



## **SCOPE OF WORK**

### **Looking at Year Two in Perspective**

This proposal for technical assistance to the School Board of Sarasota represents year two of a three year contract approved by the Board in September 2006. It follows a successful year during which:

- ⓐ baseline data for both SLC and NeXt Generation implementation were established;
- ⓐ positive and trusting relationships were established with district, school, and SC/TA staffs;
- ⓐ the five comprehensive high schools committed to and planned for major transformations in structure and practice;
- ⓐ some year two tasks (9<sup>th</sup> grade transition) got a firm start;
- ⓐ unexpected, but carefully orchestrated strides, were made in ESE and Guidance;
- ⓐ district staff saw unprecedented collaboration in working to improve their own, and the high schools' practice; and
- ⓐ all key goals under the year one contract were accomplished.

In year-end meetings with the schools and district staff each was asked “do you believe you need the same level of service from the GMS team in year two, less service, or increased services?” Remarkably, even at the district level, the response was “at least the same or more!” (Please see the year one report submitted under separate cover.) This reflects, we believe, an understanding by Sarasota staff that true change does not take place at the surface, is not instant, and requires an unwavering focus. This district is serious about improvement and understands the value of having an extern, even ones that operate as partners, as part of the process.

In the year-end reviews school staffs were presented with a list of year two tasks focused around the five key lenses that GMS utilizes to improve practice. That list appears below and includes areas emphasized or added by district and school-level staff.

#### **Personalization**

- Ninth grade transition.....add Summer Bridge, MS alignment
- 12<sup>th</sup> grade transition, senior project, Executive Internships
- Coaching Advisory programs, teams
- ESOL – getting on par w/ ESE
- Guidance support
- PLC in SLC New student orientation
- New teacher supports

#### **Curriculum and Instruction**

- Start of school year pre-service
- PLC in SLC

- Data driven instruction: strategies, looking at student work, data, shared practice, common assessments, CWT,
- Working with planning team on technical high school
- Getting deeper with ESE support
- Credit recovery, Interventions
- Exploring use of MAP in SLC teams
- Working to improve practice at SCTI
- Help us use our NeXt Gen teachers
- Look at our PBD program
- Curriculum Mapping, scope and sequence, pathways development

- Help us build a K-16 CTE model and supports
- Take on SCTI and the new high schools

### Partnerships

- Develop district partnership strategy and audit (coordinate practice – PALS, MM, foundations.....)
- Develop work-based learning/ content majors, Executive Internships
- Deliver summer teacher externship program
- College buddies
- Business Advocacy Committees for each SLC

### Climate for Success

- Support and observe implementation
- Continue regular support and follow-up
- High School Support Team realignment
- Ongoing connections to union
- Scheduling practices – course of study, SPIN, family connections, CHOICES, schedule design
- Professional development and PD alignment, strategic approach

- Documentation of practices – registration, scheduling, guidance, purity, advisory, common planning
- Career Academy status exploration/legislation
- Strategic Plan – we need things tied together
- Explore the use of 30 hours
- Foundations
- Board
- Community College
- Support to other high schools.
- Task Force
- Revisit Principal Circles
- Coach our APs
- Hold another retreat
- Help us CELEBRATE
- Ensure “the ripple” goes beyond the principals’ office

### Data

- Progress Monitoring
- Looking at data in SLC and PLC
- CWT
- Advisory inventory
- 9<sup>th</sup> Grade Transition assessment
- Guidance
- NeXt Gen Survey

## SY 2007-2008 Scope of Work: Overall approach and major tasks

### YEAR TWO OUTCOMES (in place by June 2008):

- All schools will have well defined SLC for 9-10<sup>th</sup> grades, and plans for 11<sup>th</sup> and 12<sup>th</sup> grade.
- All schools will have a sequence of courses identified as they relate to majors and minors.
- All schools will have experience in delivering a 9-12 advisory model that has been assessed and refined.
- Effective registration and scheduling practices will be designed and in place.
- A refined and recommended advisory design will be in place.
- All schools will have experience in working in collaborative planning by SLC, will have received monthly coaching support and training in refining practice, and will have evidence of work that will include running effective meetings, focusing on student work, focusing on data and its use in impacting instruction, reflecting on professional practice.
- ESE practices will be improved and documented. ESE teachers and those collaborating with ESE will receive targeted support, in conjunction with the district-office, at the school sites.
- Specific courses will have been targeted for study and assessment – specifically, Critical Thinking, Applied Communication, and Journalism.
- A district-wide strategic partnership strategy will be in place.

- Student work-based learning expectations will be defined for both content and CTE major areas of interest and a plan in place to pilot them will be established.
- Guidance practices at the district level in regards to chair meetings and district-wide professional development will be improved. The appropriate use of CHOICES and improved coordination of its deliver between MS and HS will be in place. New roles and responsibilities for department chairs, counselors, and career coaches will be in place.
- A strategy for aligning the roles of Literacy, Data, and Tech Coaches will be in place.
- A plan to address ESOL practices and improvements will be in place and ready for implementation
- A strategic plan for professional development will be in place as it relates to the high school transformation efforts. Specific supports will target assistant principals and SLC leaders
- Advisory, SLC implementation, and NeXt Generation understanding/support will all be assessed
- Thirty Hour support plans will be written for SLC, Guidance, and ESE; coordinated with correlating district-personnel and coached.
- Two district-wide meetings/retreats will be developed and delivered at the beginning and close of the school year.

**Service delivery will be as follows:**

- **District-level support**
  - GMS president will be on site a minimum of 8 days/month to support facilitation of the following: policy and practice as it relates to creating a NeXt Generation School System; supporting the Executive Director High Schools in identifying work areas, planning, and implementing a High School Support Team agenda – including a retreat if that is deemed an appropriate work strategy; working with key district-level staff in areas targeted for work and improvement – including Guidance, ESE, and ESOL; improving practice as it relates to implementation of scheduling and student registration practices; coaching and supporting the planning team for the new technical high school. and, conducting and supporting appropriate assessments and evaluation. This work will support the “planned progress elements” put forth by the Executive Director of High Schools – Addendum A.
  - GMS senior staff will be aligned with supports to advisory, the development of deepened 9-12 SLC structures, ESE, and ESOL.
  - As key related issues develop, (e.g. support to the Board, written documentation of work or reporting, or assistance with the Strategic Plan – i.e. article submission or similar) each will be evaluated as to relevance to scope and supported, as appropriate, at the direction of the Superintendent, Associate Superintendent or the Executive Director High Schools
  - Two GMS senior staff will be on site approximately 8 days per month (including the work outlined below); additional staff will be utilized on a project/topic basis.
- **School-based support**
  - GMS senior staff will support individual schools in their transition to NeXt Generation High Schools. Each school will continue to have a primary point of contact and named consultant. Support will be delivered through a minimum of one day per month on-site coaching, regular phone calls and Emails. Each GMS consultant will develop a work plan with their designated principal by mid-September.
- **Community connections**
  - GMS senior staff will maintain a connection to SC/TA on a regular basis

- GMS senior staff will work with school and district staff as they develop the community partnerships for advisory boards and a strategic partnership strategy.
- **Off-site support**
  - As in the past, GMS will supply regular phone and email support to all Sarasota staff.

### **Key calendar benchmarks:**

- August
  - Create and deliver the first of the district-wide meetings: *Transforming Meetings*
  - Make initial start of school year contacts with each school, deliver start-up services as requested
  - Fine-tune advisory plans for each school, at the school sites, deliver advisory summary status survey
  - Develop 30 Hour Professional Development descriptions for SLC, ESE, and Guidance
  - Help in the design, population, and usage of AngelWeb
  - Work on Guidance chairs and SY agendas
  - Identify and deliver any areas of supportive work that need immediate attention (Board presentations, reports, etc.)
- September
  - Monthly coaching of SLC teams begins
  - Coaching of technical high school planning team begins and continues monthly
  - HS Support Team: develop in conjunction with ED High Schools a plan for the year
  - Coaching and training support of SLC leaders begins and continues monthly
  - Finalize Guidance chairs and SY agendas for support
  - Develop, in conjunction with schools, related central offices, and the ED for High Schools detailed plans for 30 hours
  - Begin ESOL analysis
  - Create individual school work plans
  - Begin analysis of CHOICES, registration, program of studies
  - Run and analyze “purity” schedules
  - ESE implementation plans assessed, challenges identified
- October
  - Vet and refine recommendation for CHOICES, registration, program of studies to HS ST
  - Begin study of scheduling practices
  - Focus on ESE implementation targeted and on-going
  - Data reports for students by SLC run, used to improve professional practice
  - Do a school by school, SLC by SLC, check in with teams on advisory implementation
- November
  - Vet ESOL support plan to HS ST
  - SLC theme, course sequences studied
- December
  - First advisory survey complete
  - Second NeXt Generation Survey complete

- Vet and confirm scheduling practices with HS ST
- Systemic partnership strategy planning begins
- Middle School alignment plans begin
- January
  - High school family, student, and community engagement plans begin and are finalized
  - Support to ESOL for transition begins
- February
  - Middle school alignment plan completed
  - SLC themes, course sequences confirmed
- April
  - 2<sup>nd</sup> SLC self assessment conducted
  - 2<sup>nd</sup> Advisory survey complete
- May -- year three plan submitted
- June
  - New Year's Eve planning and retreat
- July
  - Support as required (e.g. leadership institute)

### **Year two period of performance: August 2007 – July 2008**

This proposal is for the period of August 1, 2007 through July 31, 2008, and will be renewed thereafter for one year. A working plan will be presented on an annual basis in May of each year that will seek approval for renewal of contracted work.

### **Conduct of work:**

Successful completion of this project will require an approach that, as in the past, partners the GMS team and SCPS staff in a close working relationship. This requires ready access to, and close communication with, SCPS district and school personnel, by phone, Email, and in person for meetings, clarification, access to schools and data, and decision making. Also anticipated, as per the scope of work above, are a number of principal and school-based meetings, site visits and focus groups on district premises. It is expected that each principal will have in place functioning leadership teams and that each school, as well as district staff, will increase their own professional capacity through the work of this year. Last year was a foundation year, this year – together – we build the scaffolding, next year we build out the walls, make sure all the pieces are where we want them, and then you take over from there.

### **Cost proposal**

No price increase from year one: \$446,000.

This is a fixed rate contract and includes all professional services, travel and GMS specific costs. Meeting space, teacher stipends, expenses incurred by district personnel, and non-professionals associated services and material costs are the responsibility of SCPS and are *not* covered in this proposal.

**Schedule and terms of payment:**

Invoicing for consulting support will be billed as follows:

*Upon contract signature:* four equal payments in August, November, February, June. Payments are due, within 15 days of invoicing to:

Grace Sammon, President **GMS Partners, Inc.** - Phone: 301-649-6354  
1122 Kersey Road, Silver Spring, MD 20902 --- Federal Tax ID: 52-1738834

Respectfully submitted

  
Grace Sammon, President  
August 2007



## ADDENDUM A

### high school key design elements

### AND PLANNED PROGRESS ELEMENTS for YR. 2 SY 2007-2008

- Each school supported by effective and efficient practices at the district-level
  - ▣ Increased effectiveness of monthly principal meetings
  - ▣ Increased effectiveness of twice monthly High School Support Team meetings with targeted agendas focused on policy and action
  - ▣ Timelines for areas of work will be clearly identified
  - ▣ Increased effective communication and accountability from and to principals and to related district-level staff
  - ▣ All school and the district web page will be kept current for NeXt Generation elements
  - ▣ Increased coordination between Curriculum and Instruction, TIS, CTE, and Guidance and Counseling
  - ▣ Increased use of Content Specialists to support SLC themes
  - ▣ Refined policies and procedures as they relate to scheduling and student registration
  - ▣ District-wide partnership strategy will be in place with a focus on partner impact on teaching and learning
  - ▣ Updated district web site will keep community up to date on work completed and in progress
- Each school led by a principal who serves as an instructional leader
  - ▣ Principal meetings will be redesigned along the lines of work groups
  - ▣ Principals will have the opportunity to maximize the use of “30 hour” plans to target specific instructional practices and growth areas as identified in SIP
  - ▣ Principals will drive scheduling to create effective collaborative planning structures focused on teaching and learning
  - ▣ Principals will participate in High School Support Team meetings
  - ▣ Principals will work with leadership teams at at least two district-wide planning sessions
- Each school with Advance Placement, Dual Enrollment, Career Completion and state recognized graduation recognition option
  - ▣ Each school’s and each SLC opportunities will be documented; each school’s and each SLC Gold Seal awards will be documented
  - ▣ Complete sequence of courses for majors and minors will be in place for each school and each SLC
- Each school with personalized small learning communities (SLC) of approximately 400 students, with designated areas for teaching and learning
  - ▣ All students will be enrolled in SLC; all 9th grade students will have experiences that ensure

<p>they feel part of a SLC</p> <ul style="list-style-type: none"> <li>▣ Plans will be in place for added depth in 10-12</li> <li>▣ Maps of all schools indicating designated SLC areas will be on file</li> </ul>
<ul style="list-style-type: none"> <li>○ Each school well equipped with state-of the art technology for teaching and learning across career and academic disciplines <ul style="list-style-type: none"> <li>▣ New career and technical labs at all schools</li> <li>▣ Administrators, teachers, and central-office staff inaugurate “AngelWeb Learning” as a virtual platform for documenting and sharing SLC resources and practices</li> <li>▣ Role of Technology Coaches more fully aligned with NeXt Generation Implementation needs</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>○ Each school with a flexible class schedule to promote learning <ul style="list-style-type: none"> <li>▣ Improved policies and procedures for registration and program of studies</li> <li>▣ Run and analyze “purity” agreements at 10 day count, in October, and again in second semester</li> <li>▣ Review of scheduling practices and course placements to increase academic outcomes, support of teaching and learning, and consistent scheduling practices at a district level</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>○ Each SLC with a focus on data and a high standards curriculum <i>for all students</i> <ul style="list-style-type: none"> <li>▣ Refinement of the roles of data and literacy coaches to be closely aligned with the schedules that promote collaborative planning with a focus on data and instructional strategies</li> <li>▣ Ensure that data can be acquired in both school and SLC breakouts for analysis and development of appropriate supports and interventions</li> <li>▣ Clarity on student attendance/participation at SCTI will be established</li> <li>▣ ESE data elements will be in place and serve as benchmarks</li> <li>▣ Improved opportunities for ESE students, with ongoing coaching for ESE and general education teachers supported in both collaborative planning and 30 Hour professional development</li> <li>▣ Review of ESOL program with appropriate recommendations and support in place for year three implementation</li> <li>▣ Curriculum reviews conducted specifically in: Journalism, Critical Thinking, Applied Communication, and the use of various schedules to teach same courses</li> <li>▣ Second “NeXt Generation High School” survey will be conducted</li> <li>▣ Second “SLC Implementation with CTE” assessment will be conducted</li> <li>▣ Minimum of two Advisory surveys will be conducted</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>○ Each SLC with a career focus and career and technical education completion options <ul style="list-style-type: none"> <li>▣ Plans for year two and three CTE implementation will be clearly delineated including costs for hiring, training, materials, and equipment</li> <li>▣ Plans for 10-12 career theme related activities and integration begins</li> <li>▣ Course sequences are complete</li> <li>▣ Recommendations for appropriate work-based learning efforts will be made</li> <li>▣ Refinement of the position of the Career Counselors to best support teaching and learning related to the career themes of each SLC</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>○ Each SLC led by an assistant principal, supported by an SLC Lead Teacher/Coordinator, designated Guidance Counselor, and a cohort of teachers <ul style="list-style-type: none"> <li>▣ Core groupings will be in place and monitored for effectiveness</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Coaching support developed and delivered for SLC Lead Teachers/Coordinators</li> <li><input type="checkbox"/> Coaching/training support needs of AP as leaders of SLC will be identified and a plan in place to address needs</li> <li><input type="checkbox"/> Coaching and training support for Guidance Counselors will be in place</li> <li><input type="checkbox"/> Overall redesign of Guidance at the district and school levels to include changes in monthly department chair meetings, quarterly professional development meetings, and utilization of the 30 Hour professional development option to improve the quality of guidance delivery</li> <li><input type="checkbox"/> Refinement of the roles of Guidance at the school and district level</li> <li><input type="checkbox"/> Teacher placement practices reviewed, assessed, and fine-tuned</li> </ul>
<ul style="list-style-type: none"> <li>○ Each teacher with collaborative planning, supported by the SC/TA agreement, and focused on data, instructional practices, and student success <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborative planning teams established and identified</li> <li><input type="checkbox"/> Norms, agendas, minutes, and shared documents created and posted on AngelWeb</li> <li><input type="checkbox"/> SMART Goals set</li> <li><input type="checkbox"/> 30 hours of professional development aligned with needs of school SIP and SLC</li> <li><input type="checkbox"/> Collaborative Planning Rubric complete</li> <li><input type="checkbox"/> District-wide PD Strategy in place</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>○ Each student welcomed into high school through freshman transition and advisory <ul style="list-style-type: none"> <li><input type="checkbox"/> All schools will have advisory 9-12</li> <li><input type="checkbox"/> Two schools will pilot freshman-seminar like classes</li> <li><input type="checkbox"/> Advisory will be assessed a minimum to twice during the school year</li> <li><input type="checkbox"/> Freshman transition experiences will be assessed and improvements planned for</li> <li><input type="checkbox"/> Summer Bridge decision made</li> <li><input type="checkbox"/> MS Guidance and HS Guidance articulation will improve</li> <li><input type="checkbox"/> SPIN nights will be refined</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>○ Each student placed by choice with multiple opportunities to participate in classes and experiences outside of their chosen SLC <ul style="list-style-type: none"> <li><input type="checkbox"/> CHOICES program use reviewed and practices for delivering it improved</li> <li><input type="checkbox"/> Increased use of the 4+2 Guidance Plan for each student</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>○ Each student with multiple opportunities to complete high standards major and minor areas of interest <ul style="list-style-type: none"> <li><input type="checkbox"/> See above</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>○ Each student with an advisor to support their academic and personal success <ul style="list-style-type: none"> <li><input type="checkbox"/> Various advisory models reviewed and coached. Plans refined for effective delivery of Advisory with/without freshman seminar-like course</li> <li><input type="checkbox"/> Program plans finalized</li> <li><input type="checkbox"/> Determination made regarding placement of senior project</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>○ Students graduating college and career ready! <ul style="list-style-type: none"> <li><input type="checkbox"/> Graduation rates and college going rates benchmarked for each SLC</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>○ New Technical HS planned and opened</li> </ul>

- ▣ Planning principal hired
- ▣ Student enrollment targets are defined
- ▣ Program of studies and technology elements identified
- ▣ Relationship between SCTI and the new high school defined
- ▣ Relationship between the five high schools, their programs, and matriculating students defined
- ▣ Community engagement and marketing plan in place
- ▣ Planning faculty identified and supported
- ▣ Building design finalized and built
- ▣ MS meetings and communication with guidance and families is complete
- ▣ Materials ordered and in place
- ▣ Registration complete
- ▣ Professional development for staff complete
- ▣ School opens

We all own the graduate!