

## InnovateEd

111 Bank Street #231  
Grass Valley, CA 95945



### 2019-2020 Proposal of Services for Perris Lake High School – CSI Grant

Date	Services Performed By:	Services Performed For:
October 17, 2019	InnovateEd 111 Bank Street #231 Grass Valley, CA 95945	Perris Lake High School 418 E Ellis Ave Perris, CA 92570

“The number one priority of school districts is to close student achievement gaps by developing the capacity of school staff to collaboratively engage in the continuous improvement of their own practices.”

### Background

InnovateEd was founded in 2007 under the leadership of Jay Westover and Lynn Hodson. Prior to this, Jay Westover served as a principal in the Alvord USD, Administrator of School Leadership Services at the Riverside COE and as a consultant for the US Department of Education. Lynn Hodson was VP of The Princeton Review of Southern California, President of Adelante Educational Services and served as a board member at one of California’s largest school districts.

The mission of InnovateEd is to develop site and district coherence and capacity for the continuous improvement of leadership, teaching and student learning. Our focus has always been on the outcomes of creating a unified vision and then helping to communicate and fulfill that vision by developing coherence through district-wide leadership capacity building and creating a culture of high quality instructional planning and implementation. Our outcomes are attained by assessing clients’ needs to deliver effective and customized leadership coaching and instructional training through cycles of inquiry and by developing collective expertise.

**Benchmarks of School District Capacity & Coherence**

1. Clarity of District Goals and School Priorities for Student Learning
2. Culture of Shared Leadership and Systemic Collaboration
3. Coherent Instructional Framework for Deepening Student Learning
4. Evidence-based Inquiry Cycles for Continuous Improvement

## Scope of Work

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InnovateEd services are designed to further develop district-wide capacity and coherence through a systemic improvement process aimed at raising the bar and closing the gap in student learning results.

### CREATING A COHERENT SYSTEM OF CONTINUOUS IMPROVEMENT

**Principal Coaching:** Provide opportunities for the principal/admin team to develop expertise with implementing evidence-based inquiry cycles, discussing problems of practice and engaging in forward planning by clarifying capacity building supports for school improvement focused on student learning and graduation. Principal/admin team develops capacity to fulfill the role of lead learner by modeling co-learning, shaping school culture and maximizing impact on student learning.

**School Leadership/CSI Team:** Provides opportunities for the principal/admin team and teacher leaders to collaboratively design, implement and refine a school implementation plan with strategies for building school-wide capacity to improve teaching, student learning and course completion around key areas of improvement. The school leadership team develops capacity to guide collaborative inquiry cycles focused on student support services, lesson design/precision of pedagogy and evidence of learning/progress towards course outcomes.

**Teacher Team Inquiry Cycles:** Provides opportunities for teacher teams to collaboratively design, implement and refine 3 to 4 week instructional cycles as part of courses of study to improve student supports around key improvement areas. Teacher teams develop capacity to collaborative plan high yield instructional practices informed by timely assessments for learning that results in precision of pedagogy and improved student learning results.

## Fee Schedule & Timeline

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Principal Coaching & CSI Team Support (4 days)	\$3000 per day
Teacher Teams (30 days)	\$3000 per day
Learning Guide	\$20/participant
Leadership Guides	\$12/participant

This engagement will be conducted on a daily rate basis. The total value for the Services pursuant to this SOW shall not exceed \$102,000 (plus materials and sub costs) unless otherwise agreed to by both parties. This figure is based on 34 days of professional services and is drawn from the Scope of Services previously submitted.

Client will be invoiced monthly for the consulting services. Invoices are due within 30 days of receipt. Cancellations less than 30 days in advance will be billed at the full daily rate cost.

**IN WITNESS WHEREOF**, the parties hereto have caused this SOW to be effective as of the day, month and year first written above.

Perris UHSD/Perris Lake HS

InnovateEd

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Name:

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Name: Lynn Hatton Hodson

Title:

Title: Chief Operating Officer

## **Perris Lake High School – Comprehensive Support and Improvement (CSI)**

The purpose of a coherent system of continuous improvement is developing the collective capacity of educators to make the instructional changes required for raising the bar and closing the gap for all students. The approach for every level of the district is to create communities of learners through horizontal and vertical learning opportunities that promote systemic collaboration and inquiry-driven improvement cycles.

1. **Principal Coaching:** Provides opportunities for the principal to develop expertise with implementing evidence-based inquiry cycles, discuss problems of practice, and engage in forward planning by clarifying capacity building supports for school leadership/(CSI) team and teacher teams. Principals develop capacity to fulfill the role of lead learner by modeling co-learning, shaping school culture and maximizing impact on student learning.
2. **School Leadership Team/CSI Team:** Provides opportunities for the principal and all teachers to collaboratively design, implement and refine a school implementation plan with strategies for building school-wide capacity to improve teaching and learning around key student learning priorities. The School leadership team/CSI Team develops teacher capacity to facilitate teacher team collaborative inquiry cycles that guide lesson design, precision of pedagogy and assessment of learning.
3. **Teacher Teams:** Provides opportunities for pairs of teachers to engage in lesson design and assessment of learning via evidence-based cycles of inquiry. Teacher teams gather evidence of current student achievement to identify areas of need, and then use curriculum standards and common assessments to implement high yield instructional strategies in their classrooms that engage students in rigorous learning opportunities. Teacher teams develop expertise with collaboration protocols that guide instructional planning, data analysis, student work evaluation and learning rounds. Teacher teams establish structures and processes for sharing promising practices and receiving support for improving teaching and learning.

Benchmarks of Capacity for Systemic Improvement	Key Questions for Sustainability
<p style="text-align: center;"><b>Clarity of District Goals &amp; School Priorities for Student Learning</b></p> <p>1. The analysis of multiple measures of student group academic performance and well-being has guided school sites to create a strategic focus for improving student equity, learning and performance.</p> <p>2. School implementation plans aligned with the district vision and goals delineate coherent strategies that connect student success indicators with high yield instructional strategies and assessments of learning which focus the collaborative work of teachers, principals and district staff to continuously improve teaching and learning.</p>	<p>Does your district utilize lag and lead metrics, common tools for accessing and reviewing evidence, and a data-driven decision making process that guides schools with focusing efforts aimed at improving teaching and learning?</p> <p>Do school sites have a clearly delineated plan and a strategy for communicating and reinforcing the school focus that clarifies school-wide actions and district supports?</p>
<p style="text-align: center;"><b>Culture of Shared Leadership and Systemic Collaboration</b></p> <p>3. Teacher teams, school leadership teams, principals and district staff have collectively created formal structures and processes for systemic collaboration and co-learning focused on developing collective capacity to improve teaching and learning.</p> <p>4. Teachers, principals and district staff collectively support school improvement efforts by shaping culture, modeling co-learning and using change knowledge to improve structures, processes and practices based upon student learning needs.</p>	<p>Does your district have clearly defined roles, inquiry processes and calendared meetings that guide teacher teams, SLTs, principals and district staff in their collaborative work?</p> <p>Do district staff, principals and teacher leaders demonstrate the leadership competencies needed to navigate the change process by shaping culture and modeling co-learning in a way that promotes intentional and productive collaboration?</p>
<p style="text-align: center;"><b>Coherent Instructional Framework for Deepening Learning</b></p> <p>5. A district-wide coherent instructional framework for job-embedded professional learning develops collective expertise with integrating curricular resources, instructional strategies and local assessments to accelerate the learning of all students.</p> <p>6. Robust collaborative inquiry processes ensure all students are engaged in rigorous and complex tasks using high yield instructional practices informed by timely assessments of learning that results in precision of pedagogy and improved student achievement.</p>	<p>Does your district have a clear vision or model that guides teachers, principals and district staff with designing student learning progressions by integrating standards-based curriculum, local assessments and instructional strategies?</p> <p>Do school sites engage in 3 to 6 week instructional cycles that guide teacher teams in collaborative planning and assessment of learning to develop collective expertise?</p>
<p style="text-align: center;"><b>Evidence-based Inquiry Cycles for Continuous Improvement</b></p> <p>7. Annual measures of student academic performance are used as benchmarks to establish growth targets monitored by local assessments that inform district-wide and school site progress with improving student learning outcomes.</p> <p>8. Clearly defined cycles of collaborative inquiry, informed by evidence of student learning, create feedback loops at the classroom, school and district levels for the continuous improvement of practices and student learning results.</p>	<p>Does your district have an agreed upon process for school sites to establish annual growth targets of student academic performance?</p> <p>Do teachers, principals and district staff have agreed upon time-frames (3, 6, 9 weeks) for clearly defined cycles of inquiry that monitor evidence of student learning, improvement of practices, and progress towards attaining desired student academic growth?</p>

## Comprehensive Support and Improvement Model for 2019-20 - InnovateEd

Cycle	Scope of Services	
	Principal Coaching & CSI Team Support	Teacher Team Sessions
<p><b>Cycle 1</b> Oct - Dec</p>	<p><b>Oct &amp; Nov</b> 2 days</p>	<p><b>10 days (5 teacher cohorts)</b>  <b>Instructional Design</b>                      Cohort 1                      Cohort 2                      Cohort 3                      Cohort 4                      Cohort 5  <b>Protocol Session (Learning Rounds/Student work Analysis)</b>                      Cohort 1                      Cohort 2                      Cohort 3                      Cohort 4                      Cohort 5</p>
<p><b>Cycle 2</b> Jan - Mar</p>	<p><b>Jan</b> 1 day</p>	<p><b>10 days (5 teacher cohorts)</b>  <b>Instructional Design</b>                      Cohort 1                      Cohort 2                      Cohort 3                      Cohort 4                      Cohort 5  <b>Protocol Session (Learning Rounds/Student work Analysis)</b>                      Cohort 1                      Cohort 2                      Cohort 3                      Cohort 4                      Cohort 5</p>
<p><b>Cycle 3</b> Apr - June</p>	<p><b>April</b> 1 day</p>	<p><b>10 days (5 teacher cohorts)</b>  <b>Instructional Design</b>                      Cohort 1                      Cohort 2                      Cohort 3                      Cohort 4                      Cohort 5  <b>Protocol Session (Learning Rounds/Student work Analysis)</b>                      Cohort 1                      Cohort 2                      Cohort 3                      Cohort 4                      Cohort 5</p>

**COST OF SERVICES**

Principal Coaching & CSI Team Support (4 days @ \$3,000/day): \$12,000

Teacher Teams: Instructional Design & Protocol (30 days @ \$3,000/day): \$90,000

**Total cost for 30 days of services is \$102,000 not including Learning Guides @ \$20 for new members and Leadership Guides @ \$15 for district/site leaders**