



Board of Education Special Meeting

01/25/2024 04:15 PM

Educational Leadership and Support Center (ELSC)

Board Room


2500 Edgewood RD NW Cedar Rapids Iowa 52405

AGENDA



Cedar Rapids Community School District

Every Learner. Future Ready.

- | | |
|---|----|
| I. Call to Order | 3 |
| II. Approval of Agenda | 4 |
| It is recommended that the Board of Education approves the agenda for Thursday, January 25, 2024, the Board of Education meeting be approved as set forth, and that each item is considered ready for discussion and/or action. | |
| III. Action Items | 5 |
| i. Agreement - Cedar Rapids Community School District and Instructional Empowerment - 2023 -2024 School Year  | 6 |
| It is recommended that the Board of Education approve the Agreement between Cedar Rapids Community School District and Instructional Empowerment for the 2023-2024 School Year. | |
| IV. Adjournment | 30 |
| It is recommended that the Board of Education adjourn the meeting. | |

It is the policy of the Cedar Rapids Community School District not to discriminate in educational programs and/or activities on the basis of race, creed, color, gender, sex, sexual orientation, marital status, gender identity, socioeconomic status, national origin, religion, disability, age (except for permitting/prohibiting students to engage in certain activities) or genetic information and in employment opportunities on the basis of age, race, creed, color, gender, sex, sexual orientation, gender identity, national origin, religion, disability or genetic information. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Darius Ballard, Chief of Human Resources, Educational Leadership and Support Center, 2500 Edgewood Rd NW, Cedar Rapids, IA, (319) 558-2000.



I. Call to Order



II. Approval of Agenda

Contact Person

Ryan Rydstrom

Recommended Action

It is recommended that the Board of Education approves the agenda for Thursday, January 25, 2024, the Board of Education meeting be approved as set forth, and that each item is considered ready for discussion and/or action.



III. Action Items

III. i. Agreement - Cedar Rapids Community School District and Instructional Empowerment - 2023 - 2024 School Year

Contact Person

Karinne Tharaldson

Recommended Action

It is recommended that the Board of Education approve the Agreement between Cedar Rapids Community School District and Instructional Empowerment for the 2023-2024 School Year.

Details

CRCSD's goal is to increase the percentage of students that score proficient or above on the IASAP to 80% and to reduce academic achievement gaps in reading and math across all subgroups by 20% by June 2027. In order to achieve this goal, Instructional Empowerment consultants will provide services to build the district's capacity and instructional systems, focusing on rigorous and engaging core classroom instruction.

Key workshops and deliverables:

- Creating a District Vision for Instruction
- District Curriculum Support
- District Metrics Support
- School Level Readiness Services
- Coaching Support

Schools include:

Trailside (Arthur, Garfield), Taft, Wilson, Cedar River Academy, Johnson STEAM Academy, McKinley STEAM Academy, Roosevelt Creative Corridor Business Academy, and City View Community High School.

Goals

1. Strategic Pillar: Elevate Students' Plans, Pathways, and Passions
 - A. Strategic Anchor: Student Achievement
 - B. Strategic Anchor: Equitable Student Outcomes

Supporting Documents



Agreement - Cedar Rapids Community School District and Instructional Empowerment - 2023 -202..

Cedar Rapids Community School District
2500 Edgewood Rd NW
Cedar Rapids, IA 52405

Preparing for Transformation

Building Capacity and Introducing a
Destination Vision for Instruction

December 18, 2023



Our Mission

Instructional Empowerment's social mission is to end generational poverty and eliminate racial achievement gaps through transformed core instruction. We partner with school and district leaders to build your school's capacity and instructional systems. Our goal is for schools to achieve rapid, measurable, long-term outcomes for their students by focusing on rigorous classroom instruction and school advancement.

To us, "Instructional Empowerment" means that all students, teachers, and leaders thrive in a rigorous learning environment that builds agency. We believe schools can become true learning organizations with a flourishing learning culture for the adults and the students. We are determined to bring the instructional systems of empowerment and an empowered learning culture to every school that wants to achieve it, for every student.

If you believe what we believe, we hope you will join us to make the teaching and learning process more empowering for every child and educator.



Instructional Empowerment, Inc.

175 Cornell Road, Suite 18

Blairsville, PA 15717

www.instructionalempowerment.com

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Cedar Rapids Community School District
Attention: Dr. Tawana Grover, Superintendent
2500 Edgewood Rd NW
Cedar Rapids, IA 52405

December 18, 2023

Dear Dr. Grover,

School principals are under pressure to act as instructional leaders who improve student learning and achievement. Cedar Rapids Community School District (CRCSD) seeks to promote effective core instruction that guarantees students access to grade level aligned instructional practices. To grow and transform as instructional leaders that positively affect student results, district leaders need support.

In the initial readiness phase of our partnership during the 2023-24 school year, Instructional Empowerment, Inc. (IE) will support district leadership teams in creating a Destination Vision for Instruction, aligning curriculum, and utilizing leading indicator data to drive improvement in core instruction. Our approach and theory of action helps districts achieve a leadership model fully aligned to advancing core instruction.

When you partner with Instructional Empowerment, you benefit from the expertise and service of an experienced team. We are committed to building relationships with partners for improving teacher practice and student achievement now and into the future. The following pages provide an overview of services and detail a recommended implementation plan.

The following proposal is being provided for your consideration. For any questions or clarifications, please reach out to Mr. Michael Toth, Ms. Penny Sell, or Dr. Michelle Fitzgerald. Their contact information follows.



Michael Toth
CEO
724-201-9987 | MToth@instructionalempowerment.com



Penny Sell
Executive Director, School Advancement
561-421-1815 | PSell@instructionalempowerment.com



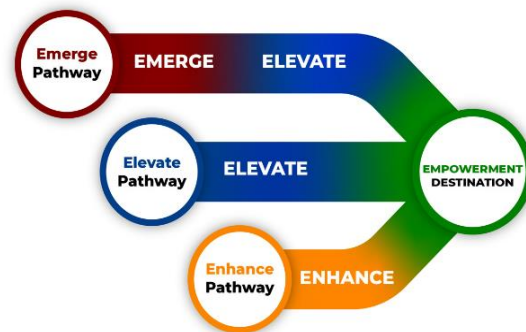
Michelle Fitzgerald, Ed.D.
Executive Director, School Advancement
813-355-0827 | MFitzgerald@instructionalempowerment.com

Executive Overview

In the 2023-24 readiness phase year, Instructional Empowerment and Cedar Rapids Community School District leaders will concentrate on aligning and focusing your instructional vision, building and refining systems, and optimizing instructional leadership implementation. Through district coaching and supports, we will support you in building communication plans, developing common language, and preparing curriculum and instructional readiness. We will also begin supporting six K-8 level schools with a needs assessment to prepare for fuller support next school year.

In the 2024-25 school year and future years, we will continue building instructional leadership capacity and district-wide systems for success and student achievement. Our partnership will focus on CRCS D gaining the institutional knowledge and systems to create a leadership pipeline, from hiring and onboarding new teachers, through developing skills as teacher leaders and aspiring school leaders, to principals and aspiring chiefs of schools. As our partnership continues, the focus will shift to empowering your leaders to sustain your Destination Vision for Instruction and instructional systems for long-term success, from the district office to the classroom.

Not only will Instructional Empowerment support and empower district leaders, but school leaders and teachers as well. Starting with a coalition of the willing, school leaders will receive *School Leadership Coaching* as well as access, professional development, and coaching on our metric tool, *IE Rigor Classroom Walk*. Schools looking for more intensive support and a greater focus on core instruction will enter our [Elevate Pathway](#) or [Enhance Pathway](#) to Advancement. IE's Pathways to School Advancement offer varying levels of intensity and support. We know every school can achieve its full potential, attain empowered learning, and eliminate achievement gaps. Our partnership goal is for schools to reach the **Empowerment Destination**, and achieve the destination vision for instruction. A school's unique needs and baseline data form a comprehensive assessment which informs which pathway is most appropriate. Each Pathway embeds rigorous supports that are designed to improve student achievement dramatically, both for the short and long term. Our Pathways build capacity within the schools to sustain high levels of professional and academic performance.



Your Vision for Instruction

Instructional Empowerment supports your superintendent, cabinet members, and other district leaders and staff in the creation and path toward a bold instructional vision through *Leading to Your Why Workshops*. Your Destination Vision for Instruction grounded in your Why will energize and align instructional leaders. Two executive leaders from Instructional Empowerment will lead each interactive workshop. The workshops build calibration, understanding, and clarity around a bold future vision for instruction by analyzing the coherence and dissonance of your current vision and creating components for your Destination Vision for Instruction.

In September 2023, CRCS D district leaders participated in the workshop, *Determining Your Destination Vision for Instruction*. This workshop focused on the power of leading to your Why and your Destination Vision for Instruction. Participants analyzed research and engaged in activities to define a clear and

coherent Destination Vision for Instruction. In winter of 2024, principals, directors, coaches, and select teachers will participate in shortened versions of the workshop which will prepare for the building-level partnerships and the portraits creation. Instructional Empowerment will also help garner feedback and support from the school board on the instructional vision, as well as buy in on the larger work starting next year.

To further vision about leading high agency learners, Instructional Empowerment will lead the Portraits exercises to help school leaders and teachers co-create portraits of a leader, educator, and learner in June 2024. Principals and select teachers will come together in a two-day workshop where each group will spend time as a large group and separately working on, providing feedback on, and finalizing the Portrait of a Leader, Portrait of a High Agency, High Rigor Learner and Portrait of an Educator. In these sessions, Instructional Empowerment leadership will also support matching the portraits to metrics including those collected through Instructional Empowerment short-cycle, mid-cycle, and long-cycle data collection tools as well as state tests. Virtual follow-up sessions will be held as needed to finalize portraits.

In June of 2024, district leaders will participate in the second workshop, *Identifying the Instructional Systems to Reach Your Destination Vision for Instruction*, during which participants will analyze the instructional systems in their district using a systems maturity model. Leaders will identify the systems gap between the current state and defined Destination Vision for Instruction. They will proceed to map the current systems of schools and where to develop them to reach your Destination Vision for Instruction.

The third and fourth Leading to Your Why workshops will take place during a future partnership year. *Leading Transformation to Accomplish Your Destination Vision for Instruction* will focus on strategizing how to successfully lead second order change and take place in June 2024. Participants will learn to structure a laboratory environment for central office learning, as well as the key systems and capacities to successfully scale to your Destination Vision for Instruction.

In *Designing and Leading Sustainability for Your Destination Vision for Instruction* teams will learn the key systems for sustaining and improving the implementation to achieve a Destination Vision for Instruction. These systems include inducting new educators into your vision for instruction and building a leadership pipeline to ensure continuation of your vision. In the session, participants will examine metrics and dashboards for continuous improvement that guide your journey toward your Destination Vision for Instruction.

District Curriculum Support

An essential element of achieving Green Box classrooms is ensuring the enacted curriculum aligns with state standards, providing all students with rigorous, engaging learning opportunities, and incorporating tasks that are worthy of student-led teams. The first step toward achieving these goals is to establish a baseline of how the adopted curriculum resources are being utilized in classrooms. In the readiness phase of our partnership Instructional Empowerment will conduct *Curriculum Needs Assessments* (CNA) through our School Comprehensive Needs Assessments in partnership schools. CNAs gather detailed information about how ELA and math curriculum resources are being used, the level of student engagement, and alignment to grade level standards to create a curriculum baseline.

Once the baseline has been established, an IE Curriculum Specialist will collaborate with the CAO and her team to create a plan of action with clear steps towards achieving Green Box classrooms through onsite

District Leadership Coaching. The plan of action will include progress benchmarking and a communication plan that ensures a clear and consistent message to school leaders, instructional coaches, and classroom teachers about ELA and math curriculum expectations. An Instructional Empowerment coach will spend additional days onsite supporting the CAO, district curriculum leaders, and school leaders by conducting ELA and math walks to document progress and calibrate stakeholders.

Virtual Leadership Coaching will focus on curriculum and instruction support. The overall focus is supporting the curriculum department to provide curriculum and instructional support to work toward Green Box classrooms. Each session's focus will be determined at the previous session based on the needs of the curriculum department.

District Metrics Support

During the 2023-24 school year, Instructional Empowerment will support Cedar Rapids district leaders in deepening instructional leadership capacity. Leaders will guide district schools in shifting core instruction to a focus on rigorous, standards-based instruction that develops high levels of student achievement and autonomy. Analyzing and strengthening district systems will set the stage for a successful launch of school-based initiatives.

Next steps after setting a strong Destination Vision for Instruction require leaders to ensure the ability to clearly communicate the vision and expectations for instruction. Through engaging in classroom walks and coaching, district leaders will develop a common language for instruction, build a communication plan, determine the areas of focus for systems alignment and deepen capacity to understand and coach strong core instruction. Additionally, leaders will engage in work to strengthen their ability to coach principals and develop a strong leadership pipeline.

Our predictive metrics and trend-data show the real-time improvement of instructional systems and classroom rigor within schools. District leaders use our scientific indicators to see timely progress of the critical causal systems of student growth and achievement. In turn, leaders are able to use leading data to make timely decisions that drive student achievement and advance daily instructional practice.

The primary instrument, the ***IE Rigor Classroom Walk*** (Rigor Walk), is a research-based classroom walkthrough metric designed for district and school instructional leaders to measure the quality and effectiveness of the core instruction taking place in their schools. The three pillars of Rigor Walk are standards-based student evidence, organizing students to achieve the standard, and monitoring to take action within a lesson. The tool **DOES NOT** evaluate teachers. It is, however, a practical tool that focuses on student learning and produces easy-to-share, color-coded value trend reports on core instruction. This data helps schools identify the missing elements students need to master standards and overcome lost learning due to the pandemic. With Rigor Walk, leaders have specific research-based indicators to provide support and monitor school trends in all buildings.

District and school leaders can use the Rigor Walk data to determine the needs at each school or for the district as a whole by identifying school-wide or district-wide instructional trends. Because the Rigor Walk data is highly correlated to student achievement, instructional modifications can be identified immediately, thus positively impacting student achievement.

The ***Measuring Implementation*** professional learning day builds the capacity of district and school leadership teams to integrate and sustain a school advancement solution. During Measuring

Implementation, we will introduce the Rigor Walk instrument and the overall process of diagnostics—identifying and prioritizing root causes and determining the appropriate next steps based on data.

During **Calibration Rounds**, an IE Coach will walk side-by-side with the Chiefs of Schools, the Curriculum team, and principals to facilitate Rigor Walks, followed by root cause analysis and coaching. This process will build the leadership’s capacity to:

- Recognize rigorous instruction and evidence of student learning
- Utilize classroom data to inform what is and is not working and to guide actionable feedback
- Certify on root cause identification and analysis
- Develop Action Boards with a vision, purpose, and goals
- Conduct Rigor Walks using IE research-based tools and metrics

In **District Leadership Coaching** sessions, Instructional Empowerment provides support to the Chiefs of Schools to strengthen their capacity to lead district vision and systems within schools to maximize impact on student achievement. We support Chiefs of Schools in data collection through Rigor Walk, reviewing data, and coaching their building leadership teams based on data collection. Our data review process focuses on root cause analysis for sustainable, systemic change for long-term achievement.

The Chiefs of Schools will also form a **Community of Practice** (COP) to allow leaders to calibrate together and discuss data trends and patterns. These COPs serve the purpose of cross-district calibration of observers and allow leaders to model “public practice”.

Instructional Empowerment’s **Empower Systems Growth** technology tool houses the Rigor Walk. Empower Systems Growth uses scientifically validated indicators correlated to State Assessments to help you identify trends in your data and develop a clear picture of overall, schoolwide rigor. Classroom data will accumulate in Empower Systems Growth to build a picture of school trends over time. The data aggregates up to the district level or disaggregates by grade levels and/or subject area.

School Level Readiness Services

The readiness phase of the partnership will prepare for a larger implementation in eight CRCSD schools in the 2024-25 school year. The seven schools are Johnson STEAM Academy, Taft Middle School, Cedar River Academy at Taylor, Wilson Middle School, TrailSide Elementary School, McKinley Steam Academy, City View Community High School, and Roosevelt Creative Corridor Business Academy. In late November or early December, two IE executive leaders will meet with the principals of the eight schools in **Empowerment Hour** to discuss the upcoming **School Comprehensive Needs Assessments** (SCNA) and partnership moving forward.

Instructional Empowerment will facilitate an SCNA at each of the identified schools conducted by a three-person team of our experienced school advancement leaders. Data is collected from interviews and focus groups with principals, the school leadership team, teacher leaders, staff, students, and parents. We observe classrooms, Professional Learning Communities (PLCs), and leadership practices for alignment to the rigor of state standards. In addition, we examine the quality of schoolwide systems, processes, and procedures to support learning. The intention of the needs assessment is to inform next steps for the school, identify both strengths and areas for growth, and assist the district in recognizing specific needs for additional support.

At each school, Instructional Empowerment provides the following services tailored to that school's size and anticipated needs:

- Conditions Diagnostic
- Baseline Rigor Appraisal Instructional Audit, includes surveys
- Curriculum Needs Assessment
- Classroom and teaching practices observations
- PLC observations
- School Leadership Team assessment and Team Diagnostic Pulse Survey
- Instructional coach interviews
- Faculty and Student focus groups
- Planning and operations assessment
- Written report of findings

After the SCNA is completed, findings are presented to the principal, school leadership team, and district leadership team with recommendations to improve school conditions, leadership, teaching, and learning during virtual meetings. Each school will also receive virtual guidance in the creation of an action plan in collaboration with the school's leadership team. A principal *Community of Practice* will be established to further prepare for the 2024-25 school year of more intensive services.

School leadership from each participating school will then join district leaders in *Designing Implementation* to plan for the following year including desired outcomes and a recommended process for targeted professional development and strategic coaching supports. Together, we determine how to build a culture of continuous improvement that enhances student achievement. The goal of this planning day is to set criteria for successful school advancement and identify specific expectations for all stakeholders.

In future years, partnership schools will receive intensive support at the school leader and classroom teacher levels. Support includes IE Model of Instruction, our Empowerment Central suite of tools, evidence-based metrics including IE Rigor Classroom Walk, and leadership and faculty coaching. For more information on our classroom instructional model, please see [Appendix C: IE Model of Instruction](#). Our team and model of instruction have had a powerful impact on schools and students, whose achievement has seen measurable growth and sustained a strong level of performance after our departure.

Implementation Plan

Term: Contract award through June 30, 2024

All onsite, half-day sessions must be scheduled and delivered adjacent to another onsite service or paired with another half-day session. Instructional Empowerment does not guarantee any specific dates of service until a signed contract and purchase order are received.

Creating A District Vision of Instruction

Audience: All Principals, Directors, and Coaches

Tentative Date: December 12, 2023

- *Leading to Your Why: Determining Your Destination Vision for Instruction*, 1 day onsite
 - *Pre-Workshop Coaching*, 1 virtual half-hour session
 - Full report with all workshop notes, responses, and information

Audience: Superintendent, School Board

Tentative Date: December 12, 2023 or week of February 5-9, 2024, Evening

- *Superintendent Pre-Call*, 2 virtual 1-hour sessions
- *School Board Workshop*, 90-minute onsite session

Audience: Select Teachers (4 cohorts for a total of 200 maximum participants)

Tentative Date: February 5, 2024

- *Leading to Your Why: Determining Your Destination Vision for Instruction*, 4 cohorts, 1 half-day onsite per cohort
 - *Pre-Workshop Coaching*, 1 virtual half-hour session

Audience: Selection of Teachers (1 cohort) and School Leaders (1 cohort)

Tentative Date: June 10-11, 2024

- *Portraits Workshop*, 2 cohorts, 2 days onsite per cohort
- *Virtual Support*, 4 virtual 1-hour sessions

Audience: Superintendent, Cabinet Members, District Senior Leaders

Tentative Dates: June 12-13, 2024

- *Identifying the Instructional Systems to Reach Your Destination Vision for Instruction*, 2 days onsite
 - *Pre-Workshop Coaching*, virtual 1-hour session
 - *Post-Workshop Coaching*, virtual 1-hour session
 - Full report with all workshop notes, responses, and information

District Curriculum Support

Audience: Chief Academic Officer, District Curriculum Department

Dates: October 2023-June 2024

- *District Leadership Coaching*, 4 days onsite
- *District Leadership Coaching*, 20 virtual 30-minute sessions

Metrics and Coaching Support

Audience: Chiefs of Schools, Area Teams, Academic Office

Dates: January-June 2024

- *Measuring Implementation*, 1 day onsite
 - Tentative date: December 13, 2023
- *Community of Practice*, 2 half-days onsite
- *Calibration Rounds*, 8 half-days onsite
- *District Leadership Coaching*, 4 days onsite
- *District Leadership Coaching*, 6 virtual 1-hour sessions
- *Empower Systems Growth*, 20 individual licenses
 - *Empower Systems Growth Configuration*
 - *Empower Systems Growth: IE Rigor Classroom Walk, district annual license*

School Level Readiness Services

Audience: School Leadership Teams of Johnson STEAM Academy, Taft Middle School, Cedar River Academy at Taylor, Wilson Middle School, TrailSide Elementary School, McKinley Steam Academy, City View Community High School, and Roosevelt Creative Corridor Business Academy

Dates: SCNAs February 6-9, 2024

- *School Comprehensive Needs Assessment*, 2 days onsite per school
 - City View Community High School's SCNA will be 1 day onsite
- *Principal SCNA Debrief*, 1-hour virtual session with each school leadership team
- *Action Plan Support*, 3-hour virtual session per school

Audience: District Leadership and School Leadership Teams of partnership schools

- *District SCNA Debrief*, 1 day onsite with district leadership
- *Empowerment Hour*, 1-hour virtual session
- *Designing Implementation*, 1 day onsite
- *Community of Practice*, 2 half-days onsite

Resources

- Bank of 8 additional on-demand coaching hours for district leadership
- *The Power of Student Teams: Achieving Social, Emotional, and Cognitive Learning in Every Classroom Through Academic Teaming* by Michael Toth, 80 books
- Applied Research Center Project Management- Project supervision and monthly support of project activities, data analysis, logistics, and reporting

Cost Summary

Creating a District Vision of Instruction	\$	69,350.00
District Curriculum Support	\$	27,500.00
District Metrics Support	\$	65,434.00
School Level Readiness Services	\$	297,200.00
Resources	\$	6,796.00
Total	\$	466,280.00

Let's change students' lives together!

Appendix A – Services Agreement

This agreement is made and entered into as of the date last signed below by and between Cedar Rapids Community School District (hereinafter referred to as “the District”) whose principal place of business is 2500 Edgewood Rd NW, Cedar Rapids, IA 52405, and Instructional Empowerment, Inc. (hereinafter referred to as “Contractor”), whose principal place of business is 175 Cornell Road, Suite 18, Blairsville, PA 15717.

WHEREAS, The District is interested in procuring the Contractor’s professional development, training, and support services for schools within the District; and

WHEREAS, Contractor desires to provide their professional development, training, and support services for schools within the District,

NOW, THEREFORE, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

1. SPECIAL CONDITIONS

1.1. Term of Agreement. The term of this Agreement shall commence upon contract award and continue until June 30, 2024. The District must provide 30 days advanced notice prior to contract termination date, or the term of agreement will auto-renew for another annual term.

1.2. Scope of Work. The Contractor shall provide the following services as noted within the proposal’s Implementation Plan.

1.2.1. Services shall be provided at the following location(s): district-wide.

1.2.2. Services shall be considered complete upon the District’s acceptance of deliverables described in the Implementation Plan & Cost Summary.

1.2.2.1. If services are not able to be provided in person at the identified location due to statewide or other shutdown, the District agrees to accept virtual delivery of the services.

1.2.3. The Contractor reserves the right to revise the Services based on data analysis results throughout the project, upon discussion with and written approval authorized leaders from the District. The Contractor will make a best effort to maintain overall project cost neutrality of any changes.

1.2.4. While the Contractor is providing services, the Contractor’s staff developers and leadership coaches are permitted to take pictures or videos of classroom practices and student interactions when the District has a photo/video release on file for such students. These photographs and videos can be viewed internally for training purposes, shared with the district as a resource, and/or shared publicly on Instructional Empowerment’s website or other platforms to promote Instructional Empowerment’s way of work. The District will provide a list of the students with photo/video releases on file.

1.2.5. If the District desires to modify participating schools named as part of this agreement, the Contractor reserves the right to assess and/or revise the Services, and thus may require a renegotiation of products, services and overall cost based on the changes.

1.3. Data Collection, Analysis, and Reporting. The District agrees to Contractor's access to the student assessment data, including Interim and Benchmark assessment data, diagnostic student achievement data from web-based systems from, for example, Performance Matters, and state Department of Education assessment data.

1.3.1. Purpose of the Data to be Conducted: Student achievement data is a critical component for collecting appropriate metrics over time upon which the District can evaluate progress towards rigor and effectively support professional development. Data is necessary to assess short-, mid- and long-cycle student achievement to assess gains and the effectiveness of the programs. Therefore, the District agrees to provide the requested data for students in the district in the same grade levels as participating schools. All district data is necessary to create a comparison group of similarly situated students who did not receive the treatment program. De-identified data or mock student ids can be used to secure personally identifying information as long as they are consistent across assessment files.

1.3.2. Information to be Disclosed: Information to be disclosed will be confidential and include metrics such as average scores per item and scores averaged by demographic subgroups.

1.3.3. Conditions. The parties agree to the following conditions relating to the security and confidentiality for all collected student data.

1.3.4. Ownership of Data. The collected student data shall remain the sole property of the District. Except as expressly provided in this agreement, the District retains all right, title, interest in the collected student data as specified in this Services Agreement. The Contractor retains the right to include the student data in publications or written reports whereby the results of the data are reported anonymously. Furthermore, data included in publications or reports will never be released in any way that would enable someone to identify students, parents, or teachers.

1.3.5. Collected Data. Contractor will use an FTP account to securely transfer data files from the customer to IE. This account will permit the files to be loaded for processing. All electronic analysis of data will be performed on encrypted, secure, password protected computers. The Contractor agrees that all data collected, and the resulting analysis of that data will be kept confidential. The Contractor shall maintain confidentiality and safeguard the analysis of any data gathered as a result of this Agreement. The Contractor reserves all rights to publish the results of research and shall publish results without personally identifiable student or teacher information. The District has the right to review publications prior to submission but will have a maximum of ten (10) business days to review and provide a list of any requested changes to the Contractor for consideration. The Contractor will submit a final copy to the District prior to publication.

1.3.6. Data Requested. The Contractor will request the following data to analyze improvements additional outcomes besides student achievement, including: student behavior

referrals, student tardiness, student attendance, chronic absences/ truancy, in-school suspensions, out of school suspensions, and teacher absenteeism. The data will be used to analyze trends over time and assess improvements in the conditions at the school.

1.3.7. The District acknowledges that the Contractor benefits from the perspectives and experiences of students, which help the Contractor create a plan for improvement. As a result, the District agrees that the Contractor may invite students to participate in interviews as part of its services. The District and the Contractor agree that any interviews are voluntary for students and the District should either have students opt out or obtain parental consent (See Appendix B Sample Parental Consent Form).

1.3.8. Confidentiality of Student Information. The confidential student information will be used by researchers at the Contractor to conduct studies designed to improve instruction for children in the District.

1.3.8.1. To affect the transfer of data subject to FERPA, the Contractor agrees to use the collected data for no purpose other than research and analysis authorized under Section 99.31 (a)(6) of Title 34 of the Code of Federal Regulations which allows disclosure of personally identifiable information from students' education records in connection with the Contractor conducting studies to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction. The Contractor further agrees not to share data received under this Amendment with any other entity without prior written consent and to destroy the information when no longer needed for the purposes for which the study was conducted.

1.3.8.2. The Contractor is subject to all School Board obligations relating to compliance with student records confidentiality laws. By signing this Services Agreement, the Contractor acknowledges and agrees to comply with the Family Educational Rights and Privacy Act (FERPA) and all State and Federal Laws relating to the confidentiality of student records.

1.3.9. Authorized Representatives. The Contractor and the District shall designate in writing a single authorized representative able to request and share data according to this Services Agreement. The authorized representatives shall be responsible for transmitting all data requests and maintaining a log or other record of all data requested and received pursuant to this Agreement, including confirmation of the completion of any projects and the return or destruction data as required by this Agreement.

1.3.9.1. The Contractor designates Lindsey Devers Basileo, PhD, as the authorized representative of the District's data. The Contractor or its agents may upon request review the records required to be kept under this section.

1.3.9.2. Upon contract award, the Contractor will designate a District Lead and Project Coordinator as authorized representatives for all project related inquiries for the duration of this work.

1.3.9.3. The District commits to providing any/all contact information needed to deliver products and services, including surveys to school leadership, staff, and faculty for participating schools and district administration, School and District Leadership Teams, and

school faculty and staff regarding promoting full participation in service delivery and interaction with technology products and services.

1.3.9.3.1. The District designates, _____
(name, title, and contact information) as the project point-of-contact for the District.

1.3.9.3.2. The District designates, _____
(name, title, and contact information) as the data analysis and research point-of-contact for the District.

1.3.9.3.3. The District designates, _____
(name, title, and contact information) as the technology (Organization Administrator for Contractor technology products that may be part of the project) point-of-contact for the District.

1.3.10. Surveys. All participants must be able to receive emails and access links from SurveyMonkey.com and Research.net. Participants will be asked to complete surveys at one or both sites. In order to receive invitations from and gain access to these websites, the District will be responsible for adding SurveyMonkey.com, Research.net and Outbound.research.net to their email "whitelist" and adjusting firewalls or email filters if necessary, for participant access. Names, email addresses, and other contact information will not be used or transferred for reasons other than those stated within this agreement.

1.3.10.1. Should School Culture, School Leadership Team, and/or other Contractor surveys or reports be administered and delivered as part of this Services Agreement, the District will provide all necessary names, email addresses, and/or other contact information to the Contractor when requested. Names, email addresses, and other contact information will not be used or transferred for reasons other than those stated within this agreement.

1.4. Pricing. Prices quoted are good for 30 days from the date of proposal or quote, unless otherwise stated in writing. All prices stated in USD unless otherwise noted. Pricing remains firm for the contract period.

1.5. Payment. Purchase order or payment is required prior to order fulfillment, unless otherwise agreed upon by the District and the Contractor. Make checks payable in USD to "Instructional Empowerment, Inc." and submit to 175 Cornell Road, Suite 18, Blairsville, PA 15717.

1.6. Scheduling. On-site training and professional development sessions require 30 days advance notice. Signed contract, purchase order, or payment must be received before training dates can be reserved. Trainings scheduled at the District's request with less than 30 days advance notice are subject to availability and a \$500 expediting fee. All training sessions must be scheduled no later than 12 months following receipt of purchase order.

1.6.1. The District commits to receiving delivery of products and services as defined in the proposal, unless agreed to in-writing by and authorized representative of the Contractor. As a result, any scope changes, repurposing of professional development days or onsite coaching or district support days or virtual support sessions will not be permitted unless agreed to, in-writing, by any authorized Contractor representative.

- 1.7. Cancellation.** Cancelling or rescheduling an on-site training, coaching, or professional learning session 14 days or more in advance does not incur a penalty. Districts who cancel or reschedule within a 3-13 day window of a session will be charged a penalty of 50% of the cancelled session price, and cancellations less than three days out from a session incur a 100% penalty. Virtual sessions may be cancelled or rescheduled 7 or more days in advance without penalty. Districts who cancel or reschedule 1-6 days before a virtual session will be charged a 50% penalty, and cancellations day of a session will incur a 100% penalty.
- 1.8. Shipping and Handling.** Shipping and Handling for print materials are shown at standard ground rates. Please allow 7-10 business days for order processing and delivery. Expedited or overnight shipping available for some items. Additional fees may apply. The Contractor will fulfill the Districts' order based on the quantity of materials shown on the District's purchase order. Should the District request additional copies of materials, the District will be invoiced for the materials plus shipping and handling. Expedited or overnight shipping may apply.
- 1.9. Sales, Use, Value Add and other Taxes.** If the District is exempt from sales taxes, they must provide a copy of their current exemption certificate, if applicable. The Contractor reserves the right to charge sales, use, and/or value added tax in addition to quoted product prices as required by taxing authorities, if applicable. Actual sales tax billed will be based on the Contractor's sales tax collection requirements and the District's current jurisdiction rates in effect on the date of invoice.
- 1.10. Recording of Presentations.** All audio and video recording are prohibited without written consent from the Contractor.
- 1.11. Payment on Deliverables.** Total contracted services will be invoiced in even monthly increments over the course of the contract.
- 1.12. EEOC.** The Contractor is an EEOC employer, and all employees are protected from discrimination under the laws we enforce. EEOC employees and applicants for employment are covered by federal laws and Presidential Executive Orders designed to safeguard federal employees and job applicants from discrimination on the basis of race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), parental status, national origin, age, disability, genetic information (including family medical history), political affiliation, military service, or other non-merit-based factors. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, as an EEOC compliant employer, the Contractor also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.

1.13. Required Signatures. Please provide Authorized Representatives (Section 1.3.9.3), complete the required signatures below, and return the entire proposal with a purchase order via email to accounting@instructionalempowerment.com.

District Representative: _____

Signature _____

IE Representative: Michael Toth _____

Signature  _____

Title: _____

Effective Date _____

Title: CEO _____

Effective Date December 18, 2023 _____

Appendix B – Sample Parental Consent Form

Parental Consent for Student Participation in Research Study

Purpose: Your child has been invited to participate in a student interview with Instructional Empowerment researchers to share perspectives and experiences about the work we have done at his or her school. During the interview, student participants will be asked about their experiences in their school and classroom. The information shared will be used by Instructional Empowerment to inform the school on strengths and areas of improvement.

Procedure: The interview will last about 45 minutes. It will consist of about 10 questions and will be facilitated by an Instructional Empowerment researcher. The interview will be recorded for quality purposes.

Voluntary Participation: Your child’s participation in the interview is completely voluntary. He or she is not obligated to participate. If your child does participate, he or she can choose not to answer any questions and they may leave at any time for any reason.

Benefits and Risks: The benefit of participation is the opportunity to inform Instructional Empowerment of your child’s school’s strengths and needs so we can improve our service to other students. There are no direct benefits or known risks to your child’s participation in this project. Should your child experience any distress from participating, please notify the contact listed below.

Confidentiality: This information obtained during the interview is confidential. Only staff at Instructional Empowerment will be able to access information. Students’ names will not be used in the final report. A report of this study may be published and/or findings may be presented at professional conferences. However, only de-identified or group results will be shared. No personally identifying information about your child will be presented.

Questions: If you have any questions about the interview, you may contact the Executive Director of Research and Evaluation, Lindsey Basileo, Ph.D. at lbasio@instructionalempowerment.com.

The interview will take place: _____ (date) at _____ (time).

I understand this information. I give permission for my child to participate in a research study under the conditions stated above.

Youth Name: _____

Parent/Guardian Signature: _____

Age: _____

Parent/Guardian Name: _____

Parent Email: _____

Parent Phone: _____

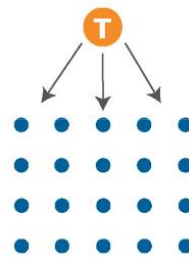
Date _____

Appendix C – IE Model of Instruction

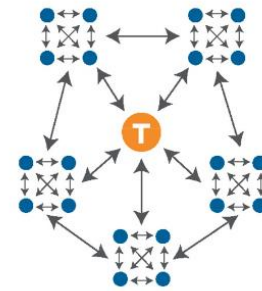
Our Model of Instruction

Instructional Empowerment’s model of instruction cultivates students as independent, critical thinkers instead of dependent, compliant learners. We redefined a model of instruction to include the role of students and the strategies students use as well as teacher actions. Our model creates the classroom learning environment and ultimately shapes the learning culture of the school. Upon implementation, we see rapid improvements in student behavior and achievement as students experience more rigorous and engaging classroom instruction.

Traditional Teacher-Directed Model of Instruction



Empowering Student-Led Model of Instruction



IE Model of Instruction is a daily instructional model which involves students organized into small, diverse teams with clear protocols

for engaging in standards-based academic work, as defined in the book *The Power of Student Teams: Achieving Social, Emotional, and Cognitive Learning in Every Classroom Through Academic Teaming* (Toth and Sousa 2019). Student teaming brings student ownership to the forefront through shifts in lesson-planning, classroom routines, instructional strategies, roles of the teacher and students, and expectations for students. Learning becomes a joint responsibility between students and teachers, creating a more effective learning environment and a more enjoyable classroom and school culture. Because students



Elementary school students using Agree/Disagree Cards, a tool found in the IE Model of Instruction kits.

collaborate with their peers, student-led teaming is the engine of learning and the teacher’s role shifts to supporting learning through monitoring and adapting, designing rigorous tasks, and providing mini lessons on foundational content and skills. Teaming empowers students to take ownership of their own and their peers’ learning through structures for self and peer support.

Our model of instruction is not a program, but it can be implemented alongside any program, with any curriculum, with any evaluation model, and in all subjects and grade levels K-12.

Student-Centered Academic Achievement

IE Model of Instruction builds students’ agency through structures that develop their ability to self-direct their own learning. Students become independent, critical thinkers. By placing students at the center of their educational journey, the model aims to foster not only academic growth but also personal development. Teachers who implement our model watch as their students learn more deeply, exhibit more positive behaviors, and require less support from their teacher.

IE Model of Instruction is focused on four leverage points: Target-Task Alignment, Student-led Teaming, Integrated Social Emotional Learning and Formative Assessment. Through utilizing the resources that were created to support and action these levers, students and teachers shift their mindset and the classroom culture to achieve academic rigor for all.

Resources to Facilitate Learning

The model of instruction centers on durable, high-quality classroom resource packs of student and teacher resources. These IE Model of Instruction kits can be used in all subjects and grade levels for teachers and students to quickly establish routines for a team-centered classroom. The accompanying professional learning sessions focus on guiding teachers to implement the resources in their classrooms and ensure that the classroom culture becomes more team centered. To support teachers, we also offer six hours of self-paced online learning powered by Empowerment Central for each IE Model of Instruction kit which focuses on the implementation of IE Model of Instruction teacher and student resources.



Middle school students using the Summarizing Mat, a tool found in the IE Model of Instruction kits.

We focus on helping teachers build instructional systems for student-led learning rather than using a collection of quick-fix, disconnected engagement strategies. Students learn to utilize their resources and peers instead of only being dependent on the teacher. This allows the students to access high levels of academic rigor that they may never have experienced before.

An Evidence-Proven Model

Focusing on a model of instruction for deeper learning is a powerful point of leverage for school and district leaders as they work toward ambitious goals for raising student achievement and ensuring every student graduates with the skills they need for a successful future. Our [Applied Research Center](#) has studied how to activate students' intrinsic motivation and create the classroom conditions for students to engage in their learning in an authentic and meaningful way. We have seen engagement skyrocket as students can share their thinking, respectfully challenge the thinking of their peers, and elevate their learning in teams. Schools that implemented our model of instruction as part of our comprehensive school advancement services have experienced the following results:

- Increased from persistently low achievement scores to the highest 6% in the state.¹
- Increased positive student recognitions by threefold and decreased discipline referrals by 37%.²
- Increased teacher retention from 43% to 83%.³

¹ For more information: Lakewood Elementary School case study: <https://instructionalempowerment.com/wp-content/uploads/2023/03/IE01-140-01-S-Lakewood-03-23.pdf>

² For more information: Walnut Middle School case study: <https://instructionalempowerment.com/wp-content/uploads/2023/08/IE01-143-Walnut-Middle-School-08-2023.pdf>

³ For more information: Moseley Elementary School case study: <https://instructionalempowerment.com/wp-content/uploads/2023/04/IE01-141-Case-Study-Moseley-04-23.pdf>

Exhibit A – Customer Information Form

School Name: _____

Billing Name: _____

Billing Address: _____

Shipping Address: _____

Accounts Payable Contact: _____

Accounts Payable Email: _____

Accounts Payable Phone Number: _____ Fax Number: _____

FEIN#: _____ Are you tax exempt: Yes* _____ No _____

If yes, tax exempt #: _____

***IF YOU ARE TAX EXEMPT, INCLUDE A COPY OF THE CERTIFICATE**

Do you require a purchase order to be issued before an invoice is sent? Yes _____ No _____

If no, what is the limit that can be invoiced without a PO? _____

Do you accept emailed invoices? Yes _____ No _____

If yes, email address where invoices can be sent: _____

Contractor's Vendor number in your system: _____ Exp Date: _____

Do you make recurring payments via ACH ___ or ___ credit card?

If so, please email enrollment forms or instructions to: accounting@instructionalempowerment.com

Please return this to: Instructional Empowerment, Inc.

Attn: Accounts Receivable

175 Cornell Road, Suite 18

Blairsville, PA 15717

Fax: 724-240-6475 or emailed to accounting@instructionalempowerment.com

IV. Adjournment

Recommended Action

It is recommended that the Board of Education adjourn the meeting.

Details

Tentative Board Schedule:

- January 25, 2024 – Special Board Meeting
- February 26, 2024 – Board Meeting/Work Session
- March 25, 2024 – Board Meeting
- April 8, 2024 – Board Meeting
- April 22, 2024 – Board Meeting/Work Session
- May 13, 2024 – Board Meeting
- June 10, 2024 – Board Meeting