take responsibility for the school environment. Examples might be writing and math centers, homework completion elective, and Restorative Justice.
2. School and district goals and student performance outcomes and data drive the ***college preparatory curriculum, instruction, and interventions*** so that students graduate prepared for post-secondary education and careers. ISA content area coaches support teachers to effectively implement state standards, use an inquiry approach to instruction that emphasizes higher order thinking, enrich literacy across the curriculum (including numeric literacy), utilize project-based learning, provide scaffolding that supports differentiation and struggling students, engage in multiple forms of assessment ranging from classroom, district, and state tests to performance assessments, and practice close and regular monitoring of student progress. ISA coaches help the school develop both school-wide and individual classroom academic and behavioral interventions that emphasize prevention of problems rather than correction of them.
3. School and district goals, along with student performance outcomes and data, drive professional development goals, plans, calendar, and activities. ISA helps the school develop a coherent, evidence-based professional development structure, plan, and schedule designed to achieve the goals and outcomes. ISA provides ***job embedded and external professional development*** opportunities: regular, structured job-embedded 1) leadership-school renewal coaching, 2) content area coaching, and 3) individual and team coaching. ISA coaches support school and teacher-leaders to facilitate effective leadership team, grade level team, department, and faculty meetings. Leaders learn to use data and critical accountability tools such as decision minutes as components of their meetings. ISA coaches work with school leaders to observe and assess teaching and learning and provide teachers with evidence-based, actionable feedback targeted to the school goals and student performance outcomes. External professional development includes ISA summer and winter institutes that include school team self-assessment opportunities and planning, curriculum development, sessions on leadership and distributed counseling, and technical knowledge workshops. ISA has a wealth of professional development tools, which coaches access in their work with staff, including protocols for using data and assessing student work, articles, videos, project templates, and rubrics. ISA's implementation inventory helps schools monitor and assess the progress of their implementation and build a culture of continuous improvement.

4. ISA helps schools ***to restructure the use of time*** in ways that provide students with multiple opportunities for success, including extended day and year for enrichment and remediation such as tutoring; external learning experiences such as internships, community service, and dual enrollment; Saturday school for credit recovery or standardized test prep, etc.; block scheduling; and organizing and scheduling for grade level teams, where a cohort of teachers teaches the same cohort or students
5. ***Mutual district-school accountability*** supports the success of the renewal process as the district policies and practices are in concert with the school's renewal goals and plans. This occurs when the district grants the school the autonomy to effectively implement the renewal plan and actively supports implementation through practices such as establishing a network of renewal schools under the supervision of one district administrator who knows the schools, advocates for their implementation of their renewal plans, ensures that district policies and practices are in support of the school implementation plans, and is the liaison with ISA. The school's use of ISA's evidence-based College Readiness School Assessment, which provides data on schools' effective practices and gaps for creating a college going culture and enables the school to design a data-based plan for renewal and improvement, encourages the development of internal accountability, where all members of the school community take collective responsibility for its outcomes. Other ISA tools such as the Implementation Inventory and Sustainability Inventory use an evidence-based approach to monitoring fidelity in implementation and also encourage internal accountability. ISA and NCREST monitor coaching action plans and monthly logs for alignment of coaching to the outcomes of the renewal implementation plan and trouble shoot any issues that emerge. ISA sends coaches' logs to the principals monthly so principals are current on coaching activities and expectations for teachers' implementation.

The actual structures, processes, mechanisms, and practices that operationalize these components is the work of the renewal process.

PROJECT ACTIVITY CHART AND CALENDAR

PHASE ONE: September –November 2016

Date for Activity	Activity	Outcome	Jefferson County High School	ISA
Sept. 2016	<u>Introduction to ISA</u> <ul style="list-style-type: none"> • Meetings with the principal, leaders, district staff, and ISA: <ul style="list-style-type: none"> ○ Introduction to ISA Model and renewal process ○ Overview, goals, timeline, and expected outcomes of the renewal process ○ Role of ISA 	A common understanding of the expectations and the parameters of the ISA renewal process. JCHS, JCPS and school leaders will have a common understanding of the renewal non-negotiables: purposes, expectations, structure, and process and the role of the ISA partnership	District reps, representatives of school' leadership staff	<ul style="list-style-type: none"> • ISA President • ISA Senior Program Director, • ISA Project Director • NCREST Co-director
Sept. 2016	<u>Establishing Stakeholder Investment in Each School's Renewal</u> <ul style="list-style-type: none"> • ISA Online Student Survey to assess: <ul style="list-style-type: none"> ○ Perceptions about connection to and engagement in school ○ Perceptions about self-efficacy ○ Students' aspirations and ambitions ○ Students' sense of agency ○ Perceptions of their school as a college-going culture ○ Perceptions of opportunities to succeed in school 	Stakeholder investment in renewal. Data to inform school renewal process. Report on Student Survey Results	Survey Liaison	<ul style="list-style-type: none"> • NCREST (Director for Research & Evaluation)
Sept. 2016	<ul style="list-style-type: none"> • ISA Online Staff Survey to assess: <ul style="list-style-type: none"> ○ Perceptions of their school as a college-going culture ○ Perceptions about student behavior ○ Perceptions of student-faculty 	Data to inform school renewal process Report on Staff Survey Results	Survey Liaison	<ul style="list-style-type: none"> • NCREST (Director for Research & Evaluation)

<p>Sept. – Oct. 2016</p>	<ul style="list-style-type: none"> relationships <ul style="list-style-type: none"> ○ Professional development support ○ Perceptions of opportunities for collaboration ● Matching ISA Leadership-School Renewal (LSR) coaches to principal 	<p>Through a matching process, the principal is assigned an ISA Leadership-School Renewal coach who collaborates with the principal and leadership team on the planning and implementing the renewal process and plan</p>	<p>Principal</p>	<p>ISA; NCREST</p>
<p>Oct. 2016</p>	<ul style="list-style-type: none"> ● Parent and Community Focus Groups <ul style="list-style-type: none"> ○ Visioning Activity: Sorting Priorities <ul style="list-style-type: none"> ▪ Identification of 70-80 diverse stakeholders representing the school (e.g., community members, current and feeder school parents ▪ Scheduling two 2-hour sessions for Visioning Activity ○ Development of customized features to be sorted into top 10 individual priorities and top 5 small group priorities. ○ Review of features for the sort; feedback to ISA. 	<p>Identification of a common set of priorities from diverse stakeholders.</p> <p>Stakeholders’ priorities inform the school’s renewal work with the intent of generating ownership and commitment to the renewal.</p>	<p>District; principal in collaboration with staff</p> <p>District</p> <p>District supervisor, principal</p>	<p>ISA Project Director</p> <p>● ISA develops features for sort based on ISA principles and renewal process components</p> <p>● ISA Project Director</p>

<p>Nov. 2016</p>	<ul style="list-style-type: none"> ○ In a 2-hour session diverse stakeholders work together in groups of 5-6 to identify their priorities from a customized sort of up to 70 features. Participants identify their common cross-group priorities ○ Priorities are recorded for the school's Stakeholder Renewal Advisory Committee and School Leaders ● Creation of Advisory Committee <ul style="list-style-type: none"> ○ Creation of the school's Stakeholder Renewal Advisory Committee of 10-12 diverse stakeholders who participated in the visioning activity. Principal will convene Advisory Committee 4-6 times during the year whenever there are major decision points where constituent voice is important. Principal is chair of the advisory committee. Advisory Committee's responsibility is to provide feedback on design features and decisions to ensure that the renewal maps onto the common priorities agreed to by the stakeholder groups, school goals and outcomes, and results from student and staff surveys. ○ Advisement to District and principal on how to productively use their Advisory Committee productively. ● Meeting of Advisory Committee to develop draft of vision and priorities based on results of activities at parents and community focus groups 	<p>Stakeholder voice and priorities inform the renewal of the school and support continued buy-in and commitment.</p> <p>Draft of stakeholders' vision and priorities for renewal</p>	<p>Principal and district supervisor circulate</p> <p>District supervisor and principal</p> <p>Principal, Advisory</p>	<ul style="list-style-type: none"> ● ISA facilitates ● ISA Project Director ● ISA President
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			Committee member	• ISA LSR coaches
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PHASE 2: December-April

Date for Activity	Activity	Outcome	Jefferson County HS	ISA
Dec. 2016 - Jan. 2017	<p><u>Assessing the current state of implementation of the goals and outcomes</u></p> <ul style="list-style-type: none"> • Implementation of ISA’s evidence-based College Readiness School Assessment to determine the current state of implementation of the goals and outcomes identified by the stakeholders’ school renewal advisory committee <ul style="list-style-type: none"> ○ School self-study: Leadership team activities in collaboration with ISA LSR <ul style="list-style-type: none"> ▪ Review of statistical data (e.g., attendance, course pass, suspension, hs graduation, and college admission, etc. rates) ▪ Review of representative teacher and student work artifacts (e.g., teacher assignments and corresponding student work samples) ▪ Observations of representative classrooms for evidence of college ready teaching and learning (e.g., problem solving, analysis, writing, argumentation, discussion, etc.) 	<p>Identification of those areas and practices that statistical and work product evidence show are effective in making progress/achieving the outcomes and goals as well as those areas where there are gaps. This information will inform the content of the renewal process to eliminate the gaps so that the school makes progress toward the achievement of the goals and outcomes.</p> <p>Report on the findings from the Self Study</p>	Principal, leadership team	<ul style="list-style-type: none"> • ISA LSR coaches • ISA LSR, NCREST

	<ul style="list-style-type: none"> ▪ Review of organizational structures, mechanism, and practices targeted to supporting the achievement of goals and outcomes for their effectiveness: ▪ Use of ISA college-readiness inventory ○ One-day External Review: External Team <ul style="list-style-type: none"> ▪ Review of self-study report ▪ Review of statistical data ▪ Observation of classrooms ▪ Review of representative teacher and student work artifacts <ul style="list-style-type: none"> • Analysis and discussion of self-study and external review reports: <ul style="list-style-type: none"> ○ Implications for renewal goals and priorities 	<p>Report on findings from External Review</p> <p>Draft stating priorities for renewal based on gaps in progress on goals and outcomes in both reports</p>	<p>Principal and Leadership teams</p>	<ul style="list-style-type: none"> • 1 or 2 ISA External coaches • Up to 2 principal and 2 teachers from ISA school • External coaches, NCREST • ISA Project Director, ISA LSR coaches
Jan, 2017	<p><u>Establishing school outcomes and priorities for the renewal based on goals and vision of all stakeholders</u></p> <ul style="list-style-type: none"> • 1-Day Staff Retreat for the school <ul style="list-style-type: none"> ○ Purpose: to elicit staff voice and expertise to inform the renewal process ○ Staff work in mixed groups <ul style="list-style-type: none"> ▪ Review data and reports from ISA college readiness assessment, student and staff surveys, parent 	<p>Using evidence, the school's staff comes to consensus on areas where school is effective, areas for improvement and goals, outcomes, and priorities for renewal</p>	<p>Principal; school' staff</p>	<p>ISA LSR coaches</p>

	<p>and community focus groups, and Advisory committee,</p> <ul style="list-style-type: none"> ▪ Engage in open response and targeted response to the data ▪ Discuss what the evidence tells about what the school is doing effectively and what they need to improve with regard to the 5 evidence-based components of the ISA renewal process: ▪ Share results across groups ▪ Identify common ground across groups <ul style="list-style-type: none"> ○ Sort (Same sort used by parent and community group) <ul style="list-style-type: none"> ▪ Staff work together in groups of 6-7 to identify their priorities for the goals and outcomes for the renewal from a customized sort of up to 70 features. ▪ Participants share their group's priorities ▪ Participants identify their cross-group common priorities ○ Priorities are recorded for the school's retreat 		Principal	ISA LSR coaches
			Identified school recorder	ISA LSR coaches
Jan.-Feb. 2016	<p><u>Development of strategic plan:</u> the school develops a strategic plan</p> <ul style="list-style-type: none"> • Reviewing and consolidating priority goals and outcomes identified by the stakeholder groups • Starting with the outcomes, develop a strategic plan: 	Strategic plan for the renewal process and outcomes	Principal, leadership team	ISA LSR coaches

	<ul style="list-style-type: none"> ○ Identifying where the school is in the trajectory to achieve each outcome, using evidence to determine what is working in making progress toward that outcome, and what the gaps are ○ Identifying the key activities to address the gaps, including changes needed in policies, practices, structures, and mechanisms ○ Identifying key personnel to engage in the key activities ○ Identifying key supports and professional development needed to implement the activities effectively ○ Developing a 2-3 year calendar for the key activities ○ Identifying benchmarks of progress and timeline for assessing benchmarks ○ Calendaring monitoring for implementation ○ Identifying key personnel to support and monitor implementation and progress <ul style="list-style-type: none"> ● Alignment of school strategic plans for renewal with district goals 	School' strategic plans will align with district goals	Principal, district supervisor	ISA Project Director, ISA Senior Program Director
February, 2017	<p><u>Meeting of the school's Stakeholder Advisory Committee</u></p> <ul style="list-style-type: none"> ● Presentation of Strategic Plan for advisement ● Incorporating Stakeholder Advisory Committee's contributions to strategic plan 	<p>Stakeholders perspective inform the strategic plan</p> <p>Strategic plan reflects stakeholders' perspective and</p>	<p>Principal, district supervisor</p> <p>Principal</p>	<p>ISA LSR coaches, ISA project director</p> <p>ISA LSR coaches</p>

		knowledge		
March, 2017	<p><u>Assigning content area ISA coaches to school</u></p> <p><u>Principal and key staff visit NYC ISA school</u></p> <ul style="list-style-type: none"> ○ One-day visit to NYC ISA school ○ Debriefing of visit with ISA senior programs director and senior coach 	<p>ISA coaches in math, literacy, science, social studies, and personalization will be matched with school to support the renewal initiative</p> <p>Key staff will have images of the renewal practices in operation in school with comparable student populations.</p> <p>Key staff will interact with staff who use renewal practices in school with comparable student populations.</p> <p>Key staff will have an understanding of how the framework for the renewal works in action. Questions and concerns will be addressed</p>	<p>Principal</p> <p>Key school staff, district supervisor</p> <p>Key school staff, district supervisor</p>	<p>ISA, NCREST</p> <p>ISA senior programs director, ISA Jefferson County project director, ISA LSR and content coaches, ISA senior ISA coach, staff from ISA school,</p> <p>ISA senior programs director, ISA senior coach, ISA Jefferson County project director, ISA Jefferson County coaches</p>
March-April, 2017	<p><u>Development of Annual Implementation Plan and Calendar for 2017-18</u></p> <ul style="list-style-type: none"> • ISA leadership and content coaches work with key school to develop an annual implementation plan for each content area so that it maps onto 	<p>Each school will have an implementation plan and calendar for 2017-18 that</p>	<p>Principal, key staff in the content areas</p>	<p>ISA LSR and content area coaches</p>

	<p>the strategic plan (see attached template for Implementation Plan)</p> <ul style="list-style-type: none"> • Identification of any organizational changes, staffing needs, and reallocation of resources necessary for enactment of the 2017-18 implementation plan • Identification of immediate professional development needs 	<p>maps onto the strategic plan</p> <p>Creation of the organizational supports, structures, mechanisms, and realignment of fiscal resources necessary for effective implementation of the 2017-18 implementation plan</p> <p>Plan for professional development critical to the renewal to occur in April through August, 2017</p>	<p>Principal, leadership teams, district supervisor</p> <p>Principal, key staff in the content areas</p>	<p>ISA LSR coaches, ISA project director</p> <p>ISA LSR and content area coaches</p>
April-June, 2017	<u>Planning school organization, staff and student and staff programs for 2017-18 school year based on renewal implementation plans.</u>	The organizational context to support the renewal will be in place.	Principal, key programming staff	ISA LSR
June 2017	<u>Meeting of Stakeholders' Advisory Committee</u> Report on progress on the goals.	Stakeholders perspectives	Members of committee, principal, district supervisor	ISA LSR coaches, ISA project director

Phase 3: April -July; August 2017-July 2018

The subsequent implementation years follow the pattern of the 2017-18 year and conclude with ISA's Sustainability Inventory

	<ul style="list-style-type: none"> ○ Literacy across the curriculum; ○ Writing Worth Doing; ○ Role of advocate-advisor and planning/adapting advisory curriculum, etc.) 	<p>Faculty will have experience implementing some college ready strategies.</p> <p>Faculty will increase their understanding of new roles and/or curriculum/or pedagogy (e.g., literacy across the curriculum)</p>	Key content area faculty	ISA content area coaches, ISA senior specialists in math and literacy
July 2017	<p><u>Summer Institute</u></p> <ul style="list-style-type: none"> ● Individual school team planning time ● Curriculum Sessions ● Thematic Sessions 	School are prepared for the following year's renewal work; strengthen their bonds as a faculty and commitment to their school's renewal; develop a sense of common purpose as a network	School leaders and teachers; district supervisor	ISA coaches and curriculum and instruction specialists, project director, senior program director, president
August 2017	<p><u>Planning for Opening School with Full Implementation of Renewal Plan</u></p> <ul style="list-style-type: none"> ● Notification to students and families about opening of school ● Review Summer Institute achievements and school renewal implementation plan with entire staff 	<p>Students and parents are informed of any new procedures regarding starting the school year</p> <p>Staff is clear on focus</p>	<p>School leaders, district supervisor</p> <p>School leaders, staff</p>	ISA LSR coach ISA LSR coach

		for renewal		
Sept.- Oct. 2017	<u>Enactment of Renewal Implementation Plan</u> <ul style="list-style-type: none"> Content coaches develop coaching action plan in consultation with principal/supervisor and content area teachers targeted to the school's implementation plan for the renewal plan ISA LSR coach develops coaching action plan in consultation with the principal 	Coaching plans map onto the outcomes of the implementation plan	Content area teachers and supervisors	ISA content coaches, ISA
Sept. 2017— June 2018	<ul style="list-style-type: none"> Regular leadership and content area coaching targeted to supporting faculty in the enactment of the implementation plan 	Staff are supported to enact implementation plan	Principal Staff	ISA LSR coach, ISA ISA coaches
January, 2018	<u>Benchmark Review Retreat</u> <ul style="list-style-type: none"> One-day retreat to: <ul style="list-style-type: none"> Assess evidence of progress toward the goals in the renewal plan Identify effective strategies Identify challenges regarding implementation and progress: <ul style="list-style-type: none"> Analyze problems Identify solutions Develop strategies and timeline for implementing solutions 	Monitoring progress and ensuring ongoing improvement	Key school staff	ISA LSR coach, content coaches, ISA project director
January, 2018	<u>Meeting of Stakeholders' Advisory Committee</u> Report on progress on the goals.	Stakeholders' perspectives	Members of committee, principal, district supervisor	ISA LSR coaches, ISA project director
May, 2018	<u>ISA Annual Implementation Inventory</u> Principal and ISA coach examine statistical data and student and teacher artifacts, observe classrooms, and review ISA's indicators for a college going culture to determine what progress has been made and what gaps still exist. An external ISA coach visits the school for one day and reviews the statistical data and	Evidence-based assessment of Progress during the first year	Principal	ISA LSR coach, ISA External Coach

	work artifacts, observes representative classrooms, and discusses the review of indicators for a college going culture with the principal and LSR coach. The external ISA coach provides feedback on the progress toward the goals of the implementation plan and recommendations for moving forward. This is followed by a written report.			
June, 2018	<u>Meeting of Stakeholders' Advisory Committee</u> Report on progress on the goals.	Stakeholders perspectives	Members of committee, principal, district supervisor	ISA LSR coaches, ISA project director
May— June 2018	<u>Planning for Summer Institute, 2018</u> <ul style="list-style-type: none"> Key leadership staff and LSR coach plan summer institute using the Annual Implementation Inventory report to inform the plan 	Plan targeted to address gaps noted in report.	Key leadership staff	ISA LSR coach
May, 2019 or 2020	<u>Plan for Sustainability</u> <ul style="list-style-type: none"> Student Survey Staff Survey Reports on survey findings and comparison with baseline surveys at start of the project ISA Sustainability Inventory <ul style="list-style-type: none"> NCREST provides orientation to key school staff and provides materials for the Sustainability Inventory Key school staff participate in evidence-based school self-study to determine progress toward and achievement of the goals and outcomes of the renewal that uses: <ul style="list-style-type: none"> Statistical data on indicators such as attendance, student course pass rates, college admission rates, etc., Teacher and student artifacts, Assessment of implementation indicators of a college going culture Representative classroom observations 	Data to inform sustainability and continuous organizational improvement	School survey liaison Key staff Key staff	NCREST NCREST ISA LSR coach ISA LSR coach

	<ul style="list-style-type: none"> ▪ Analysis of data collected to assess progress and gaps ○ External team review: a team of ISA educators lead by an ISA coach visit the school for one day: <ul style="list-style-type: none"> ▪ They gather evidence of progress toward the goals and outcomes of the renewal and remaining gaps. They collect evidence including: <ul style="list-style-type: none"> • Context information provided by the school and a presentation by key staff • The school’s analysis from their self-study • Statistical data on indicators such as attendance, student course pass rates, college admission rates, etc., • Teacher and student artifacts, • The school’s assessment of implementation indicators of a college going culture • Representative classroom observations • Focus groups of teachers, students, and parents. ▪ Using the evidence, the team develops a collective perspective on the school’s progress and gaps regarding the goals and outcomes of the renewal ▪ The team presents an oral report on the progress and gaps and makes recommendations for continuous improvement ▪ The school then receives a written report based on the oral report. 		Key staff	<p>External ISA leadership coach and ISA educators from other school (principal, teachers, counselor, etc.), ISA LSR coach</p> <p>NCREST; ISA External Coach</p>
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