

**JEFFERSON COUNTY PUBLIC SCHOOLS
CONTRACT FOR THE PROCUREMENT OF PROFESSIONAL SERVICES**

THIS CONTRACT FOR PROCUREMENT OF PROFESSIONAL SERVICES (hereinafter "Contract") is entered into between the JEFFERSON COUNTY BOARD OF EDUCATION (hereinafter "Board"), a political subdivision of the Commonwealth of Kentucky, with its principal place of business at 3332 Newburg Road, Louisville, Kentucky 40218 and Southern Regional Education Board (hereinafter "Contractor"), with its principal place of business at 592 Tenth Street NW, Atlanta, GA 30318-5776.

WITNESSETH:

WHEREAS, the Board desires to procure the particular services of Contractor, which are more fully defined below; and

WHEREAS, Contractor has held itself out to be competent and capable of performing the services contracted for herein;

NOW, THEREFORE, in consideration of the mutual promises and agreements hereinafter set forth, the Board and Contractor (hereinafter "Parties") agree as follows:

ARTICLE I

Entire Agreement; Amendments

This Contract is the entire agreement between the Parties and supersedes any and all agreements, representations and negotiations, either oral or written, between the Parties before the effective date of this Contract. This Contract may not be amended or modified except in writing as provided in Article VIII. This Contract is supplemented by the Board's Procurement Regulations currently in effect (hereinafter "Regulations") that are incorporated by reference into and made a part of this Contract. In the event of a conflict between any provision of this Contract and any provisions of the Regulations, the Regulations shall prevail.

ARTICLE II

Services

Contractor agrees to perform the following services (hereinafter "Services") of a quality and in a manner that is within the highest standards of Contractor's profession or business. The Services are as follows:

This contract is part of a joint initiative involving the Kentucky Department of Education, JCPS, and Southern Regional Education Board (SREB). Each middle school listed in Appendix III will participate in eight days of Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) professional development, six days of follow-up coaching days, two-day site development workshops, leadership monthly progress meetings, counseling for careers workshops, and SREB surveys for eighth graders. District contribution will be \$12,000 per school and Kentucky Department of Education's contribution will be \$12,000 per school. Projected outcomes will be the increase of middle schools meeting annual measurable objectives (AMO) by 50%, increasing annually the

percentage of students successfully completing their ninth-grade year; decreasing annually the percentage of students having to take catch-up courses in grade nine; decreasing annually the failure rate in grades six, seven, and eight; and increasing annually on the Explorer Test by .2 for each sub-score with a 0.5 composite gain for each school over the three year period. The services agreement in detail is attached.

ARTICLE III Compensation

The Board shall pay Contractor the total amount stated below (hereinafter "Contract Amount"). The Contract Amount shall be paid in a lump sum upon completion of the Services, unless a schedule of progress payments is stated below. The Contract Amount shall be for total performance of this Contract and includes all fees, costs and expenses incurred by Contractor including but not limited to labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs and other costs, unless otherwise stated below. To receive payment, Contractor must submit an itemized invoice or invoices. If progress payments are authorized, each invoice must specify the actual work performed. If payment of costs or expenses is authorized, receipts must be attached to the invoice.

Contract Amount:	<u>\$120,000</u>
Progress Payments (if not applicable, insert N/A):	<u>Quarterly</u>
Costs/Expenses (if not applicable insert N/A):	<u>N/A</u>
Fund Source:	<u>AO11052-0349-900XS</u>

ARTICLE IV Term of Contract

Contractor shall begin performance of the Services on August 12, 2014 and shall complete the Services no later than June 30, 2015, unless this Contract is modified as provided in Article VIII.

ARTICLE V Performance of Services by Contractor

The Services shall be performed by Contractor, and in no event shall Contractor subcontract with any other person to aid in the completion of the Services without the prior written approval of the Contract Administrator defined below.

Contractor shall appoint one person who shall be responsible for reporting to the Board on all Services performed under the terms of this Contract and who shall be available for consultation with the Contract Administrator.

Contractor is an independent contractor, not an employee. Contractor is responsible for the payment of all federal, state and local payroll taxes and providing unemployment insurance and workers compensation coverage to Contractor's employees. Contractor shall provide all equipment, materials and supplies necessary for the performance of the Services.

Contractor shall at all times during the term of this Contract comply with all applicable laws, regulations, rules and policies. Contractor shall obtain and keep in force all licenses, permits and certificates necessary for the performance of the Services.

Contractor agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation, including the Contractor himself, in connection with the performance of this Contract. Contractor also agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to Contractor in connection with the performance of this Contract. This provision survives termination of this Contract.

Unless waived in writing by the Contract Administrator, Contractor shall maintain during the term of this Contract policies of primary insurance covering the following risks and in at least the following amounts: commercial general liability, including bodily injury, property damage, personal injury, products and completed operations, and contractual, \$1,000,000; and automobile liability, \$1,000,000. Contractor shall furnish to the Contract Administrator certificates of insurance evidencing this coverage and naming the Board as an additional insured. Additionally, Contractor shall maintain workers compensation coverage with limits required by law; and professional errors and omissions coverage with minimum limits of \$1,000,000. Contractor shall furnish certificates of insurance evidencing this coverage to the Contract Administrator.

ARTICLE VI Equal Opportunity

During the performance of this Contract, Contractor agrees that Contractor shall not discriminate against any employee, applicant or subcontractor because of age, color, creed, disability, marital or parental status, national origin, race, sex, veteran status, religion, or political opinion or affiliation. If the Contract Amount is paid from federal funds, this Contract is subject to Executive Order 11246 of September 24, 1965 and in such event the Equal Opportunity Clause set forth in 41 Code of Federal Regulations 60-1.4 is hereby incorporated by reference into this Contract as if set forth in full herein.

ARTICLE VII Prohibition of Conflicts of Interest

It shall be a breach of this Contract for Contractor to commit any act which is a violation of the provisions of Article XI of the Regulations entitled "Ethics and Standards of Conduct," or to assist or participate in or knowingly benefit from any act by any employee of the Board which is a violation of such provisions.

ARTICLE VIII Changes

The Board and Contractor may at any time, by mutual agreement set forth in a written addendum, make changes in the definition of the Services; the scope of the Services; and the Contract Amount. The Contract Administrator and Contractor may, at any time, by mutual agreement set forth in a written addendum, make changes in the time within which the Services are to be performed; the schedule of Progress Payments; and mutual Termination of the Contract.

ARTICLE IX
Termination for Convenience of the Board

The Board may terminate this Contract in whole or in part at any time by giving written notice to Contractor of such termination and specifying the effective date thereof, at least thirty (30) days before the specified effective date. The Board shall compensate Contractor for Services satisfactorily performed through the effective date of termination.

ARTICLE X
Termination for Default

The Board may, by written notice of default to Contractor, terminate the whole or any part of this Contract, if Contractor breaches any provision of this Contract, or so fails to make progress as to endanger performance of this Contract, and in either of these circumstances, does not cure the breach or failure within a period of five (5) days after receipt of notice specifying the breach or failure. In the event of termination for default, the Board may secure the required services from another contractor. If the cost to the Board exceeds the cost of obtaining the Services under this Contract, Contractor shall pay the additional cost. The rights and remedies of the Board provided in this Article shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

ARTICLE XI
Disputes

Any differences or disagreements arising between the Parties concerning the rights or liabilities under this Contract, or any modifying instrument entered into under Article VIII of this Contract, shall be resolved through the procedures set out in the Regulations.

ARTICLE XII
Contractor's Work Product

Unless waived in writing by the Contract Administrator, the Board shall retain ownership in and the rights to any reports, research data, creative works, designs, recordings, graphical representations or other works of a similar nature (hereinafter "Works") produced or delivered by Contractor under this Contract. Contractor agrees that the Works are "works for hire" and Contractor assigns all right, title and interest in the Works to the Board.

Any reports, information, data, etc. given to or prepared or assembled by Contractor under this Contract shall not be made available to any individual or organization by Contractor without the prior written approval of the Board. Provided, nothing in this Article may be used to violate the provisions of any Kentucky or Federal statute or regulation which requires reporting of information.

ARTICLE XIII
Contract Administrator

The Board shall appoint a Contract Administrator for the purposes of daily administrative decision-making pertaining to the Contract. If Contractor and the Contract Administrator disagree on any circumstance or set of facts pertaining to the administration or execution of this Contract, the Board shall resolve the matter after notification by either the Contract Administrator or the Contractor in the manner prescribed by the Regulations. If the Board fails to give notice to Contractor of the

appointment of a Contract Administrator, the Contract Administrator shall be the Board's Chief Financial Officer.

ARTICLE XIV Right to Audit

The Board shall have the right to inspect and audit all accounting reports, books or records which concern the performance of the Services. Inspection shall take place during normal business hours at Contractor's place of business. Contractor shall retain all records relating to the performance of this Contract for five (5) years after the end of the term of this Contract.

ARTICLE XV Miscellaneous

- A. All Articles shall be construed as read, and no limitation shall be placed on any Article by virtue of its descriptive heading.
- B. Any notices or reports by one Party to the other Party under this Contract shall be made in writing, to the address shown in the first paragraph of this Contract, or to such other address as may be designated in writing by one Party to the other. Notices shall be effective when received if personally delivered, or three days after mailing if mailed.
- C. If any part of this Contract is held to be void, against public policy or illegal, the balance of this Contract shall continue to be valid and binding.
- D. This Contract shall be governed and construed in accordance with the laws of the Commonwealth of Kentucky.
- E. No delay or omission by either Party in exercising any right under this Contract shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of this Contract.
- F. At all times during the term of this Contract, Contractor shall comply with the Family Educational Rights and Privacy Act of 1974. If Contractor has access to student records, Contractor shall limit its employees' access to those records to persons for whom access is essential to perform this Contract.
- G. Contractor shall be in continuous compliance with the provisions of KRS Chapters 136, 139, 141, 337, 338, 341 and 342 that apply to the Contractor or subcontractor for the duration of this Contract and shall reveal any final determination of a violation by the Contractor or subcontractor of the preceding KRS Chapters.

IN WITNESS WHEREOF, the Parties hereto have executed this Contract to be effective as of August 12, 2014.

Contractor's Social Security Number or Federal Tax ID Number: 58-0566141

JEFFERSON COUNTY BOARD OF
EDUCATION

Board of Control for Southern Regional
Education
CONTRACTOR

By: _____

By: James E. Bottoms

Title: Donna M. Hargens, Ed.D.
Superintendent

Title: James E. Bottoms
Senior Vice President

Cabinet Member: Dewey Hensley

DH

(Initials)

Jefferson County Public Schools
**NONCOMPETITIVE NEGOTIATION
DETERMINATION AND FINDING**

1. An emergency exists which will cause public harm as a result of the delay in competitive procedures (Only the Superintendent shall declare an emergency.) —

State the date the emergency was declared by the superintendent: _____

2. There is a single source for the items within a reasonable geographic area —

Explain why the vendor is a single source: _____

3. The contract is for the services of a licensed professional, education specialist, technician, or an artist —

State the type of service: Education Consultant and Trainer

4. The contract is for the purchase of perishable items purchased on a weekly or more frequent basis —

State the item(s): _____

5. The contract is for proprietary item(s) for resale: This can include the buying or selling of item(s) by students when it is part of the educational experience —

State the type(s) of item(s): _____

6. The contract is for replacement parts when the need cannot be reasonably anticipated and stockpiling is not feasible —

State the item(s): _____

7. The contract or purchase is for expenditures made on authorized trips outside the boundaries of Jefferson County Public Schools —

State the location: _____

8. The contract is for a sale of supplies at reduced prices that will afford Jefferson County Public Schools a savings (Purchase must be approved by Director of Purchasing) —

Explain the logic: _____

9. The contract is for the purchase of supplies which are sold at public auction or by receiving sealed bids —

State the items: _____

I have determined that, pursuant to K.R.S. 45A. 380, the above item(s) should be obtained by the Noncompetitive Negotiation Methods since competition is not feasible.

Dewey Hensley

Print name of person making Determination

Academic Services

School or Department

Dewey Hensley
Signature of person making Determination

7/31/14
Date

SREB

Name of Contractor (Contractor Signature Not Required)

Requisition Number

Explanation of Noncompetitive Negotiation Methods can be found under K.R.S. 45A.380 and on page 15 in the Procurement Regulations

F-471-1

Revised 05/2011

**CONTRACT BETWEEN
THE SOUTHERN REGIONAL EDUCATION BOARD/HIGH SCHOOLS THAT WORK
AND THE JEFFERSON COUNTY PUBLIC SCHOOLS**

Contract Effective Dates from August 12, 2014 to June 30, 2015

Jefferson County Public Schools (JCPS) proposes to use the Southern Regional Education Board (SREB)/Making Middle Grades Work (MMGW) framework for school reform. SREB has committed to work with JCPS in its efforts to raise student achievement by changing school and classroom practices. This document constitutes the contract for the services to be provided by SREB.

SREB EXPECTATIONS FOR PARTICIPATION

Each school/district that enters into partnership with SREB for support in implementing the MMGW school improvement design agrees to implement key aspects of the design that gives teachers and leaders ownership of the improvement effort. These form the foundation of the work and are vital for sustainability of the effort after the contract ends.

Each school/district that enters into partnership with SREB for support in implementing the HSTW/MMGW school improvement design agrees to meet minimum expectations for participation in the state and national HSTW/MMGW networks.

SERVICES TO BE PROVIDED BY SREB

This contract is part of a joint initiative involving the Kentucky Department of Education, JCPS and SREB. Costs for participation are based upon 10 participating middle schools (See Appendix III) from JCPS. District contribution per school is \$12,000. Kentucky Department of Education contribution per school is \$12,000.

- 1. Eight days of LDC PD (project-wide)**
- 2. Six LDC Follow-up Coaching days (per school)**
- 3. Eight days of MDC PD (project-wide)**
- 4. Six MDC Follow-up Coaching days (per school)**
- 5. Two-day Site Development Workshop for teams of leaders and teachers from the schools (project-wide)**
- 6. Leadership Monthly Progress Meetings (district and school Key personnel)**
- 7. Counseling for Careers - Initial two-day workshop and two-day follow-up workshop (project-wide)**
- 8. SREB Survey of Eighth Graders (per school)**

Each school will sign a Memorandum of Agreement (Appendix IV) as part of this work.

Schools will be responsible for travel costs incurred if they cancel a workshop within 14 days of the planned event.

TOTAL AMOUNT - \$120,000.00 (per school cost \$12,000)

Invoices to be sent quarterly

Budget Appendix III

The Board of Control for Southern Regional Education, d/b/a Southern Regional Education Board (SREB), as a not-for-profit educational compact, must comply with OMB Circular A-133. Please indicate with your remittance whether any of the funds are from Federal sources, including CFDA number. In the absence of any notification with remittance, SREB will assume that the funds are not subject to OMB Circular A-133, and that there is not "recipient" nor "sub recipient" relationship created hereunder.

James E. Bottoms
SREB Senior Vice President

Date

Superintendent or Designee
Jefferson County Public Schools

Date

GOALS FOR THE PARTNERSHIP

Each middle grades school will:

1. Engage staff members in assessing gaps in school and classroom practices and student achievement and lead them in adopting intervention strategies to close gaps.
2. Have academic and elective teachers learn how to engage students in reading grade level texts and related documents and write papers demonstrating their subject matter comprehension and understanding.
3. Create school leadership teams that are supported by the principal and district to take ownership of school problems and engage the staff in developing and implementing plans to improve student achievement, and get more students ready for success in rigorous high school/postsecondary courses.
4. Have math teachers learn instructional strategies to advance student mathematical understanding of concepts and application skills.
5. Create a schedule that provides time for teacher leaders of literacy to meet and plan with other teachers in a Professional Learning Community (PLC) weekly to embed Common Core literacy standards and strategies into each English, social studies, science and elective course.
6. Create a schedule that provides time for teacher leaders of math to meet and plan with other teachers in a PLC weekly to embed Common Core mathematics standards and strategies into Algebra I, pre-algebra and middle grades arithmetic courses.
7. Establish an academic team whose members will participate in planning and implementation of courses for high school reading and high school mathematics readiness. The courses will be implemented by the end of the project.
8. Establish a culture in the school where success is the only option and build an attitude among faculty and students where students can learn at higher levels with an effective system of support to help students achieve those higher levels.
9. Use the PLC format to collect data that chart the academic progress of students and professional progress of faculty through project participation. Relevant data may include state and local achievement scores, course passing rates, level of participation in ILP, samples of student work, results of MMGW teacher and student surveys, teacher and student vignettes.
10. Have school leaders support teachers to improve their instruction through effective planning, participation in, and follow-up to professional development, use of classroom observations with feedback and a continuous focus on instruction as key to the schools success.

Achievement Outcomes

At the end of two years, schools will have laid the foundation for continuous improvement in a number of student performance indicators including:

Appendix I – Description of Services

1. Increase number of middle schools in the project meeting annual measurable objectives (AMO) by at least 50%.
2. Increasing annually the percentage of students successfully completing their ninth-grade year;
3. Decreasing annually the percentage of students having to take catch-up courses in grade nine;
4. Decreasing annually the failure rate in grades six, seven and eight; and
5. Increasing annually on the Explore Test by 0.2 for each sub-score with a 0.5 composite gain for each school over the three year period.

PRIORITIES FOR SUPPORT

SREB has adopted an approach for supporting schools through direct support that focuses on priority areas for implementation. Each school will use the direct support to address the priorities for this initiative:

Priority Area #1: Academic Preparation through the Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC)

Middle grades students must acquire discipline-specific literacy skills, including the ability to read in the content area, conduct research, and write to inform and defend a position by citing textual evidence. Middle grades students also need new ways of learning mathematics that support them in taking ownership of their learning, persevering in their attempts to solve mathematical problems, and working collaboratively. Literacy Design Collaborative and Mathematics Design Collaborative tools and strategies will provide teachers with templates, lessons, and instructional practices to support student academic growth. Year One of SREB training will focus on teachers' introduction to LDC and MDC principles that ensure all students enter high school able to work on grade level.

Priority Area #2: Counseling for Careers (C4C)

Strong career advisement helps middle grades students select and prepare for the right sequence of coursework in high school and to find the right pathways to post-high school success. Counseling for Careers training in year one will provide teachers and advisors with new strategies for effective use of the Individual Learning Plan (ILP) and explore the development of a Careers exploratory course.

Priority Area #3: Success for "Each Student"

In order for middle grades students to thrive, schools must understand the key conditions of a comprehensive system of student support. They must develop a shared vision involving all stakeholders, methods for establishing high expectations for student learning, techniques to analyze and use student data, and strategies to create a culture of continuous improvement. Schools must be alert to early warning indicators for at-risk students and provide tiered intervention or accelerated instruction. Finally, students must embrace habits of success. This important component of the proposal's plan will be continued through a partnership with the Kentucky Department of Education and Jefferson County Public Schools

EXPECTATIONS FOR PARTICIPATION IN THE NETWORK

Contracts for support provide schools with assistance in attaining that level of implementation. SREB expects contracted schools to participate actively in the national and state networks. In addition, upon completion of the contract for support, schools sustain the improvement effort through full participation in the state and national networks to continue implementation of the design.

Electronic Communications: All schools receiving on-site support from SREB must meet minimum requirements for communicating electronically with their SREB Coach, SREB and the HSTW network as a whole. Minimum requirements include at least one e-mail address that is checked on a daily basis. SREB communicates frequently with schools via e-mail, and all schools become part of a listserv linking schools in the network.

Professional Development: SREB's effort to improve the quality of leadership in schools has found that professional development has the greatest likelihood of changing school and classroom practices when school and district leadership participate in training. SREB has an expectation that at least one school and/or district leader will participate in all professional development activities. This expectation includes on-site workshops, national, regional and state professional development and electronic (webinar) workshops.

SREB does not provide single event workshops and expects the appropriate participation by the same team members in multiple event professional development series. This may include workshops and job-embedded content coaching to work with teachers in classrooms.

Annual Report: Each year in September, all HSTW sites complete an Annual Report that details the actions taken at the school and their impact on achievement. The report, completed electronically, is essential to planning for the summer staff development conference and national workshops and provides SREB with a database of information to share with schools. **This is an expectation for every school in the network.**

Assessment of Continuous Improvement: SREB's school improvement efforts are unique in that they include a series of assessments and surveys with which school leaders and teachers can monitor progress in changing school and classroom practices. All HSTW/MMGW sites have as a requirement for involvement in the network to participate at a minimum level in the appropriate assessments and/or surveys.

At the middle grades level, SREB administers the MMGW Student and Teacher Surveys to provide schools with reports detailing perceptions of both students and teachers on whether their schools are implementing the MMGW improvement design with some degree of fidelity. Student surveys are administered to eighth grade students with all teachers participating in the Teacher Survey. SREB also is working with a number of schools to obtain their eighth-grade assessment data in order to crosswalk it with its student and faculty surveys. This will provide a source of continuing research to determine which schools and classroom practices seem to be most powerful in advancing student achievement and readiness for high school.

Appendix I – Description of Services

District Support: Each participating district will assign a district liaison to work with the school and SREB leadership coach and a monthly meeting will take place between district and SREB leadership with participation from the Kentucky Department of Education staff to monitor progress and plan ongoing support.

Site Development Workshop (SDW): This two-day workshop for all faculty members is crucial to getting district and school leaders and teachers to take ownership of improvement efforts, and it sets the direction for professional development aligned to an agreed-upon set of interventions. An SREB school improvement consultant will lead the SDW. The SDW has several key objectives:

- Help school teams understand the framework and best practices undergirding the effort-based reform design.
- Lead high school and middle grades interdisciplinary teams to evaluate their current school and classroom efforts, identify the gaps by looking through the lens of the transformation goals, and explore actions they can take to more fully implement best practices.
- Assist each school in prioritizing a list of possible interventions and a forming tentative plan to advance the achievement of students.
- Create focus teams in each school to take ownership of problems, identify root causes and formulate possible actions for addressing those problems. Focus teams continue to meet throughout the year on a regular schedule. The immediate actions for these teams of school and teacher leaders would be related to:
 - setting clear expectations and supporting students to meet those expectations by having them redo work until it meets standards;
 - creating a comprehensive literacy plan that embeds reading and writing standards into all courses to improve achievement in all content areas;
 - improving mathematics curriculum and instruction and getting a balance between teaching procedures, reasoning and understanding;
 - developing a system of guidance, advisement and extra help to support students in meeting standards, making the commitment to complete high school, and preparing for postsecondary studies and careers;
 - establishing challenging career-focused programs of study that will prepare students for postsecondary studies and careers;
 - improving transitions from the elementary to middle grades and from middle grades to high school and accelerating instruction so more students can succeed in the college-ready academic core;
 - improving the transitions from high school to further study and using the senior year to prepare students for their next step; and
 - establishing a schoolwide focus on teaching students the habits of successful students and adults.

Leadership Coaching: SREB school improvement specialists (SREB Leadership Coaches) for middle grades and high school coordinate all services and provide support to leaders and teachers to ensure implementation with fidelity of improvement plans. A regional director will support the school coaches and meet with district, school and teacher leaders to ensure support is meeting the school and district expectations. Because schools must quickly make progress, yet also have the widest gaps to close, SREB recommends at least five days of on-

Appendix I – Description of Services

site leadership coaching per month in each school, with an additional one day per month of electronic coaching, material development and planning. The expectation is that each district also will provide a person to participate in the on-site coaching. The intent of the coaching visits is to assist the school principal, leadership teams and teacher leaders to implement strategic changes in school and classroom practices that will improve student motivation, attendance, achievement and transitions.

Each coaching visit includes a pre-visit meeting (call or electronic) to develop an agenda for the visit; debriefing with school and district leadership at the end of the visit; and a follow-up letter detailing actions taken, recommended next steps and plans for future visits. Follow-up letters from the SREB coach will be sent to the school's principal, and copies will be forwarded to the superintendent, the district improvement liaison, the state coach and SREB.

SREB uses a cadre of experienced school practitioners as leadership coaches. Most served in leadership roles in successful schools in the HSTW and MMGW networks and are experts in providing support focused on helping teachers and leaders make the changes needed to get students to meet college and career readiness standards.

Professional Development Workshops and Content Coaching: SREB and other national research has found that professional development does not change practices unless the support is extended over time and expectations for implementation are clearly articulated by school leaders. SREB professional development uses a process that engages participants in over 40 hours of support to address specific needs of the school. Using professional development workshops for a cadre of Lead Teacher Facilitators combined with job-embedded content coaching, SREB provides teachers with the support to change practices while also developing the capacity of the school to sustain improvements in future years. On-site professional development to address specific problem areas includes:

- Multiple sessions of workshops for lead teacher facilitators over time on specific strategies;
- Leadership Coaching for leaders to effectively follow-up and support teacher that includes modeling how to observe classrooms, provide effective feedback and follow up to see that practices are implemented with fidelity;
- Leadership Coaching to assist lead teacher facilitators set up demonstration classrooms and work with other teachers in the department to share lessons learned and new strategies;
- Leadership Coaching to support Lead Teacher Facilitator common planning meetings throughout the year;
- Ongoing, job-embedded content coaching that includes modeling lessons and critiquing the use of strategies to implement the proven practices;
- Just-in-time webinars or onsite instruction to meet specific needs in terms of pedagogy and deepening their content mastery; and
- Regularly scheduled meetings (either face-to-face or electronically) with key district and school leaders, along with facilitators, to determine what is working, not working and to plan next steps to achieve desired results.

School sites will participate in SREB appropriate professional development as determined by the district and school leadership and SREB Leadership Coach. All participants will be expected to do pre-work and follow-up assignments related to the training.

Appendix II – Budget

**2014 - 15 Contract Budget
Jefferson County Public Schools**

Support Deliverable	KY Middle Grade Initiative Cost Per School (District and State Contribution)	JCPS Cost (per school)	JCPS Overall Cost (10 schools)	State Contribution (per school)	State Overall Contribution (10 schools)
Eight Days of LDC PD	\$1,250.00	\$625.00	\$6,250.00	\$625.00	\$6,250.00
Six LDC Follow-up Coaching Days	\$9,000.00	\$4,500.00	\$45,000.00	\$4,500.00	\$45,000.00
Eight Days of MDC PD	\$1,250.00	\$625.00	\$6,250.00	\$625.00	\$6,250.00
Six MDC Follow-up Coaching Days	\$9,000.00	\$4,500.00	\$45,000.00	\$4,500.00	\$45,000.00
Two day Site Development Workshop for teams of leaders and teachers from the schools	\$260.00	\$130.00	\$1,300.00	\$130.00	\$1,300.00
Leadership Monthly Progress Meetings	\$260.00	\$130.00	\$1,300.00	\$130.00	\$1,300.00
Counseling for Careers - Initial two-day workshop and two-day follow-up workshop	\$400.00	\$200.00	\$2,000.00	\$200.00	\$2,000.00
SREB Survey of Eighth Graders	\$400.00	\$200.00	\$2,000.00	\$200.00	\$2,000.00
Subtotal	\$21,820.00	\$10,910.00	\$109,100.00	\$10,910.00	\$109,100.00
SREB Administrative Costs (10% of subtotal)	\$2,180.00	\$1,090.00	\$10,900.00	\$1,090.00	\$10,900.00
Annual Total	\$24,000.00	\$12,000.00	\$120,000.00	\$12,000.00	\$120,000.00

Cost figured on 10 participating middle schools.

District contribution per school is \$12,000.

State Department of Education contribution per school is \$12,000.

SREB Middle Schools by Achievement Area

- Intentional Focus for Middle Schools on LDC/MDC
- Two Schools per Achievement Area
- Three year commitment
 - 1st Year Literacy Design Collaborative (LDC) unit design focus across all content areas
 - 2nd year focus on Math Design Collaborative (MDC) Formative Assessment Lessons (FALs)
 - 3rd year focus on Systems and Accountability
- Institute Driven, Ongoing job-embedded PD for follow up
- \$12,000 per school paid by the district

Achievement Area	Selected/Tentative Schools
1	Conway Johnson Traditional
2	Olmsted South Shawnee MS
3	Moore
4	Carrithers Newburg Ramsey
5	Western MS
6	Kammerer

**Memorandum of Agreement
Jefferson County Middle Grades Schools of Innovation (JCMGSI)
2014-2014 School Year**

This Memorandum of Agreement (MOA) is entered into between the Southern Regional Education Board (SREB) and _____.
Name of School

The Southern Regional Education Board (SREB) proposes to work collaboratively with state, district, school, and teacher leaders in Jefferson County, Kentucky to improve student academic achievement in selected middle grades schools. SREB will work closely with key leaders from the Kentucky Department of Education (KDE) and Jefferson County Public Schools (JCPS) using lessons learned from its *Making Middle Grades Work* efforts over the past decade to shape an integrated middle grades school design by first focusing on: 1) infusing Kentucky Core Academic Literacy standards into English/language arts, social studies, science and elective subjects; 2) putting into practice Mathematics Design Collaborative strategies aligned to the Common Core State Standards; 3) developing current and future school leadership capacity to support a disciplined literacy initiative and improved mathematics instruction; and 4) developing a guidance and advisement system that creates a culture of high school completion and postsecondary attendance among middle grades students. The goal is to significantly increase the percentage of students meeting high school readiness standards as measured by State of Kentucky's accountability tests in reading, writing, and mathematics and the eighth-grade Explore exam.

SREB will partner with 10 middle grades schools in Jefferson County over the course of three years, to include the 2014-15, 2015 -16 and 2016-17 school years. For each year of this work, services provided by SREB will be paid by both state and local funds. For each year of support, KDE will contribute a total of \$120,000 to include a portion of personnel with benefits, training, travel, and other costs. This memorandum of agreement is between SREB and each participating school and is supported by the Kentucky Department of Education. In addition, each participating school (or JCPS) will contribute the sum of \$12,000.00 per year for each participating school.

Listed below are brief descriptions of the services that will be provided by SREB to the schools during the 2014-2015 school year as well as conditions to which each school would be expected to commit.

To create the conditions necessary for improving school and classroom practices so more students leave the middle grades prepared for high school, each school participating in the *Jefferson County Middle Grades Schools of Innovation* (JCMGSI) Project will be expected to meet certain conditions, including:

- Identify four school-based teacher leaders for literacy, at least one each for English/language arts, social studies, science and elective courses, to work with other teachers to implement LDC.
- Identify three school-based teacher leaders for math, at least one for Algebra I, to work with other teachers to implement MDC. If Algebra I not taught, then draw from Pre-Algebra.
- Create a schedule that provides time for teacher leaders of literacy to meet and plan with other teachers in Professional Learning Communities (PLCs), if possible at least 90 minutes weekly, to embed Common Core literacy standards and strategies into English, social studies, science, and elective courses.
- Create a schedule that provides time for teacher leaders of mathematics to meet and plan with other teachers in PLCs, if possible at least 90 minutes weekly, to embed Common Core mathematics standards and strategies into Algebra I, pre-algebra and middle grades arithmetic courses.
- Create school leadership teams that are supported by the principal and district to take ownership of school problems and engage the staff in developing and implementing plans to improve student achievement, and get more students ready for success in rigorous high school courses.
- Engage staff members in assessing gaps in school and classroom practices and student achievement and lead them in adopting intervention strategies to close gaps.
- Use district and external providers to support the school in implementing literacy and math standards and strategies in ways that improve literacy and core academic achievement.
- Have school leadership and the district liaison participate fully in planned professional development.
- Establish a counseling for careers team whose members will participate in special training to create a culture of high school graduation and pursue further postsecondary studies and/or training. The team will be expected to engage the faculty in designing a curriculum-based guidance and advisement program that connects every student to a mentor who will assist and advise him or her throughout the middle grades and to prepare them for the successful transition to high school.

In addition, JCPS agrees to:

- Provide a location within the district for all district professional development to occur.
- Designate a senior leader within the district to serve as the point person at the system level. This person, along with the district liaison and principals

participate in monthly progress checks/planning meetings with SREB leadership. The intent of these monthly meetings will be to review the progress made the previous month: what went well, what needs to be improved upon and what will be the agenda next month. The meeting will be in two parts. Part one will involve the SREB lead with the district lead people and key district and SREB personnel. The second part of the meeting would involve the principals in which they report out, discuss what the schools need help with, what didn't work and plan for the next month.

SREB Services provided in 2014-2015 to each middle grades school will include:

- On-Site School Coaching (12 Days per school): Much of our success in working with middle grades schools has been the result of direct, on-site, face-to-face support by coaches and highly-qualified professional development trainers. An SREB coach will be assigned to each participating school. The primary roles of the coach will be to assist the school principal and teacher-facilitators to being implementation of the Literacy Design Collaborative (LDC), begin implementation of the Mathematics Design Collaborative (MDC), provide job-embedded follow-up training to lead teachers, work with the school leadership team to effectively support teachers in changing instructional practices and to connect instructional tools to the new teacher evaluation system. A liaison from the district level should be assigned to work with the SREB coaches during this effort to provide oversight and feedback when necessary. The coach will work with the school principal and the district liaison when scheduling visits, setting agendas, and providing feedback to schools. In planning for each visit, the SREB coach will work with the school principal and the district liaison in developing a schedule for each coaching day. The coach will follow up each visit with a written report with recommendations for next steps.
- Two day Site Development Workshop for teams from each school to gain an overall understanding of the initiative and develop plans to move the priorities forward in their school.
- Nine days LDC professional development
 - Three-day summer institute for Teachers and Administrators
 - Six follow-up PD days
- Eight days MDC professional development
 - Three-day Summer Institute for Teachers and Administrators
 - Five follow-up days during the School Year
- One day administrator training on “How to Connect LDC and MDC Best Practices with the Kentucky Effective Teaching Framework” (provided by KDE Effectiveness Coaches)
- Four days professional development to create a counseling for careers focus
 - Two-day Summer Institute for Administrators, Counselors, and Advisory Teams to deepen their understanding of how career guidance can set an important purpose for students to succeed. Teams will explore special options that support STEM careers, including the development of an eighth grade STEM exploratory course.

Appendix IV – MOA

- Two follow-up days during the school year for course-based planning and training
- Achieving Success for All students professional development and support provided by KDE staff throughout the school year
- Monthly progress and planning meeting with SREB lead, JCPS superintendent (and/or Assistant Superintendent) and KDE leadership. Middle grades principals from each participating school will participate in part of the meeting.
- Initial student survey of school and classroom experiences by a sampling of eighth-grade students and a faculty survey.

Signatures:

Signature (Principal)

Date

Signature (JCPS Leadership)

Date

Signature (SREB Senior Vice President)

Date