



**DATE:** Tuesday, May 7, 2019  
**TO:** School Board Members  
**FROM:** Jeff Eakins, Superintendent

### **SUBJECT / RECOMMENDATIONS**

Accept the Statement of Work for School Year 2019/2020, External Operator for Achievement Schools Based on the Proposal Submitted by Phalen Leadership Academies - Request for Proposal (RFP) #17146-EST-IV External Operators for Turnaround Schools (*Business Services Division*)

### **EXECUTIVE SUMMARY**

On March 6, 2018, the Board approved Phalen Leadership Academies to operate certain schools in our district as an external operator, working as partners with school leadership and our communities to achieve fundamental improvement in student achievement and school culture. Currently, for the 2018/2019 school year, Phalen is working with three schools: Oak Park Elementary, Foster Elementary, and Sheehy Elementary. The Board is asked to approve the attached Phalen Statement of Work for school year 2019/2020, External Operator for Achievement Schools, to continue the partnership with the following schools, pending State of Florida Department of Education requirements: Dover Elementary, McDonald Elementary, Folsom Elementary, Palm River Elementary, Forest Hills Elementary, Robles Elementary, James Elementary, Sulphur Springs K-8, Kimbell Elementary, and Thompson Elementary. If any of these schools exceed the state requirements requiring an external operator, they will not be included in the 2019/2020 contract.

The remaining term of this contract shall be for one year, beginning July 1, 2019, with one 1-year renewal. There is a 30-day termination for convenience clause included in this contract.

### **STRATEGIC OBJECTIVES**

- Improve the high school graduation rate
- Provide a student-centered learning environment that engages every child
- Establish a strong foundation of financial stewardship

### **FINANCIAL IMPACT (Budgeted: Yes)**

The Supplemental Academic Instructional Categorical funds allocated for next fiscal year will be used for the external operator services. The cost of the contract for all 13 schools will be \$3,756,000. This contract will be flexible based on school academic grades.

### **EVALUATION**

Contract administration and evaluation is performed by the Project Manager (the "End User") and the Procurement Officer, who function as a team, by utilizing an online vendor performance report or via in-person reviews. The evaluation consists of an assessment of the vendor-provided goods and services, deliverables, and compliance with contractual requirements. The resulting data will support renewal decisions and/or alterations to a new agreement.

**SUBMITTED BY:** Corey A. Murphy, General Manager, Procurement Services

---

Harrison Peters  
 Chief of Schools, Administration  
 (813) 272-4071

---

Gretchen Saunders  
 Chief Business Officer  
 (813) 272-4270

# C 6.35

Hillsborough County Public Schools (Florida) \* Mtg.#20190507\_923 (Board Meeting followed by Public Hearing) \*  
 Section C Item# 6.35



Agenda for Board Meeting 923  
AGENDA  
SCHOOL BOARD OF HILLSBOROUGH COUNTY, FLORIDA  
901 East Kennedy Boulevard, Tampa

Status Key

- Ⓐ = Approved
- Ⓜ = Approved, with modifications
- Ⓓ = Deferred
- Ⓝ = Not Approved
- Ⓟ = Pending

Tuesday, May 07, 2019 - 4 p.m.  
Public Comment - 3:30 p.m.

**MISSION**

To provide an education and the supports that enable each student to excel as a successful and responsible citizen.

**VISION**

Preparing Students for Life

- CALL TO ORDER
- MOMENT OF SILENCE
- PLEDGE OF ALLEGIANCE
- ADOPTION OF THE AGENDA
- ROLL CALL
- APPROVAL OF MINUTES
- BOARD GUIDELINES
- EMPLOYEE INPUT - 6 p.m.

**RECOGNITIONS AND PROCLAMATIONS (Section A)**

- Ⓐ 01 Adoption of Proclamation - National Mental Health Awareness Month, May 2019 (*Academic Support and Federal Programs*) Support Materials (1)
- 02 Recognition of Hillsborough County Public Schools Partnership with Career Source Tampa Bay and the Hillsborough Board of County Commissioners to Establish the Summer Youth Employment Program (*Workforce Connections*)
- Ⓐ 03 Adoption of Proclamation - Teacher Appreciation Week, May 6-10, 2019 (*Human Resources*) Support Materials (1)

**CONSENT AGENDA (Section B)**

- Ⓐ 1.01 Approve the 2019/2022 English Language Learners (ELL) Plan (*Office of Teaching and Learning*) Support Materials (1)
- Ⓐ 4.01 Approve Personnel List #964 - Instructional Support (*Human Resources*) Support Materials (1)
- Ⓐ 4.02 Approve Personnel List #1109 – Instructional (*Human Resources*) Support Materials (1)
- Ⓐ 4.02a Approve Administrative Appointments/Transfers (*Chief of Schools*)
- Ⓐ 4.03 Approve Teachers Considered Out of Field - Subject Area and English Language Learners (*Human Resources*) Support Materials (1)
- 4.04 Approve Disciplinary Action (if Any) (*Human Resources*) withdrawn
- Ⓐ 4.05 Approve Disciplinary Action - Performance/Certification (*Human Resources*)
- Ⓐ 4.07 Approve the New Job Description for Substitute, Technician, Communications (*Operations*) Support Materials (1)
- Ⓐ 4.08R Approve the New Job Descriptions for Supervisor, Community Schools and Resource Teacher, Site, Community Schools (*Academic Support and Federal Programs*) (**Revised Attachment**) Support Materials (1)
- Ⓐ 5.01 Approve Out-of-County/Out-of-State and Overnight In-County Student Field Trips (*Chief of Schools*) Support Materials (1)
- Ⓐ 5.02 Approve Waiver of Rental Fees (*Chief of Schools*) Support Materials (1)
- Ⓐ 5.03 Approve the Memorandum of Agreement With Profferfish, LLC for the Community Service Hours Management Tool for Students, Families, Counselors, and Administrators (*Chief of Schools*) Support Materials (1)
- Ⓐ 5.04 Approve the Interagency Agreement with the Tampa Housing Authority (THA) to Implement the Strategies of Support for Students and Families Residing in THA Properties (*Chief of Schools*) Support Materials (1)
- Ⓐ 6.01 Approve the Memorandum of Agreement with the State of Florida, Department of Health (FLDOH), Hillsborough County for Comprehensive Services Provided by Registered Nurses (*Academic Support and Federal Programs*) Support Materials (1)
- Ⓐ 6.02 Approve the Renewal of the Contract for Categorical/Basic Funding for Registered Nursing Services with the State of Florida, Department of Health (FLDOH), Hillsborough County (*Academic Support and Federal Programs*) Support Materials (1)
- Ⓐ 6.03 Approve the Renewal of the Contract for Full Service Funding with the State of Florida, Department of Health (FLDOH), Hillsborough County (*Academic Support and Federal Programs*) Support Materials (1)

- Ⓐ 6.04 Accept the Lowest Responsive, Responsible Bid Submitted by Zinc Ink, LLC - Invitation to Bid (ITB) #19015-MST-BJH Cabinet and Casework Construction, Installation, and Repair (*Business Services Division*)
- Ⓐ 6.05 Approve Apple, Inc., as the Sole Source Provider for Apple Products (*Business Services Division*)
- Ⓐ 6.06 Approve the Contract for the Medicaid Data Management Partnership with Florida Autism Center for Excellence (*Business Services Division*)
- Ⓐ 6.07 Approve the Contract for the Medicaid Data Management Partnership with The Pepin Academies (*Business Services Division*)
- Ⓐ 6.09 Approve the Memorandum of Agreement (MOA) Between Brandon Sports and Aquatic Center (BSAC) and The School Board of Hillsborough County, Florida, (HCPS) for the Implementation and Operation of Before School, After School, and Summer Programs (*Academic Support and Federal Programs*)
- Ⓐ 6.10 Approve the Agreement for Technical Services With the University of South Florida (USF), Accelerated Summer and Intersession Academic Programs, and The School Board of Hillsborough County, Florida for the TOP-3 GEAR Residential Camp at the USF Tampa Campus Under the Schools of Hope-Whole School Transformation Model (Traditional Public Schools) (TOP-3) Grant, and the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Project Securing College/Career Opportunities Through Rigor in Education (SCORE) Grant (*Chief of Schools*)
- Ⓐ 6.11 Approve the Purchase of Scholastic EDGE and Classroom Libraries from Scholastic Inc., for the Second Grade Summer Reading Camp (*Office of Teaching and Learning*)
- Ⓐ 6.14 Approve the Piggyback of the Agreement Between AECOM Technical Services, Inc. (AECOM) and The School Board of Palm Beach County, Florida - Request for Proposal (RFP) #17C-020W Program Management Support Services (*Business Services Division*)
- Ⓐ 6.15 Approve the Purchase of Literacy Footprints Guided Reading Systems from Pioneer Valley Educational (Sole Source Provider) (*Business Services Division*)
- Ⓐ 6.16 Approve the Purchase of Guided Reading Books from Heinemann (Sole Source Provider) (*Business Services Division*)
- Ⓐ 6.17 Accept the Bid from KAT Construction & Materials, Inc. - Invitation to Bid (ITB) #19018-MST-IV Hydro Tank Replacement (Durant High School and Knights Elementary School) (*Business Services Division*)
- Ⓐ 6.18 Accept the Lowest Responsive, Responsible Bids from Multiple Vendors - Invitation to Bid (ITB) #19040-DST-VT Truck, Bus, and Vehicle Parts (New and Rebuilt) (*Business Services Division*)
- Ⓐ 6.19 Approve the Agreement for Medical Director Services with Medical Direction Consultants, Inc., for the Emergency Medical Technician (EMT) Program at Aparicio-Levy Technical College - 2019/2020 (*Workforce Connections*)
- Ⓐ 6.21 Accept the Lowest Responsive, Responsible Bid Submitted by Cardinal Door and Hardware LLC - Invitation to Bid (ITB) #19023-MST-VT Doors, Purchase - Metal and Wood (*Business Services Division*)
- Ⓐ 6.22 Accept the Lowest Responsive, Responsible Bids Submitted by Multiple Vendors - Invitation to Bid (ITB) #19000-DST-VT Commodity Food Processing 2019/2020 (*Business Services Division*)
- Ⓐ 6.23 Accept the Lowest Responsive, Responsible Bids Submitted by Multiple Vendors - Invitation to Bid (ITB) #19037-EST-VT Musical Instruments - Elementary (*Business Services Division*)
- Ⓐ 6.24 Accept the Lowest Responsive, Responsible Bid Submitted by Universal Nissan, Inc. - Invitation to Bid (ITB) #19036-DST-VT Battery Electric Vehicles - Lease (*Business Services Division*)
- Ⓐ 6.25 Approve the Legal Services Agreement Between The School Board of Hillsborough County, Florida and Fisher & Phillips, LLP (*Business Services Division*)
- Ⓐ 6.26 Accept the Lowest Responsive, Responsible Bid Submitted by Insect IQ, Inc. - Invitation to Bid (ITB) #19008-MST-CK Wildlife Management (Bats Only) (*Business Services Division*)
- Ⓐ 6.27 Accept the Lowest Responsive, Responsible Bid Submitted by Expert Security Professionals - Invitation to Bid (ITB) #19022-MST-BJH Fire Alarm Inspections (*Business Services Division*)
- Ⓐ 6.29 Approve the Blanket Purchase Agreement with The HON Company (HON) utilizing the State of Florida Division of Management Services Contract for Furniture: Office and Files #425-001-12-1 (*Business Services Division*)
- Ⓐ 6.30 Accept the Lowest Responsive, Responsible Bids Submitted by Multiple Vendors - Invitation to Bid (ITB) #19032-DST-BJH Motorola and Vertex Radios, Portable 2-Way, and Related Accessories (*Business Services Division*)
- Ⓐ 6.31 Approve the Piggyback of the Agreement Between Musco Sports Lighting, LLC, and Sourcewell (Formerly National Joint Powers Alliance), RFP #082114 Indoor-Outdoor Athletic Surfacing with Related Equipment, Products, Supplies, Installation, and Service (*Business Services Division*)
- Ⓐ 6.33 Approve the Agreement for Technical Services with Thinking Core to Support Capacity Building for Implementation of the Language Arts Florida Standards (LAFS) Efforts with McLane Middle School (*Chief of Schools*)
- Ⓐ 6.34 Accept the Lowest Responsive, Responsible Bid Submitted by Multiple Vendors - Invitation to Bid (ITB) #19046-MST-BJH Lawn Equipment Inventory Parts (*Business Services Division*)
- Ⓐ 6.36 Approve Disposal of Obsolete Tangible and Intangible Personal Property (*Business Services Division*)

Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1) Support  
Materials  
(1)

Ⓐ 6.37R	Approve the Agreement for Technical Services with FACTS Education Solutions ( <i>Leadership, Professional Development, and School Transformation</i> ) ( <b>Revised Financial Impact and Revised Attachment</b> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 6.38R	Approve the Agreement for Technical Services with Catapult Learning ( <i>Leadership, Professional Development, and School Transformation</i> ) ( <b>Revised Attachment</b> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 6.39R	Approve the First Amendment to the Tuition Discount Agreement Memorandum of Understanding (MOU) with NOVA Southeastern University (NOVA) ( <i>Leadership, Professional Development, and School Transformation</i> ) ( <b>Revised Subject/Recommendations and Executive Summary</b> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 6.40	Approve the List of Damaged, Stolen, and Missing Tangible and Intangible Personal Property ( <i>Business Services Division</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 6.41	Approve the Hillsborough County Public Schools Safety Office's Inspection Price Schedule for Hillsborough County Charter Schools ( <i>Operations Division</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 6.42	Approve the Agreement for Technical Services with Florida Association of School Administrators (FASA) ( <i>Leadership, Professional Development, and School Transformation</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 7.01	Approve Award of Contract for Roof Replacement at Cork Elementary School ( <i>Operations Division</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 7.02	Approve Award of Contract for Roof Replacement at Mintz Elementary School ( <i>Operations Division</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 7.03	Approve Guaranteed Maximum Price (GMP) for Phase Two (2) of Heating, Ventilating and Air Conditioning System Replacement at Gorrie Elementary School ( <i>Operations Division</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 7.04	Approve Acceptance for Heating, Ventilating and Air Conditioning (HVAC) System Replacement at B.T. Washington Elementary School ( <i>Operations Division</i> )	Support Materials (2) <input type="checkbox"/>
Ⓐ 7.05	Approve the Agreement Between the Tampa Metropolitan YMCA and the School Board of Hillsborough County, Florida to Provide Snacks for the Success After-School Programs ( <i>Operations Division</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 7.06	Approve the Contract between AMI Kids, Tampa and the School Board of Hillsborough County, Florida, to Provide Breakfast and Lunch to Students on a Daily Basis ( <i>Operations Division</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 7.07	Approve Second Amendment to Interlocal Agreement Between the City of Temple Terrace and the School Board of Hillsborough County for Construction of Baseball Fields for the Buddy Baseball Program at Lewis Elementary School ( <i>Operations Division</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 7.08	Grant Temporary Construction Easement to the City of Tampa for Sidewalk Improvements on a Portion of Coleman Middle School as Part of the Upper Peninsula Watershed Drainage Improvement - Dale Mabry Highway/Henderson Trunkline Project ( <i>Operations Division</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 7.09	Approve the Proposed Proportionate Share Development Mitigation Agreement for Eljay (PI#4732 and School Concurrency #640) ( <i>Operations Division</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 7.10	Approve 2019 Florida Department of Education (FDOE) Educational Plant Survey ( <i>Operations Division</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 7.12	Approve Award of Contract for Roof Replacement at Crestwood Elementary School ( <i>Operations Division</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 7.13	Approve Award of Contract for Roof Replacement at Stewart Middle School ( <i>Operations Division</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 7.14	Approve Transportation Services Agreement Between the School Board of Hillsborough County, Florida and the New York Yankees Partnership to Provide Transportation for the Yankees' Educational Program	Support Materials (1) <input type="checkbox"/>
Ⓐ 7.15	Approve the Proposed Proportionate Share Development Mitigation Agreement for South Creek (PI#4707 and School Concurrency #638) ( <i>Operations Division</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 7.16	Approve Temporary Construction Easement Between the School Board of Hillsborough County, Florida and the City of Plant City for Drainage Improvements at the Nifong Building, Plant City, Florida	Support Materials (1) <input type="checkbox"/>
Ⓐ 10.01	Approve the Memorandum of Understanding with the Hillsborough County Sheriff's Office for Programs for Incarcerated Individuals ( <i>Workforce Connections</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 11.01	Approve Agreement with The Identity Tampa Bay and PlayOn! Sports (Athletics Department)	Support Materials (1) <input type="checkbox"/>
Ⓐ 11.02	Approve the Memorandum of Understandings (MOU) for Safe School Officers in the Charter Schools	Support Materials (1) <input type="checkbox"/>
<b>REGULAR AGENDA (Section C)</b>		
Ⓐ 0.01	Approve the Administrative Appointment of Director, Early Childhood and HOST Programs ( <i>Academic Support and Federal Programs</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 0.02	Approve the Administrative Appointment of Supervisor, Title I Professional Development ( <i>Academic Support and Federal Programs</i> )	Support Materials (1) <input type="checkbox"/>
Ⓐ 0.03	Approve the Administrative Appointment of the Principal of Edison Elementary School ( <i>Chief of Schools</i> )	



video archive as well. Closed captioning is also displayed on a monitor in the Board auditorium during School Board meetings.

To view live webcasts and archived school board meetings visit <http://schoolboard.hcpswebcasts.com/>. School board meetings have been indexed since July 2012. Clicking on an agenda item will bring that portion of the video forward for viewing. Indexing currently is supported on computers and tablet devices only. iPad users need to begin playing the meeting video before selecting an agenda item.

Article IX of the Florida Constitution states in part, "The education of children is a fundamental value of the people of the State of Florida. It is, therefore, a paramount duty of the state to make adequate provision for the education of all children residing within its borders." The Article also states that the educational system must be "uniform, efficient, safe, secure, and high-quality," and class size limits must be imposed. Prekindergarten learning opportunities must be made available. There must be a state university system.

**Upcoming:**

1. Board Recognition Meeting, Tuesday, May 14, 2019, 5:30 p.m., Raymond O. Shelton School Administrative Center  
901 East Kennedy Boulevard, Tampa, Florida
2. Board Workshop, Tuesday, June 11, 2019, 10 a.m., Raymond O. Shelton School Administrative Center  
901 East Kennedy Boulevard, Tampa, Florida
3. Board Meeting, Tuesday, June 11, 2019, 4 p.m., Raymond O. Shelton School Administrative Center  
901 East Kennedy Boulevard, Tampa, Florida

**PHALEN STATEMENT OF WORK SY19-20  
EXTERNAL OPERATOR FOR ACHIEVEMENT SCHOOLS**

*Agreement Version 4/30/19*

**Overview**

Enclosed please find Phalen’s Statement of Work to partner with Hillsborough County Public Schools in supporting the educational success of your students. Per our discussions, please note that Comprehensive Educational Analysis will commence **after** board action in May.

This Statement of Work has been prepared for the following HCPS schools:

<b>School Name</b>	<b>Enrollment</b>
Dover Elementary	668.50
Folsom Elementary	493.50
Forest Hills Elementary	712.00
Foster Elementary School	484.00
James Elementary	647.00
Kimbell Elementary	498.50
McDonald Elementary	544.50
Oak Park Elementary School	573.50
Palm River Elementary	487.00
Robles Elementary	776.50
Sheehy Elementary School	350.50
Thompson Elementary	813.50
Sulpher Springs Elementary	863.50
<b>Total</b>	<b>7,912.50</b>

**A. District Requirements**

Phalen agrees to the following district requirements:

- Be able to terminate upon 30-day notice with or without cause.
- Receive regular updates as to progress and steps taken.
- Be able to approve/deny additional monetary/services requirements.

**B. Scope of Services**

The success of PLA scholars and partner schools can be attributed to the comprehensive, high quality services that PLA provides. We support our school partners with:

- Collaborative, on-site support to improve instructional quality.
- Data-driven professional development during the school year.
- Dedicated support for teacher and school leader retention and development.
- PLA Coaching Cycle for educators and school leaders.
- Positive behavior management systems for improved school culture.
- Supplemental educational resources aligned with curriculum map.
- Parental engagement framework and strategic support.

Phalen is committed to empowering the academic excellence of your scholars through the following comprehensive scope of services:

<p><b>Partner towards Successful Implementation and Completion of Education Program and Goals</b>          Phalen Director of Academics and Educational Services Team, directly supporting HCPS school leaders and educators.</p>	
<p>PLA will support the success of the schools by implementing the education program and goals as set forth in the contract. These responsibilities include a Comprehensive Analysis at the beginning of each partnership, an Instructional Review at key points in the school year, aligning curricula, assessments &amp; interventions and frequent, onsite quality assurance and support.</p>	
<p><b>Comprehensive Analysis</b></p>	
<p>To develop a deep understanding of HCPS schools' current needs, systems and opportunities for growth, Phalen will begin our partnership by implementing a Comprehensive Analysis of each school, comprised of the following key elements:</p>	
<p><b>Initial School Research</b></p>	<p>We begin the partnership by truly researching historical data, enrollment details, and trends over the last couple of years. We compare the school's data with the host district and the state data to get a clear sense of where our scholars currently stand. Key steps in this research phase include:</p> <ul style="list-style-type: none"> <li>• Research the state's DOE website to analyze the state accountability system, assessments, and standards/resources.</li> <li>• Research the specific school's accountability grade (growth, proficiency, content areas tested), historical data, target groups, and demographics.</li> <li>• Compare school's accountability data to the host district and state's data.</li> <li>• Read the School Improvement Plan and identify their goals and action plans.</li> <li>• Create a data-dashboard that outlines all historical and current data as a starting point for adding new data.</li> <li>• Develop and share initial communication with the community and school.</li> <li>• Provide FAQ sheet for staff to help answer questions.</li> </ul>
<p><b>On-Site Instructional Audit</b></p>	<p>This phase of the analysis consists of conducting an observation in every classroom using our 15 Power Instructional Indicators. These indicators consist of key instructional strategies that range from classroom management, scholar engagement, differentiation, checks for understanding, to rigorous questioning and performance tasks.</p>



<b>Climate &amp; Culture Staff Survey</b>	<p>In order to get a pulse on the current climate and culture of the building, we ask school leadership &amp; staff to complete an anonymous survey. Some of the indicators we look at include:</p> <ul style="list-style-type: none"> <li>• School community maintains a culture that is safe, loving, and nurturing.</li> <li>• Classroom instruction is urgent and well-paced.</li> <li>• School-wide transitions are smooth.</li> <li>• A positive school-wide system is used for routines, procedures, and expectations.</li> <li>• Scholars play an active role in leadership opportunities.</li> <li>• Early intervention is evident, fair, and equitable.</li> <li>• Variety of scholar and teacher incentive programs.</li> </ul>
<b>Interviews</b>	<p>We conduct one-on-one interviews with school leadership, educators and scholars to capture the full scope of current needs. Focus areas for these interviews include:</p> <ul style="list-style-type: none"> <li>• Leaders: challenges and strengths in current leadership strategies; effectiveness of current curriculum, assessments and interventions in supporting student achievement; current school policies on educator hiring, selection, recruitment, onboarding, retention and professional development; school support systems; school climate &amp; culture; current needs and concerns.</li> <li>• Educators: school leadership effectiveness and support; challenges and strengths in current instructional strategies; effectiveness of current curriculum, assessments and interventions; growth &amp; professional development opportunities; school support systems; school climate &amp; culture; current needs and concerns.</li> <li>• Scholars: relationship with teachers and school leadership; experience with current instruction; school climate &amp; culture; school support systems; current needs and concerns.</li> </ul>
<b>Comparative Analysis</b>	<p>We analyze each school's performance against PLA Academic Priorities of Success model to determine key areas of support. PLA Academic Priorities of Success include the following six domains:</p> <ul style="list-style-type: none"> <li>• Effective Leadership.</li> <li>• Climate &amp; Culture.</li> <li>• Effective Instruction.</li> <li>• Collaborative Staff.</li> <li>• Curriculum, Assessment, and Interventions.</li> <li>• Support Systems.</li> </ul>
<b>Action Plan &amp; Next Steps</b>	<p>Based on the findings from the above elements of the comprehensive analysis, our team provides each school with a 30-Day, 60-Day and 90-Day plan and next steps which are implemented in close collaboration with school leadership and staff.</p>

<b>Instructional Review</b>	
At the beginning, middle and end of the school year, Phalen will periodically review its understanding of HCPS schools' current needs, systems and opportunities for growth by implementing the following elements of the Comprehensive Analysis:	
<b>On-Site Instructional Audit</b>	In order to establish a real-time understanding of instructional needs, our team partners with school leadership and staff to conduct beginning-of-year, middle-of-year and end-of-year classroom observations to inform selection of effective, evidence-based intervention strategies.
<b>Climate &amp; Culture Staff Survey</b>	The anonymous survey is administered beginning, middle and end of year to establish whether the current school climate and culture is conducive to student achievement.
<b>Comparative Analysis</b>	Key areas of support are also determined real-time at the beginning, middle and end of school year, with collaboration from school leadership and educators.
<b>Action Plan &amp; Next Steps</b>	Our team ensures action plans and next steps are always reflective of the most crucial school needs at the beginning, middle and end of school year.
<b>Aligning Curricula, Assessments &amp; Interventions</b>	
Towards effective instruction, Phalen will partner with HCPS schools to implement the following elements to align curricula, assessments and interventions at each school:	
<b>Instructional Planning</b>	In partnership with leadership and staff at each HCPS school, Phalen will support instructional planning through: <ul style="list-style-type: none"> <li>• Assessment of the current curriculum being utilized and determination of whether it is research based and fully aligned to state standards.</li> <li>• Efficient Resource management in order to ensure current curriculum-related resources are strategically aligned well with state standards.</li> <li>• Supporting each school in the development of effective pacing guides aligned with bolstering student achievement.</li> <li>• Supporting each school in securing supplemental materials should there be gaps in current instructional planning.</li> </ul>
<b>Effective Instructional Strategies</b>	Our team will partner with each HCPS school to ensure the implementation of a mix of effective instructional strategies, which include the following: <ul style="list-style-type: none"> <li>• Maximizing learning time to ensure scholars spend more time on-task and on core subjects.</li> <li>• Maximize learning opportunities for all scholars by differentiating and scaffolding instruction and providing small-group instruction.</li> <li>• Data-driven instruction that utilizes data strategically to make informed decisions and adjust instruction to support all scholars.</li> <li>• Targeted, evidence-based interventions to meet the learning needs of scholars with deficits (<i>Catch Up</i>) and those that need challenged beyond on-grade level (<i>Move Up</i>).</li> </ul>

	<ul style="list-style-type: none"> <li>• Supporting implementation of curriculum that is research-based and standards aligned.</li> <li>• Design and implement instructional tasks that require higher-order, complex thinking.</li> </ul>
<b>Unpacking Standards Professional Development</b>	<p>We work with staff and leaders through high-quality professional development on truly unpacking and understanding the state standards and identifying the level of rigor at which each standard is expected to be taught. This is essential because:</p> <ul style="list-style-type: none"> <li>• Collective, collaborative conversations through professional development to unpack standards ensures all teachers understand standards in a high-quality, uniform manner, so that all scholars receive the excellence in instruction they deserve.</li> <li>• As a direct, positive result of a deeper understanding of standards, teachers are empowered to engage in more thoughtful, intentional instruction design.</li> <li>• When standards are understood at the highest level by all teachers, identifying students that may require additional support on certain standards becomes easier for educators.</li> </ul>
<b>Common Formative Assessments - Edulastic</b>	<p>Phalen also supports student learning by providing each school with customized, supplemental resources for learning, including Edulastic. To ensure the success of each school, our team performs significant front-end design to strategically address the unique needs of scholars. This includes aligning assessments and collaboratively developing frameworks with our partner schools. Below are some of the ways in which our support will add value to your schools:</p> <ul style="list-style-type: none"> <li>• Utilize PLA-designed Common Formative Assessments to monitor student attainment of essential learning targets throughout the instructional process.</li> <li>• Support educators in using assessments as learning activities to help scholars develop logic, reasoning and complex thinking through practice.</li> <li>• Facilitate the timely introduction of evidence-based interventions to support academic excellence for scholars.</li> </ul>
<b>Interim Literacy Assessments - Writable</b>	<p>To the extent desired, Phalen can support your schools in utilizing Writable as a supplemental learning resource. Writable is an online platform that uses guided activities, short responses, essays and state-aligned assessments to improve scholar proficiency in the English Language Arts. With 600+ assignments and prompts organized by genre, skill, or standard, Writable helps teachers focus writing instruction and save time on prep and feedback. Below are some the ways in which guided implementation of Writable can add value to your schools:</p> <ul style="list-style-type: none"> <li>• Allow educators to align assignments to current English Language Arts standards.</li> <li>• Help connect assessment results to daily practice and feedback in the classroom.</li> <li>• Unify assessment and instruction around state-driven rubrics.</li> </ul>

<b>Onsite Quality Assurance &amp; Support</b>	
<p>Our partnership with HCPS towards the effective implementation and completion of the education program will be anchored in onsite support with the following key staff positions:</p>	
<b>Regional Director</b>	<p>PLA's Regional Director currently part of the Phalen team brings local, real-time educational expertise to our school partners and acts as a frequent, on the ground source of support. The Regional Director visits the schools 2-3 times a week, ensuring quality of implementation of the education model. The Regional Director works closely with school leadership and staff throughout the school year in the following ways:</p> <ul style="list-style-type: none"> <li>• Ensure implementation fidelity of Phalen education model.</li> <li>• Work closely with school leadership and educators towards constructive problem solving to address current needs.</li> <li>• Support the PLA Coaching Cycle process by performing weekly walkthroughs.</li> <li>• Facilitate weekly meetings to support school leadership.</li> <li>• Support implementation of effective instructional strategies including: <ul style="list-style-type: none"> <li>○ Maximize learning time and time on task.</li> <li>○ Differentiate and scaffold learning through small-group instruction.</li> <li>○ Utilize data strategically to tailor instruction based on individual student learning needs.</li> <li>○ Design targeted, evidence-based interventions to meet the learning needs of scholars with deficits (Catch Up) and those that need challenges beyond on-grade level (Move Up).</li> <li>○ Support the implementation of curriculum that is research based and standards aligned.</li> <li>○ Help design and incorporate instructional tasks that reinforce higher-order, complex thinking.</li> </ul> </li> <li>• Where desired, support the selection process of educators.</li> <li>• Bolster parent engagement efforts.</li> </ul>
<b>Instructional Coaches</b>	<p>In the 2019-20 school year, our team will hire Instructional Coaches, who will directly partner with educators at partner schools to ensure high-quality instruction. They will play a crucial role in the professional development of our educators by:</p> <ul style="list-style-type: none"> <li>• Supporting the PLA Coaching Cycle process through weekly observational walkthroughs.</li> <li>• Training staff in conducting deep data dives to support scholar progress through weekly Professional Learning Communities (PLCs).</li> <li>• Bolstering the effective implementation of evidence-based interventions and standards-aligned curricula.</li> <li>• Maximizing learning time for scholars.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reviewing educator plans to ensure interventions and classroom activities are directly aligned with student achievement.</li> </ul>
<b>Instructional Specialists</b>	<p>In the 2019-20 school year, our team will hire Instructional Specialists who will support HCPS school leadership and educators in the following ways:</p> <ul style="list-style-type: none"> <li>• Supporting weekly Professional Learning Communities.</li> <li>• Supporting the PLA Coaching Cycle process through weekly observational walkthroughs.</li> <li>• Supporting teachers in developing skills in the following domains: <ul style="list-style-type: none"> <li>○ preparation of effective learning (lesson) plans.</li> <li>○ presentation of content.</li> <li>○ leveraging supplemental resources.</li> <li>○ classroom management.</li> <li>○ behavior management.</li> </ul> </li> <li>• Where desired, support the selection process of educators.</li> </ul>

**Supporting the Development and Retention of Leadership & Educators**

To support HCPS with the development and retention of leadership & educators, the Phalen team will provide the following services:

<b>Support the retention of school leadership &amp; a talented educator cohort</b>	<p>The Phalen educational model is inherently built to support the development and growth of school leaders and teachers towards school-wide excellence. The collaborative people, process and system strategies we present in this statement of work are intentionally aligned with this objective.</p> <p>We will work collaboratively with HCPS to determine your current needs towards retention. In partnership with you, we hope to develop customized retention strategies that meet the needs of each school. A few potential retention strategies that our education model presents include:</p> <ul style="list-style-type: none"> <li>• Empowering educators to succeed through extensive professional development opportunities including the PLA Coaching Cycle, PLA University and peer mentoring through Professional Learning Communities.</li> <li>• Establishing a school climate and culture that promotes continuous growth.</li> <li>• Supporting educators in taking ownership of classrooms and guiding the selection and implementation of appropriate, evidence-based intervention strategies.</li> <li>• Helping teachers foster positive relationships with scholars and families.</li> <li>• Using the instructional reviews at the beginning, middle and end of the school year as milestone checkpoints to further bolster the real-time feedback and support that educators receive through the PLA Coaching Cycle.</li> <li>• Cultivating teacher strengths and peer collaboration through Professional Learning Communities.</li> </ul>
--	--

<p><b>Support the evaluation of school leaders &amp; educators</b></p>	<p>PLA will work with you to identify areas of support for staff evaluation. To the extent desired, we can provide a robust evaluation system using the following evidence-based strategies:</p> <ul style="list-style-type: none"> <li>• Observational walkthroughs as part of the PLA Coaching Cycle process.</li> <li>• Leadership Coaching Reviews.</li> <li>• Progress monitoring against Academic Priorities of Success.</li> <li>• Mid-year and end-of-year teacher evaluations against four (4) domains (Planning 10%, Instruction 70%, Leadership 10%, and Professionalism 10%) to determine whether teachers fall under: ‘Requires Action’ ‘Improvement Necessary’, ‘Effective’, or ‘Highly Effective’ category.</li> <li>• Scaffolding the frequency of classroom observations in accordance with performance level, as follows: <ul style="list-style-type: none"> <li>○ ‘Requires Action’ teachers fall in Tier 3 with the most intensive support and receive bi-weekly observations.</li> <li>○ ‘Improvement Necessary’ teachers fall in Tier 2 and receive monthly observations.</li> <li>○ ‘Effective’ and ‘Highly Effective’ teachers fall under Tier 1 and receive monthly observations as needed.</li> </ul> </li> <li>• Designated Leadership Evaluation Platform.</li> </ul>
<p align="center"><b>Provide School Leader and Educator Professional Development &amp; Training</b></p>	
<p>Our team has extensive experience with providing frequent, ongoing professional development and training opportunities to leaders and educators in our partner schools. Phalen will provide ongoing professional development, and onsite trainers to support the process to school staff in areas such as curriculum, assessment, using data to drive instruction, effectively partnering with parents, effective classroom and behavior management, and more. Our services in this domain include:</p>	
<p><b>Onsite, ongoing training and support</b></p>	<p>As outlined previously, Phalen provides partner schools with a Regional Director, Instructional Coaches and Instructional Specialists that play a pivotal role in the day to day onsite professional development, coaching and training of teachers. Our staff support our partner schools in the following ways:</p> <p><b>Regional Director:</b></p> <ul style="list-style-type: none"> <li>• Support the PLA Coaching Cycle by performing weekly walkthroughs.</li> <li>• Facilitate weekly meetings to support school leadership.</li> <li>• Support the implementation of effective instructional strategies including: <ul style="list-style-type: none"> <li>○ Maximize learning time and time on task.</li> <li>○ Differentiate and scaffold learning through small-group instruction.</li> <li>○ Utilize data strategically to tailor instruction based on individual student learning needs.</li> <li>○ Design targeted, evidence-based interventions to meet the learning needs of scholars with deficits (Catch Up) and</li> </ul> </li> </ul>

	<p>those that need challenges beyond on-grade level (Move Up).</p> <ul style="list-style-type: none"> <li>○ Support the implementation of curriculum that is research based and standards aligned.</li> <li>○ Help design and incorporate instructional tasks that reinforce higher-order, complex thinking.</li> </ul> <ul style="list-style-type: none"> <li>● Bolster parent engagement efforts.</li> </ul> <p><b>Instructional Coaches:</b> In the 2019-20 school year, our team will hire Instructional Coaches. Our Instructional Coaches will directly partner with teachers at each school to ensure high-quality instruction. They will play a crucial role in the professional development of our educators by:</p> <ul style="list-style-type: none"> <li>● Supporting our PLA Coaching Cycle process through weekly observational walkthroughs.</li> <li>● Training staff in conducting deep data dives to support scholar progress through weekly Professional Learning Communities (PLCs).</li> <li>● Bolstering the effective implementation of evidence-based interventions and standards-aligned curricula.</li> <li>● Maximizing learning time for scholars.</li> <li>● Reviewing educator plans to ensure interventions and classroom activities are directly aligned with student achievement.</li> </ul> <p><b>Instructional Specialists:</b> In the 2019-20 school year, our team will hire Instructional Specialists who will support HCPS school leadership and educators by visiting each campus weekly, to support the following tasks:</p> <ul style="list-style-type: none"> <li>● Support Professional Learning Communities.</li> <li>● Facilitate supporting our PLA Coaching Cycle process through weekly observational walkthroughs.</li> <li>● Supporting teachers in developing skills in the following domains: <ul style="list-style-type: none"> <li>○ preparation of effective learning (lesson) plans.</li> <li>○ presentation of content.</li> <li>○ leveraging supplemental resources.</li> <li>○ classroom management, and</li> <li>○ behavior management.</li> </ul> </li> </ul>
<p><b>Leadership Institute</b></p>	<p>School leadership at our partner schools have the opportunity to participate in the PLA Leadership Institute every year. Key elements of this summer institute include:</p> <p><b>Day 1:</b></p> <ul style="list-style-type: none"> <li>● PLA Model Introduction and Overview.</li> <li>● PLA University process and tools.</li> <li>● PBIS platform and process.</li> </ul> <p><b>Day 2:</b></p>

	<ul style="list-style-type: none"> <li>• Benchmark Leadership Coaching Reviews: Coaching leaders around the PLA Academic Priorities for Success competencies and tools.</li> <li>• Leadership Evaluation process and tools.</li> <li>• Development of the CNA, root cause analysis, and determination of SMART goals.</li> </ul> <p><b>Day 3:</b></p> <ul style="list-style-type: none"> <li>• The PLA Coaching Cycle platform and process.</li> <li>• Teacher Evaluation process and tools.</li> <li>• Inter-rater Reliability utilizing the Performance Level Descriptor rubric.</li> </ul>
<b>Summer Virtual Book Club</b>	Phalen supports educators at our partner schools by providing summer opportunities such as a virtual book club where educators may collaborate and share educational resources to inform improved instruction.
<b>New Teacher Training Institute</b>	<p>Phalen partners with new schools to provide targeted, summer training sessions to support new teachers and additional training for all teachers. New teachers receive training on the following components at this institute:</p> <p><b>Day 1:</b></p> <ul style="list-style-type: none"> <li>• PLA Model Introduction and Overview.</li> <li>• Brain-Based Teaching and Learning.</li> <li>• PLA University.</li> <li>• PBIS Platform and Tools.</li> </ul> <p><b>Day 2:</b></p> <ul style="list-style-type: none"> <li>• Pedagogy and Instructional Execution.</li> <li>• PLA Coaching Cycle.</li> <li>• PLA Teacher Evaluations.</li> </ul> <p><b>Day 3:</b></p> <ul style="list-style-type: none"> <li>• Scholar Engagement.</li> <li>• Developing Curriculum Maps (1st quarter).</li> </ul>
<b>PLA Leadership Coaching Reviews</b>	<p>Phalen's partner schools also receive Leadership Coaching reviews.</p> <ul style="list-style-type: none"> <li>• Each Benchmark Leadership Coaching Review includes classroom observations against 14 key indicators from the PLA Coaching Cycle continuum.</li> <li>• An opportunity to coach our leaders using the PLA Academic Priorities for Success Rubric that includes: <ul style="list-style-type: none"> <li>○ Effective Leadership.</li> <li>○ Climate &amp; Culture.</li> <li>○ Effective Instruction.</li> <li>○ Collaborative Staff.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ Curriculum, Assessment, and Interventions.</li> <li>○ Support Systems.</li> <li>● Reviews take place at beginning, middle and end of year.</li> <li>● Schools complete a self-assessment at beginning and end of year.</li> <li>● Each Review also features Leadership pre-visit updates and a debrief following the observations. The debrief focuses on powerful practices, opportunities for improvement, and progress towards goals established at the beginning of the year.</li> <li>● Leadership Coaching Reviews center upon Progress monitoring throughout the year.</li> </ul>
<p><b>PLA Coaching Cycle for Educators</b></p>	<p>The PLA Coaching Cycle is a process that supports growing teachers in an intentional manner. The PLA Coaching Cycle platform includes six domains or focused areas of observations based on Charlotte Danielson’s framework. Each domain includes eight indicators for success, creating a very quick and efficient walk-through form for each domain. The six domains are as follows:</p> <ul style="list-style-type: none"> <li>● Culture and Behavior Management.</li> <li>● Classroom Management and Environment.</li> <li>● Scholar Engagement.</li> <li>● Effective Lesson Components.</li> <li>● Level 1 Instructional Execution.</li> <li>● Level 2 Instructional Execution.</li> </ul> <div style="text-align: center;"> <pre> graph TD     A[Walk-through observations looking for best practices] --&gt; B[Effective coaching conversations with teachers]     B --&gt; C[Create bite-sized feedback for change]     C --&gt; D[Follow up coaching conversations by repeating the cycle.]     D --&gt; A </pre> </div> <p>The first step of the PLA Coaching Cycle is to conduct intentional walk-throughs, looking for evidence of best practices. Each walk-through takes no more than 10-12 minutes. The second step of the cycle is to lead effective coaching conversations with each teacher. Relationship-building is crucial during this step of the process. During this step it is imperative that the coach offers coaching side by side, gives positive feedback, and asks leading questions that guide the teacher to identifying their own next steps. Timely feedback has a significant impact on implementation. Research says there is a 70% chance of implementation if feedback is delivered within 24 hours of observation; after the first 24 hours, the likelihood of implementation drops 10% each day feedback is not delivered. The next step of the PLA Coaching Cycle is collaboratively creating a bite-sized goal for change; both the teacher and coach are accountable for the change. The final step before the cycle repeats is a follow-up observation from the same domain, looking for evidence of change according the bite-sized goal.</p>

	<p>The PLA Coaching Cycle has an online platform that allows leaders at both the network level and the school level to identify strengths and opportunities for improvement, both holistically for the school and individually for the teachers. Teachers immediately receive their observation feedback through email following the walk-through. The sophisticated analytics provide leaders with feedback to ensure we are coaching up our teachers or coaching out ineffective teachers to ensure we provide our scholars with the education they all deserve. A toolbox of strategies and resources for each coaching area is also available within the PLA Coaching Cycle online platform. This toolbox allows the coach to click directly on the link and share with the teacher. It is recommended that the coach go through the resource with the teacher to increase the likelihood of implementation, then follow through by sharing the resource with them to revisit on their own time. The toolbox provides short video clips, activities, articles, book recommendations, and PLA University modules to assist with teacher growth.</p>
<p><b>Professional Learning Communities (PLCs)</b></p>	<p>Our team also offers partner schools weekly Professional Learning Communities that:</p> <ul style="list-style-type: none"> <li>• Involve educators in communities of practice.</li> <li>• Build collaboration among colleagues.</li> <li>• Encourage peer mentoring.</li> <li>• Support educator-to-educator learning.</li> <li>• Recognize high-performing educators.</li> <li>• Support a growth mindset in educators.</li> <li>• Offer learning by practice opportunities through demo lessons.</li> </ul>
<p><b>PLA University</b></p>	<p>PLA University is a comprehensive online resource and training platform. The platform’s 72 specialized modules are equipped with narrated presentations, videos, activities, best practices, and additional resources. PLA University modules are differentiated in order to serve professionals on a spectrum of their career trajectories, offering customized growth pathways for teachers, leaders, and staff members. PLA University supports our partner school educators’ professional growth in the following ways:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for staff members to engage in comprehensive modules of learning focused on curriculum development.</li> <li>• Promote educator learning on parent engagement.</li> <li>• Expand educator knowledge of behavior management</li> <li>• Provide resources for lesson planning.</li> <li>• Support educators in classroom management.</li> <li>• Include information and training on school culture, and school policies/procedures.</li> </ul>

<p><b>Peer Mentoring</b></p>	<p>Our approach to educator professional development makes strategic use of peer mentoring opportunities (in Professional Learning Communities, for example) to support professional development in the following ways:</p> <ul style="list-style-type: none"> <li>• Allow educators the opportunity to learn from each other’s experience.</li> <li>• Support educators in gaining mastery over instruction by mentoring peers.</li> <li>• Facilitate educators in experiencing peer mentoring feedback that is tied directly to weekly assessments in Professional Learning Communities and observational walkthroughs in PLA Coaching Cycle.</li> <li>• Empower educators to receive a progress feedback cycle that is guided by a wealth of data gathered through our PLA Coaching Cycle platform.</li> <li>• Allow lesson planning opportunities in a peer mentoring setting.</li> <li>• Allow school to recognize educators that are performing well by placing them in mentoring positions for peer educators.</li> </ul>
<p><b>Bolstering Culture &amp; Climate</b></p>	
<p>Phalen will partner with HCPS schools to ensure school culture and climate is safe, supportive, and aligned towards academic achievement for scholars.</p>	
<p><b>Support for Positive School Culture and Climate</b></p>	<p>Phalen is committed to supporting the current behavioral framework HCPS has in place, and our team will abide by district policy. If HCPS deems appropriate, we have customized systems, training and processes in place that support establishing a positive school culture. Our team can work with each HCPS school to determine current needs towards Positive Behavioral Intervention and Supports (PBIS) to shape school culture and discipline practices, promoting positive behaviors. We will then support school leadership and educators at each school in developing a tailored approach to PBIS that closely meets the unique needs of your students. Phalen offers customized, evidence-based systems and resources that scaffold and amplify the district’s current behavioral framework and policy. These resources include the facilitated utilization of Kickboard, scholar recognition, customized training and guidance to support each partner school in a seamless implementation of their behavioral framework. Towards behavioral supports, Phalen will support HCPS in the following ways:</p> <ul style="list-style-type: none"> <li>• Training to support the effective implementation and use of customized, evidence-based systems and resources.</li> <li>• Resource Guidebooks to facilitate seamless implementation and use.</li> <li>• Local staff who can support behavior management in the classroom and model best practices.</li> <li>• The PLA Coaching Cycle for teachers to support their ability to implement behavioral frameworks.</li> </ul>

	<ul style="list-style-type: none"> <li>• PLA-built, data-driven systems &amp; processes that foster a growth mindset among both students and teachers.</li> </ul>
<b>Kickboard</b>	<p>PLA will support the effective implementation and use of Kickboard, an online positive behavior management system, to track and analyze school culture improvement efforts. Phalen will provide educator and school leader training so Kickboard may be used effectively towards the district's current behavioral framework to bolster school climate and culture. Below please find some of the ways in which effective implementation of Kickboard will add value to your schools:</p> <ul style="list-style-type: none"> <li>• Provide a robust platform for collecting, analyzing and sharing real-time behavior data.</li> <li>• Guided implementation utilizing a complete scholar profile that includes grades, standards mastery, reading growth, prescribed interventions, rubric observations, attendance, and student behavior and character strengths.</li> <li>• Support teachers with providing immediate and consistent feedback to students, enforcing consistent reward and consequence systems.</li> <li>• Support principals with providing targeted professional development to improve teacher effectiveness.</li> <li>• Encourage parents to become more deeply engaged in their child's education through meaningful progress reports.</li> </ul>
<b>Scholar Recognition Program</b>	<p>As a pillar of our positive behavior support systems, Phalen provides our partner schools with non-monetary scholar recognition program that:</p> <ul style="list-style-type: none"> <li>• Rewards kids for progress and not absolute grades.</li> <li>• Encourages a growth mindset in children.</li> </ul> <p>We will work collaboratively with each school to develop a robust, systematic Scholar Recognition Program that rewards progress and excellence on a daily, weekly, biweekly, monthly, quarterly and annual basis. While the structure of incentive programs varies from school to school, here are a few examples of strategies we have used at PLA schools:</p> <ul style="list-style-type: none"> <li>• Daily verbal recognition, behavior and effort boards</li> <li>• Weekly classroom recognition, progress reports, positive parenting updates, and more.</li> <li>• Biweekly, we offer the grocery cart incentive where a cart is pushed from class to class with fun treats for scholars who have demonstrated the greatest improvement in behavior and effort; scholars may access this incentive program bi-weekly.</li> <li>• Monthly, Our Falcon of the Month program recognizes a scholar from each grade who has exemplified excellence in academics, behavior, and effort.</li> <li>• Quarterly, PLA schools hold parent conferences, award ceremonies, honor roll and field trips. Quarterly, school leaders may choose to host field trips for scholars who meet and exceed</li> </ul>

	<p>expectations. Trips have been to places like the Children’s Museum of Indianapolis, the Interactive History Museum, and different colleges/universities.</p> <ul style="list-style-type: none"> <li>• Annual incentives may include holiday celebrations as a recognition of scholars who have performed with excellence.</li> </ul> <p>Our positive reward system encourages our scholars to live up to the highest expectations and to work hard at all times.</p>
<p><b>PLA Coaching Cycle</b></p>	<p>The PLA Coaching Cycle uses custom-built, evidence-based strategies for both educators and leaders fosters a growth mindset in school staff, encouraging them to pursue excellence and provide scholars with a school climate and culture that encourages their success. In particular, the PLA Coaching Cycle consists of the following domains to support a positive school climate and culture:</p> <ul style="list-style-type: none"> <li>• Culture and Behavior Management.</li> <li>• Classroom Management and Environment.</li> <li>• Scholar Engagement.</li> <li>• Effective Lesson Components.</li> <li>• Level 1 Instructional Execution</li> <li>• Level 2 Instructional Execution</li> </ul>
<p><b>PLA University</b></p>	<p>Custom-built, evidence-based modules of PLA University bolster school climate and culture in the following ways:</p> <ul style="list-style-type: none"> <li>• Empower educators to establish relationships of trust with their scholars.</li> <li>• Encourage educators to pursue excellence in instruction and act as role models for scholars in making strong effort and doing your best.</li> <li>• Allow educators to contribute towards a positive, nurturing and supportive school culture and climate.</li> </ul>
<p><b>Parental Engagement</b></p>	<p>Our team will support parental engagement to foster a positive school climate and culture in the following ways:</p> <ul style="list-style-type: none"> <li>• Involve parents in the academic progress of their children through multiple educator-parent touchpoints throughout the year such as parent/teacher conferences.</li> <li>• Keep parents informed on the latest updates, events, achievements and challenges for each school, to ensure close involvement of parents in their child’s school.</li> <li>• Data gathering such as parental surveys to progress monitor success of intervention strategies.</li> <li>• Using a combination of scholar &amp; family-focused events such as Muffins with Moms, All Pro Dads and Community Truck or Treat to safeguard and sustain each school’s valuable relationships with families and local communities. We are committed to supporting each school’s efforts to strengthen its community relationships through open, honest and ongoing communications.</li> </ul>

**C. Timeline of Services**

Our schedule of services will include two key stages: 1) the Comprehensive Educational Analysis to establish a deep understanding of current school needs; and 2) the Implementation of Comprehensive Services in the 2019-20 school year.

**Comprehensive Educational Analysis:**

To fully understand the current needs of HCPS schools, PLA will conduct a Comprehensive Educational Analysis, including onsite elements. We will collaborate with the district to refine the specifics, but provided below is a tentative framework:

<b>Task</b>	<b>Responsible Staff</b>	<b>Tentative Timeline</b>
<b>Comprehensive Analysis</b>		
<b>Initial School Research</b>		
Review and assess in detail each school’s academic data, state metrics and resources.	PLA Academics Team	By June 30, 2019
Review current school improvement plan for each school.	PLA Academics Team	By June 30, 2019
Review FLDOE’s Accountability resources including state assessments, standards and resources.	PLA Academics Team	By June 30, 2019
Review each school’s academic performance on FLDOE’s Accountability standards, particularly School Performance Frameworks.	PLA Academics Team	By June 30, 2019
Establish initial understanding of each school’s academic framework.	PLA Academics Team	By June 30, 2019
Review each school’s performance relative to local school districts.	PLA Academics Team	By June 30, 2019
Review each school’s performance relative to state.	PLA Academics Team	By June 30, 2019
Review performance of key student demographic groups in each school.	PLA Academics Team	By June 30, 2019
Review best practices in the industry with particular focus on high-performing schools.	PLA Academics Team	By June 30, 2019
Create a data-dashboard that outlines all historical and current data as a starting point for adding new data.	PLA Academics Team	By June 30, 2019
Develop and share initial communication with the community and school.	PLA Academics Team	By June 30, 2019
Provide FAQ sheet for staff to help answer questions.	PLA Academics Team	By June 30, 2019
<b>Onsite Instructional Audit</b>		
Conduct an observation in every classroom using 15 Power Instructional Indicators.	PLA Academics Team	By June 30, 2019
Score performance on key instructional strategies that range from classroom management, scholar engagement, differentiation, checks for understanding, to rigorous questioning and performance tasks.	PLA Academics Team	By June 30, 2019

<b>Task</b>	<b>Responsible Staff</b>	<b>Tentative Timeline</b>
<b>Climate &amp; Culture Staff Surveys</b>		
Implement climate & culture staff surveys with educators.	PLA Academics Team	By June 30, 2019
Implement climate & culture staff surveys with school leaders.	PLA Academics Team	By June 30, 2019
<b>Interviews</b>		
Conduct interviews with each school's leadership teams with a focus on challenges and strengths in current leadership strategies; effectiveness of current curriculum, assessments and interventions in supporting student achievement; current school policies on educator hiring, selection, recruitment, onboarding, retention and professional development; school support systems; school climate & culture; current needs and concerns.	PLA Academics Team	By June 30, 2019
Conduct interviews with each school's educators with a focus on school leadership effectiveness and support; challenges and strengths in current instructional strategies; effectiveness of current curriculum, assessments and interventions; growth & professional development opportunities; school support systems; school climate & culture; current needs and concerns.	PLA Academics Team	By June 30, 2019
Conduct interviews with each school's scholars with a focus on relationship with teachers and school leadership; experience with current instruction; school climate & culture; school support systems; current needs and concerns.	PLA Academics Team	By June 30, 2019
<b>Comparative Analysis</b>		
Review school's performance against our PLA Academic Priorities of Success model to determine key areas of support.	PLA Academics Team	June – July, 2019
Review performance on Effective Leadership.	PLA Academics Team	June – July, 2019
Review performance on Climate & Culture.	PLA Academics Team	June – July, 2019
Review performance on Effective Instruction.	PLA Academics Team	June – July, 2019
Review performance on Collaborative Staff.	PLA Academics Team	June – July, 2019
Review performance on Curriculum, Assessment, and Interventions.	PLA Academics Team	June – July, 2019
Review performance on Support Systems.	PLA Academics Team	June – July, 2019
<b>Action Plan &amp; Next Steps</b>		
Formulate Comprehensive Needs Assessment for each school across all functional areas and stakeholder groups	PLA Academics Team with input and support	June – July, 2019

<b>Task</b>	<b>Responsible Staff</b>	<b>Tentative Timeline</b>
based on key findings from initial inquiry and on-site analysis.	from all functional teams	
Debrief HCPS leadership sharing findings of the Comprehensive Needs Assessment for each school.	PLA Academics Team (with input and support from all functional teams) and HCPS staff	June – July, 2019
Collaboratively identify and set goals for all functional areas for each school with HCPS for implementation phase (2019-20 school year).	PLA Academics Team (with input and support from all functional teams) and HCPS staff	June – July, 2019
Provide each school with 30-day Action Plan.	PLA Academics Team	June – July, 2019
Provide each school with 60-day Action Plan.	PLA Academics Team	June – July, 2019
Provide each school with 90-day Action Plan.	PLA Academics Team	June – July, 2019
Engage in condition setting for academic framework to be implemented with fidelity at each school.	PLA Academics Team	June – July, 2019
Align all functional domains of action plan for each school (e.g., staffing plan, operational plan etc.) in preparation for implementation phase.	PLA Academics Team and HCPS staff	June – July, 2019

**Implementation of Comprehensive Services:**

The Implementation of Comprehensive Services for HCPS schools will commence August of the 2019-20 school year.

In the table below, PLA proposes a high-level master plan schedule for the implementation phase.

<b>Task</b>	<b>Responsible Staff</b>	<b>19-20 Timeline</b>
<b>Educational Program</b>		
<b>Instructional Review</b>		
<b>Onsite Instructional Audit</b>		
Conduct onsite visits with leadership and educators at each school to provide support with onsite instructional audit.	Regional Director	August, 2019 – May, 2020
Conduct onsite visits with leadership and educators at each school to provide support with onsite instructional audit.	Instructional Specialists	August, 2019 – May, 2020
Engage onsite each week to provide support with onsite instructional audit.	Instructional Coaches	August, 2019 – May, 2020
Conduct an observation in every classroom using 15 Power Instructional Indicators.	PLA Academics Team, Regional Director and Instructional Coaches, in	BOY, MOY, EOY



<b>Task</b>	<b>Responsible Staff</b>	<b>19-20 Timeline</b>
	collaboration with school leadership and educators	
Score performance on key instructional strategies that range from classroom management, scholar engagement, differentiation, checks for understanding, to rigorous questioning and performance tasks.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	BOY, MOY, EOY
<b>Climate &amp; Culture Staff Surveys</b>		
Implement climate & culture staff surveys with educators.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	BOY, MOY, EOY
Implement climate & culture staff surveys with school leaders.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	BOY, MOY, EOY
<b>Comparative Analysis</b>		
Review school's performance against our PLA Academic Priorities of Success model to determine key areas of support.	PLA Academics Team	BOY, MOY, EOY
Review performance on Effective Leadership.	PLA Academics Team	BOY, MOY, EOY
Review performance on Climate & Culture.	PLA Academics Team	BOY, MOY, EOY
Review performance on Effective Instruction.	PLA Academics Team	BOY, MOY, EOY
Review performance on Collaborative Staff.	PLA Academics Team	BOY, MOY, EOY
Review performance on Curriculum, Assessment, and Interventions.	PLA Academics Team	BOY, MOY, EOY
Review performance on Support Systems.	PLA Academics Team	BOY, MOY, EOY
<b>Action Plan &amp; Next Steps</b>		
Formulate Comprehensive Needs Assessment for each school across all functional areas and stakeholder groups based on key findings from initial inquiry and on-site analysis.	PLA Academics Team with input and support from all functional teams	BOY, MOY, EOY
Debrief HCPS leadership sharing findings of the Comprehensive Needs Assessment for each school.	PLA Academics Team (with input and support from all functional teams) and HCPS staff	BOY, MOY, EOY
Collaboratively identify and set goals for all functional areas for each school with HCPS for implementation phase (2019-20 school year).	PLA Academics Team (with input and support from all functional teams) and HCPS staff	BOY, MOY, EOY

<b>Task</b>	<b>Responsible Staff</b>	<b>19-20 Timeline</b>
Provide each school with 30-day Action Plan.	PLA Academics Team	BOY, MOY, EOY
Provide each school with 60-day Action Plan.	PLA Academics Team	BOY, MOY, EOY
Provide each school with 90-day Action Plan.	PLA Academics Team	BOY, MOY, EOY
Engage in condition setting for academic framework to be implemented with fidelity at each school.	PLA Academics Team	BOY, MOY, EOY
Align all functional domains of action plan for each school (e.g. staffing plan, operational plan etc) in preparation for implementation phase.	PLA Academics Team and HCPS staff	BOY, MOY, EOY
<b>Aligning curricula, assessments &amp; interventions</b>		
<b>Instructional Planning</b>		
Assess current curriculum being utilized and determine whether it is research based and fully aligned to state standards.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August – September, 2019
Support each school in the development of effective pacing guides aligned with bolstering student achievement.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2019 – May, 2020
Support each school in securing supplemental materials aligned with instructional planning.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2019 – May, 2020
<b>Effective Instructional Strategies</b>		
Maximize learning time to ensure scholars spend more time on-task and on core subjects.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Maximize learning opportunities for all scholars by differentiating and scaffolding instruction and providing small-group instruction.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Implement data-driven instruction that utilizes data strategically to make informed decisions and adjust instruction to support all scholars.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Introduce targeted, evidence-based interventions to meet the learning needs of scholars with	Regional Director, Instructional Coaches &	Weekly, August, 2019 – May, 2020

<b>Task</b>	<b>Responsible Staff</b>	<b>19-20 Timeline</b>
deficits ( <i>Catch Up</i> ) and those that need challenged beyond on-grade level ( <i>Move Up</i> ).	Instructional Specialists with HCPS educators	
Support implementation of curriculum that is research-based and standards aligned.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Design and implement instructional tasks that require higher-order, complex thinking.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
<b>Unpacking Standards Professional Development</b>		
Work with educators to provide unpacking standards professional development.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August – September, 2019
Weave unpacking standards into PLA Coaching Cycle progress feedback systems.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August – September, 2019
Weave unpacking standards into weekly PLCs.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August – September, 2019
Embed Unpacking Standards into current academic framework.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August – September, 2019
Review if Unpacking Standards is being used well to align instruction towards academic outcomes.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with	August, 2019 – May, 2020

<b>Task</b>	<b>Responsible Staff</b>	<b>19-20 Timeline</b>
	school leadership and educators	
Use Unpacking Standards to design instruction and the selection of evidence-based strategies.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2019 – May, 2020
<b>Edulastic</b>		
Train school leadership on the effective use of Edulastic.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2019
Train educators on the effective use of Edulastic.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2019
Embed Edulastic into current academic framework.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August – September, 2019
Review if Edulastic platform is being used well to align instruction towards academic outcomes.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2019 – May, 2020
Analyze Edulastic's student performance data.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2019 – May, 2020
Use Edulastic to design instruction and the selection of evidence-based strategies.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2019 – May, 2020
<b>Writable</b>		

<b>Task</b>	<b>Responsible Staff</b>	<b>19-20 Timeline</b>
Train school leadership on the effective use of Writable.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2019
Train educators on the effective use of Writable.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2019
Embed Writable into current academic framework.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August – September, 2019
Review if Writable platform is being used well to align instruction towards academic outcomes.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2019 – May, 2020
Analyze Writable’s student performance data.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2019 – May, 2020
Use Writable to design instruction and the selection of evidence-based strategies.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2019 – May, 2020
<b>Onsite Quality Assurance &amp; Support</b>		
Arrange initial meeting for Regional Director with each school’s leadership.	PLA Academics Team, Regional Director in collaboration with school leadership and educators	August – September, 2019
Hire Instructional Coaches.	Regional Director, in collaboration with school leadership and educators	August – September, 2019
Hire Instructional Specialists.	Regional Director, in collaboration with school leadership and educators	August – September, 2019

<b>Task</b>	<b>Responsible Staff</b>	<b>19-20 Timeline</b>
Conduct weekly visits with leadership and educators at each school to provide quality assurance review, guidance and feedback for implementation of evidence-based instructional strategies for each school.	PLA Academics Team, Regional Director, Instructional Specialists, in collaboration with school leadership and educators	August, 2019 – May, 2020
<b>Supporting the Development and Retention of Leadership &amp; Educators</b>		
<b>Supporting Retention</b>		
Empower educators to succeed through our extensive professional development opportunities including PLA Coaching Cycle, self-paced growth through PLA University and peer mentoring through Professional Learning Communities.	Regional Director, Director of Professional Development in collaboration with school leadership and staff	August, 2019 – May, 2020
Use our instructional audit and beginning, middle and end of year review processes to allow educators the opportunity to share feedback and contribute to school-wide improvements.	Regional Director, Director of Professional Development in collaboration with school leadership and staff	August, 2019 – May, 2020
<b>Supporting Evaluation</b>		
Conduct Observational walkthroughs as part of the PLA Coaching Cycle process.	Regional Director, Instructional Coaches	August, 2019 – May, 2020
Conduct Leadership Coaching Reviews.	Regional Director, Director of Professional Development	August, 2019 – May, 2020
Evaluate each school against the PLA Academic Priorities of Success.	Regional Director in collaboration with school leadership and staff	BOY, MOY, EOY
Conduct mid-year teacher evaluations against 4 domains (Planning 10%, Instruction 70%, Leadership 10%, and Professionalism 10%) to determine whether teachers fall under: 'Requires Action' 'Improvement Necessary', 'Effective', or 'Highly Effective' category.	Regional Director, Instructional Coaches, in collaboration with school leadership and staff	MOY
Conduct bi-weekly observations for 'Requires Action' teachers falling in Tier 3.	Regional Director, Instructional Coaches, in collaboration with school leadership and staff	Biweekly, August, 2019 – May, 2020
Conduct monthly observations for 'Improvement Necessary' teachers falling in Tier 2.	Regional Director, Instructional Coaches, in collaboration with school leadership and staff	Monthly, August, 2019 – May, 2020
Conduct monthly observations as needed for 'Effective' and 'Highly Effective' teachers who fall under Tier 1.	Regional Director, Instructional Coaches, in collaboration with school leadership and staff	Monthly, August, 2019 – May, 2020
Make strategic use of designated Leadership Evaluation Platform.	Regional Director, Instructional Coaches, in	August, 2019 – May, 2020

<b>Task</b>	<b>Responsible Staff</b>	<b>19-20 Timeline</b>
	collaboration with school leadership and staff	
Conduct end-of-year teacher evaluations against 4 domains (Planning 10%, Instruction 70%, Leadership 10%, and Professionalism 10%) to determine whether teachers fall under: 'Requires Action' 'Improvement Necessary', 'Effective', or 'Highly Effective' category.	Regional Director, Instructional Coaches, in collaboration with school leadership and staff	EOY
<b>Provide School Leader and Educator Professional Development &amp; Training</b>		
<b>Onsite, ongoing training and support</b>		
Conduct weekly visits with leadership and educators at each school to provide support with school leader and educator professional development and training.	Regional Director and Instructional Specialists	August, 2019 – May, 2020
Engage onsite each week to provide support with school leader and educator professional development and training.	Instructional Coaches	August, 2019 – May, 2020
Support school leader and educator professional development and training in implementing effective instructional strategies to ensure scholars spend more time on-task and on core subjects. Please see scope of services chart for full list of recommended instructional strategies.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
<b>Leadership Institute</b>		
Introduce school leaders and educators to the leadership institute.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	June – July, 2019
Support logistics, setup and day-to-day implementation of the three-day program during summer.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	June – July, 2019
Gather analytical data during the Leadership Institute on both educator and leader experience of program and its effectiveness towards professional development.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August – September, 2019
Align professional development resources towards successful implementation of leadership institute.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August – September, 2019
Analyze data and build upon program to refine for next school year.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	EOY

<b>Task</b>	<b>Responsible Staff</b>	<b>19-20 Timeline</b>
<b>New Teacher Training Institute</b>		
Introduce school leaders and educators to the new teacher training institute.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	June – July, 2019
Support logistics, setup and day-to-day implementation of the three-day program during summer.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	June – July, 2019
Gather analytical data during the new teacher training institute on both educator and leader experience of program and its effectiveness towards professional development.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August – September, 2019
Align professional development resources towards successful implementation of the new teacher training institute.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August – September, 2019
Analyze data and build upon program to refine for next school year.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	EOY
<b>PLA Leadership Coaching Reviews</b>		
Conduct classroom observations against 14 key indicators from the PLA Coaching Cycle continuum.	PLA Academics Team, Regional Director, PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August, 2019 – May, 2020
Coach leaders using the PLA Academic Priorities for Success Rubric.	PLA Academics Team, Regional Director, PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August, 2019 – May, 2020
Conduct reviews at beginning, middle and end of year.	PLA Academics Team, Regional Director, PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	BOY, MOY, EOY
Support all schools in completing a self-assessment at beginning and end of year.	PLA Academics Team, Regional Director, PLA Director of Professional Development, Regional	BOY, MOY, EOY



<b>Task</b>	<b>Responsible Staff</b>	<b>19-20 Timeline</b>
	Director in partnership with HCPS leadership & staff	
Conduct pre-visit updates and a debrief following the observations.	PLA Academics Team, Regional Director, PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August, 2019 – May, 2020
Implement Progress monitoring to ensure Leadership Coaching Reviews are being used effectively to align and improve instruction throughout the year.	PLA Academics Team, Regional Director, PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August, 2019 – May, 2020
<b>PLA Coaching Cycle for Educators</b>		
Conduct weekly intentional observational walk-throughs, looking for evidence of best practices.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Lead effective coaching conversations with each teacher.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Establish relationship-building with educators to increase success of PLA Coaching Cycle progress feedback process.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Offer coaching side by side to educators at each school as part of the PLA Coaching Cycle.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Give positive feedback to educators at each school as part of the PLA Coaching Cycle.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Ask leading questions that guide the teacher to identifying their own next steps.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Provide timely feedback to improve success of implementation.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020

<b>Task</b>	<b>Responsible Staff</b>	<b>19-20 Timeline</b>
Collaboratively create a bite-sized goal for change for educators at each school.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Conduct follow-up observation from the same domain, looking for evidence of change according the bite-sized goal.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Ensure PLA Coaching Cycle data is being used effectively to align and improve instruction.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
<b>Professional Learning Communities (PLCs)</b>		
Introduce school leaders and educators to professional learning communities (PLCs).	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August – September, 2019
Align professional development resources towards successful implementation of PLCs.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August – September, 2019
Support logistics, setup and weekly implementation of PLCs.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	Weekly, August, 2019 – May, 2020
Gather analytical data weekly during PLCs on educator experience of program and its effectiveness towards professional development.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August, 2019 – May, 2020
Analyze data and build upon program to refine for next school year.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August, 2019 – May, 2020
Ensure PLC data is being used effectively to align and improve instruction.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August, 2019 – May, 2020
<b>PLA University</b>		
Introduce school leaders and educators to PLA University.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August – September, 2019
Align professional development resources including online systems towards successful implementation of PLA University.	PLA Director of Professional Development, Regional	August – September, 2019

<b>Task</b>	<b>Responsible Staff</b>	<b>19-20 Timeline</b>
	Director in partnership with HCPS leadership & staff	
Support continued use and implementation of PLA University.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	Weekly, August, 2019 – May, 2020
Gather analytical data on educator experience of PLA University and its effectiveness towards professional development.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August, 2019 – May, 2020
Analyze data and build upon implementation for next school year.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August, 2019 – May, 2020
Ensure PLA University data is being used effectively to align and improve instruction.	PLA Director of Professional Development, Regional Director in partnership with HCPS leadership & staff	August, 2019 – May, 2020
<b>Bolstering Culture &amp; Climate</b>		
<b>Positive Behavioral Interventions &amp; Supports</b>		
Use BOY, MOY and EOY instructional audits and weekly site visits with leadership and staff to determine each school's current PBIS needs.	Regional Director, Instructional Coaches in collaboration with HCPS educators and leaders	Weekly, August, 2019 – May, 2020, as well BOY, MOY, EOY
Work collaboratively with each school's leadership and staff to determine which PBIS elements align best with the unique needs of each school.	Regional Director, Instructional Coaches in collaboration with HCPS educators and leaders	August – September, 2019
Collaboratively support educators in weaving customized, evidence-based systems and resources such as Kickboard and Leadership Institute into each school's customized PBIS plan.	Regional Director, Instructional Coaches in collaboration with HCPS educators and leaders	August – September, 2019
In collaboration with school staff and leadership, progress monitor the effectiveness of behavioral supports.	Regional Director, Instructional Coaches in collaboration with HCPS educators and leaders	August, 2019 – May, 2020
Provide tailored guidance to teachers and other school staff towards consistently modeling, practicing, and encouraging positive behaviors and social skills in students.	Regional Director, Instructional Coaches in collaboration with HCPS educators and leaders	August, 2019 – May, 2020
<b>Kickboard</b>		
Guide school leadership on the effective use of Kickboard.	PLA Academics Team in collaboration with School staff	August – September, 2019

<b>Task</b>	<b>Responsible Staff</b>	<b>19-20 Timeline</b>
Guide educators on the effective use of Kickboard.	PLA Academics Team in collaboration with School staff	August – September, 2019
Embed Kickboard into current academic framework.	PLA Academics Team in collaboration with School staff	August – September, 2019
Review if Kickboard platform is being used well to align instruction towards academic outcomes.	PLA Academics Team in collaboration with School staff	August, 2019 – May, 2020
Analyze Kickboard’s student performance data.	PLA Academics Team in collaboration with School staff	August, 2019 – May, 2020
Use Kickboard to bolster each school’s culture and climate.	PLA Academics Team in collaboration with School staff	August, 2019 – May, 2020
<b>Scholar Recognition Program</b>		
Use BOY, MOY and EOY Instructional Audit and weekly meetings with each school’s leaders and educators to understand current incentive program.	Regional Director, Instructional Coaches in collaboration with HCPS educators and leaders	Weekly, August, 2019 – May, 2020, as well as BOY, MOY, EOY
Work collaboratively with each school’s leadership and staff to determine which scholar recognition program structures align best with the unique needs of each school.	Regional Director, Instructional Coaches in collaboration with HCPS educators and leaders	August – September, 2019
Partner with school leaders and staff to develop a unique, customized, scholar recognition program for each school.	Regional Director, Instructional Coaches in collaboration with HCPS educators and leaders	August – September, 2019
Collaboratively support educators in weaving daily, weekly, biweekly, monthly, quarterly and annual incentives into each school’s customized, scholar recognition program.	Regional Director, Instructional Coaches in collaboration with HCPS educators and leaders	August – September, 2019
Support each school’s staff and leaders in strategically implementing their scholar recognition program.	Regional Director, Instructional Coaches in collaboration with HCPS educators and leaders	August, 2019 – May, 2020
<b>PLA Coaching Cycle</b>		
Conduct weekly intentional observational walk-throughs looking for improvement areas to bolster culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Lead effective coaching conversations with each teacher to bolster culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020

<b>Task</b>	<b>Responsible Staff</b>	<b>19-20 Timeline</b>
Offer coaching side by side to educators at each school as part of the PLA Coaching Cycle, with respect to bolstering culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Give positive feedback to educators at each school as part of the PLA Coaching Cycle, with respect to bolstering culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Ask leading questions that guide the teacher to identifying their own next steps, with respect to bolstering culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Collaboratively create a bite-sized goal for change for educators at each school aligned to bolstering culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Conduct follow-up observation looking for evidence of change according the bite-sized goal with respect to bolstering culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Ensure PLA Coaching Cycle process with respect to bolstering culture and climate is implemented with fidelity throughout school year at each school.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
Ensure PLA Coaching Cycle data is being used effectively to bolster culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with HCPS educators	Weekly, August, 2019 – May, 2020
<b>Parental Engagement</b>		
Support educators and school leaders at each school in involving parents in the academic progress of their children through multiple educator-parent touchpoints throughout the year such as parent/teacher conferences.	PLA Regional Director, Academics Team in collaboration with HCPS educators	August, 2019 – May, 2020
Support educators and school leaders at each school in keeping parents informed on the latest updates, events, achievements and challenges for each school, to ensure close involvement of parents in their child's school.	PLA Regional Director, Academics Team in collaboration with HCPS educators	August, 2019 – May, 2020
Support educators and school leaders at each school in data gathering such as parental surveys to progress monitor success of intervention strategies.	PLA Regional Director, Academics Team in collaboration with HCPS educators	August, 2019 – May, 2020
Support educators and school leaders at each school in using a combination of scholar & family-focused events to safeguard and sustain	PLA Regional Director, Academics Team in	August, 2019 – May, 2020

<b>Task</b>	<b>Responsible Staff</b>	<b>19-20 Timeline</b>
each school's valuable relationships with families and local communities.	collaboration with HCPS educators	
Analyze data and build upon parental engagement to refine for next school year.	PLA Regional Director, Academics Team in collaboration with HCPS educators	August, 2019 – May, 2020

**D. Partnership Cost**

We look forward to the opportunity to serve your students and support your educators and leaders in their journey towards educational excellence. As a non-profit educational services provider, PLA offers highly competitive rates for the comprehensive spectrum and quality of services that it provides.

**i. Agreed-Upon, Discounted PLA Comprehensive Educational Analysis**

Below please find the agreed-upon, discounted cost for PLA's Comprehensive Educational Analysis. As discussed, PLA will offer this service to Hillsborough County Public Schools at a discounted rate (61% of regular cost). As a result of the discount, the district will save \$581,000. The per-school breakdown will be as follows:

<b>School</b>	<b>Enrollment</b>	<b>Regular Comprehensive Analysis Cost</b>	<b>Agreed-Upon, Discounted Comprehensive Analysis</b>
Dover Elementary	668.50	\$89,000	\$39,500
Folsom Elementary	493.50	\$59,000	\$29,500
Forest Hills Elementary	712.00	\$89,000	\$39,500
Foster Elementary School	484.00	\$59,000	\$0
James Elementary	647.00	\$69,000	\$34,500
Kimbell Elementary	498.50	\$59,000	\$29,500
McDonald Elementary	544.50	\$69,000	\$32,500
Oak Park Elementary School	573.50	\$69,000	\$0
Palm River Elementary	487.00	\$59,000	\$29,500
Robles Elementary	776.50	\$89,000	\$42,500
Sheehy Elementary School	350.50	\$59,000	\$0
Thompson Elementary	813.50	\$89,000	\$44,500
Sulpher Springs Elementary	863.50	\$89,000	\$44,500
<b>Total</b>	<b>7,912.50</b>	<b>\$947,000</b>	<b>\$366,000</b>

**ii. Agreed-Upon, Discounted PLA Annual Amount**

Below please find the agreed-upon, discounted cost for PLA's Comprehensive Educational Services. As discussed, PLA will offer HCPS a discounted rate (19% of regular cost). As a result of the discount, the district will save up to \$810,000. The per-school breakdown will be as follows:

School	Enrollment	Regular Annual Amount	Agreed-Upon, Discounted Annual Amount
Dover Elementary	668.50	\$350,000	\$270,000
Folsom Elementary	493.50	\$295,000	\$230,000
Forest Hills Elementary	712.00	\$350,000	\$290,000
Foster Elementary School	484.00	\$295,000	\$230,000
James Elementary	647.00	\$325,000	\$270,000
Kimbell Elementary	498.50	\$295,000	\$230,000
McDonald Elementary	544.50	\$325,000	\$250,000
Oak Park Elementary School	573.50	\$325,000	\$250,000
Palm River Elementary	487.00	\$295,000	\$230,000
Robles Elementary	776.50	\$350,000	\$290,000
Sheehy Elementary School	350.50	\$295,000	\$210,000
Thompson Elementary	813.50	\$350,000	\$320,000
Sulpher Springs Elementary	863.50	\$350,000	\$320,000

### **E. Payments**

Per our discussions, payments will be made in eleven (11) equal installments, estimated to begin on August 12<sup>th</sup>, 2019, paid by the 12<sup>th</sup> of each month, ending June 12<sup>th</sup>, 2020. Please find the payment table below:

School Name	Enrollment	Comprehensive Analysis	Annual Amount	Total Amount	Monthly Payment (11 Months)
Dover Elementary	668.50	\$39,500	\$270,000	\$309,500	\$28,136
Folsom Elementary	493.50	\$29,500	\$230,000	\$259,500	\$23,591
Forest Hills Elementary	712.00	\$39,500	\$290,000	\$329,500	\$29,955
Foster Elementary School	484.00	\$0	\$230,000	\$230,000	\$20,909
James Elementary	647.00	\$34,500	\$270,000	\$304,500	\$27,682
Kimbell Elementary	498.50	\$29,500	\$230,000	\$259,500	\$23,591
McDonald Elementary	544.50	\$32,500	\$250,000	\$282,500	\$25,682
Oak Park Elementary School	573.50	\$0	\$250,000	\$250,000	\$22,727
Palm River Elementary	487.00	\$29,500	\$230,000	\$259,500	\$23,591
Robles Elementary	776.50	\$42,500	\$290,000	\$332,500	\$30,227
Sheehy Elementary School	350.50	\$0	\$210,000	\$210,000	\$19,091
Thompson Elementary	813.50	\$44,500	\$320,000	\$364,500	\$33,136
Sulpher Springs Elementary	863.50	\$44,500	\$320,000	\$364,500	\$33,136

### **Thank You**

We are excited to partner with you to further improve academic achievement for your students, in collaboration with your teachers and school leaders. Thank you and we look forward to working together.

This Phalen Statement of Work School Year 2019/2020 External Operator For Achievement Schools (Statement of Work) shall be in accordance with Hillsborough County Public Schools' Request For Proposal (RFP) #17146-EST-IV External Operators for Turnaround Schools, as accepted by The School Board of Hillsborough County, Florida (the "Agreement") on May 7, 2019. Except as otherwise provided in this Statement of Work, if any provision contained in this Statement of Work is in conflict with, or inconsistent with, any provision in any of the Agreement, the provision contained in the Agreement shall govern and control.

PHALEN LEADERSHIP ACADEMIES

By: \_\_\_\_\_

Earl Martin Phalen, CEO

Date: 4/30/19

THE SCHOOL BOARD OF HILLSBOROUGH COUNTY, FLORIDA

By: \_\_\_\_\_

Tamara P. Shamburger, Chair

Date: \_\_\_\_\_