



## Turnaround Option Plan – Phase 2 Escambia County Public Schools

*This form, to be used by districts planning in 2016-17 for implementation in 2017-18, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).*

**Turnaround Option Plan – Phase 2**  
for districts planning in 2016-17 for implementation in 2017-18

**Holm Elementary School - 0602**

**District-Managed Turnaround [DMT]**

**Part I: Needs Assessment**

**Item 1:** Description of the needs assessment methodology and summary of the results.

2016-2017 School Grade Components: REINHARDT HOLM ELEMENTARY SCHOOL						
	English Language Arts (FSA & FSAA)	Mathematics (FSA, EOCs, FSAA)	Science (NGSSS, EOC, FSAA)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (% of students $\geq 3$ )	38	40	38	N/A	N/A	N/A
Learning Gains	43	38				N/A
Lowest Quartile Learning Gains	20	23				
Total Points Earned By Your School / Points Possible:				240/700		
% of Possible Points Earned By Your School:				34.3%		
School Grade for 2016-2017:				D		
2015-2016 School Grade Components: REINHARDT HOLM ELEMENTARY SCHOOL						
	English Language Arts (FSA & FSAA)	Mathematics (FSA, EOCs, FSAA)	Science (NGSSS, EOC, FSAA)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (% of students $\geq 3$ )	34	32	29	N/A	N/A	N/A
Learning Gains	39	31				N/A
Lowest Quartile Learning Gains	39	26				
Total Points Earned By Your School / Points Possible:				230/700		
% of Possible Points Earned By Your School:				32.9%		
School Grade for 2015-2016:				D		

**Turnaround Option Plan – Phase 2**  
for districts planning in 2016-17 for implementation in 2017-18

2014-2015 School Grade Components: REINHARDT HOLM ELEMENTARY SCHOOL						
	English Language Arts (FSA & FSAA)	Mathematics (FSA, EOCs, FSAA)	Science (NGSSS, EOC, FSAA)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (% of students $\geq 3$ )	26	35	47	N/A	N/A	N/A
Learning Gains	N/A	N/A				N/A
Lowest Quartile Learning Gains	N/A	N/A				
Total Points Earned By Your School / Points Possible:				108/300		
% of Possible Points Earned By Your School:				36.0%		
School Grade for 2014-2015:				D		

2016-2017 Learning Gains: REINHARDT HOLM ELEMENTARY SCHOOL						
	Level 1					
	Low Level 1		Medium Level 1		High Level 1	
	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains
ELA	7	0	11	0	20	15
MATH	7	0	19	10.53	21	4.76

	Level 2			
	Low Level 2		High Level 2	
	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains
ELA	17	23.53	15	53.33
MATH	16	43.75	10	0

	Level 3		Level 4		Level 5	
	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains
ELA	28	78.57	12	83.33	1	100
MATH	20	90	11	90.91	3	100

**Turnaround Option Plan – Phase 2**  
*for districts planning in 2016-17 for implementation in 2017-18*

Holm Elementary School has an enrollment of 450 students. Holm Elementary is a Positive Behavior Support System PBS school. Holm Elementary was recognized as a Bronze School in 2016-17 and this year as a Gold School by the Florida PBS program. Holm has also been recognized as a model school for Thinking Map implementation by the district.

Overall, third through fifth grade proficiency in math, science, and ELA improved in 2016-2017 FSA. In ELA there was a 7% increase in proficiency in math, 5% increase in proficiency in ELA and 7% increase in proficiency in science. Third grade saw a significant 17% increase in proficiency in the area of math. Also, fourth grade had a significant 16% increase in proficiency in the area of ELA.

One significant challenge Holm Elementary faces is the performance gap between disabled students and their non-disabled peers. 45% of the student population is served through Exceptional Education. Holm serves Pre-K through fifth grade students that are: Deaf/Hard of Hearing, students with Autism, Medically/Physically Fragile, and general education students. Students with Disabilities taking the FSA in 2016 performed significantly lower than their non-disabled peers. In ELA only 9.7% of the disabled population met proficiency whereas 45% of their non-disabled peers met proficiency. In Math only 16.1% of the disabled population met proficiency whereas 44.5% of their non-disabled peers met proficiency. These percentages represent significant gaps in performance. These gaps are larger than the average for the district and the state in comparison. Although there were overall gains in Math, Science, and ELA, there are still areas that need improvement. Holm Elementary students did not make adequate learning gains in 2016-2017. Less than 30% of students made gains in ELA and Math. All areas below 50% proficient will be addressed. The goal is to increase proficiency and Learning gains to 51% in both categories, disabled and non-disabled. In order to provide more support in this area for the 2017-2018 school year, Holm Elementary teachers will have access to both ELA and math coaches.

There is an ongoing need for professional development to assist staff in the implementation of effective strategies to enhance student achievement. This is due to new staff being hired and the different levels of expertise. According to the AdvanED accreditation surveys given to faculty and staff, a significant area of growth is needed in Teaching and Assessing for Learning. The faculty rated this section overall with a 2.7 on a scale of 1-4. To address the needs in this area, teachers will have access to a math coach working with teachers two days a week, provided by the district. The math coach will do regular classroom walkthroughs, meet with teachers to provide guidance with standards-based lesson planning, and provide feedback on the rigor of these lessons. Teachers will also have access to a site level instructional coach five days a week focused on the areas of ELA and Science. This instructional coach will provide regular classroom walkthroughs, meet weekly with teachers to provide guidance with standards-based lesson planning, and provide feedback on the rigor of these lessons. As part of the guided planning meetings with the math and ELA coaches, teachers will review student data, discuss learning gains, differentiated grouping, and strategies for improvement.

## Turnaround Option Plan – Phase 2

*for districts planning in 2016-17 for implementation in 2017-18*

Grade levels will meet weekly to plan collaboratively and work on standards-based lesson planning. Teachers and assistants will work together to plan and schedule interventions for students based on formative assessments and classroom observations. Teachers will meet monthly with instructional coaches and administration to review student progress, instructional strategies, and interventions.

Professional learning opportunities will be provided in the following areas: Thinking Maps, Whole Brain Teaching, Being a Writer, Standards-Based Instruction, CIS model, Tyner Model, and Daily 5.

### **Item 2:** Rationale for the turnaround option(s) selected.

The District Leadership Team (DLT) has determined that the best initial turnaround plan for Holm Elementary School is the District-Managed Turnaround option. As the Curriculum and Instruction Team reflected on the work done during the 2016-2017 school year, there was a sense of unfinished work. The school has implemented strategies that are known to lead to student academic progress, however the implementation has not been institutionalized and is this not maximizing potential in every classroom for every student. Although progress was noted in some areas, the DLT noted that there is much that our focused, data-driven support can accomplish working in collaboration with the Principal and school based leadership team. The DLT has a strong desire and commitment to expand the impact of creating a culture that will facilitate continued growth for students, teachers, and administrators using the tools and strategies that are not yet embedded as a way of work.

## Part II: Implementation Plan

### A. Areas of Assurance

**Item 3:** Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

#### **District Capacity and Support**

The DLT includes the Superintendent, Assistant Superintendent for Curriculum and Instruction, Director of Elementary Education, Director of Continuous Improvement, Director of Exceptional Education, Director of Evaluation Services, Administrator on Special Assignment for DA schools, Coordinator of Student Services, and Curriculum Specialist. The DLT will be responsible for the implementation of the turnaround plan, in collaboration with the Principal and the school leadership team.

The DLT reviews policies related to struggling schools each spring, making adjustments as indicated by needs assessment, feedback from principals and school leadership teams. Research based strategies that are showing success in high poverty schools are being replicated. The DLT does careful analysis of FSA results for schools across Florida whose demographics match in schools struggling in Escambia County and inquire about those strategies that have led to a significant increase in student performance.

Each turnaround school has been assigned an Executive Champion and a District Champion. Holm Elementary has been assigned the following Champions: Steve Marcanio, Assistant Superintendent for Curriculum and Instruction and Teri Szafran, Director of Exceptional Student Education. This is a simple, but powerful idea that has been praised by the leadership teams of the receiving schools, as well as by those serving as champions. The champion should spend at least an hour per week at their assigned school. The main responsibility of the champion is to actively listen to the principal and the school based leadership team. The champion will help remove barriers and assist in finding quick solutions to any issues that are negatively impacting student performance. The champion will not always be able to grant all requests for resources or services. However, a champion will always remain committed to finding the best possible solution to meet a specific need.

The principal, school leadership team, curriculum specialist, and school-based intervention teachers/instructional coaches will meet every two weeks to operationalize a systematic process for using data in order to bring evidence to bear on their instructional decisions and improve their ability to meet students' learning needs. The results of these meetings will be provided to the members of the DLT to assist in progress monitoring and providing targeted support. The process of using data to improve instruction will include an alignment of 2017 FSA data for students in grades 3-5 (3rd grade retained) and data from our district End of Year assessments aligned with the results of our screening and end of nine weeks assessments, along with all formative and summative assessments. This year the district will be implementing the STAR assessment for ELA and Mathematics. Working with staff at Renaissance

## Turnaround Option Plan – Phase 2

*for districts planning in 2016-17 for implementation in 2017-18*

Learning we have established cut scores that will forecast proficiency and learning gains. To gain a robust understanding of students' learning needs, teachers will collect data from a variety of sources. Such sources include but are not limited to district formative assessments, curriculum-based assessments and classroom projects. The results of these assessments will be aligned to the prior FSA scores and the ongoing results from STAR.

The Director of Continuous Improvement will meet with the Bureau of School Improvement (BSI) to ensure that the district is supporting all of the initiatives identified with TOP, School Improvement Plan, and District Improvement and Assistance Plan. The DLT will work collaboratively with the Director of BSI, the Regional Director (RED) of the Northwest region, and other members of the BSI Team to visit the TOP schools to perform Instructional Reviews.

### **School Capacity**

#### ***Administrators***

The Superintendent and the DLT continuously monitor various performance data measures for all DA schools. This includes evaluating the administrative teams through formal and informal observations. The Superintendent takes principalship appointments very seriously and understands how especially important it is to identify the highest performing leaders to serve at turnaround schools. The Superintendent has standard operating procedures for interviewing and selecting the best possible candidate to fit the unique needs of a given school. Any required changes in the leadership at a turnaround school would also be taken very seriously. If the school grade for a turnaround school does not improve, the Superintendent would consider a possible change with the leadership assigned to a turnaround school. The Superintendent would review current and historical leader evaluation data, the FSA trend data under the current leadership, as well as consider how long the principal has served at the school before a change in the leadership at the school would be considered.

Principal is newly appointed and previously served six years in administration at another Title I school in the district. Assistant Principal has served ten years in administration working with various Title I schools. Both are familiar with the high population of students with disabilities and specialized programs such as behavioral units and students from lower socioeconomic backgrounds. New leadership will allow opportunities for building positive relationships among faculty and staff, learning areas of strength and weakness within the faculty, and setting high expectations for all learners.

The school based leadership team is made up of grade level chairs and members of various groups at the school to include as many stakeholders as possible. These include: resource teachers, special area teachers, instructional coaches, teachers of self-contained units: ASD, DHOH, VE, and Pre-K.

Kristin Cain began her teaching career in Escambia County in 1997. She spent ten years in the classroom with experiences in grades 1<sup>st</sup>-5<sup>th</sup>. She served five years as a reading specialist, reading coach, and curriculum coordinator. In 2012, Ms. Cain was appointed as Assistant Principal of Brentwood Elementary, a Title I school. She served five years as Assistant Principal and was recently appointed as Principal of Holm Elementary in 2017.

## Turnaround Option Plan – Phase 2

*for districts planning in 2016-17 for implementation in 2017-18*

Ms. Cain holds a Master's degree in Reading Education, K-12, and a Specialist degree in Educational Leadership. She is also recognized as a National Board Certified Teacher, specializing in Literacy. Ms. Cain served as an adjunct instructor for the University of West Florida instructing pre-service teachers in the areas of Reading and Formative Assessment. She also worked with alternatively certified teachers as an online instructor for Teacher Ready focusing on reading instruction and assessment for learning. Ms. Cain has mentored novice teachers at Title I schools and currently mentors an administrator working on the Principal Internship through Escambia County School District. She has served on many leadership teams and academic teams in the district throughout her career and is viewed as an instructional leader.

Cynthia Stephens began her teaching career with the Escambia County School District in 1981. She spent twenty-six years teaching in the classroom before being promoted to assistant principal at Holm Elementary in 2007. Mrs. Stephens served at Holm Elementary as Assistant Principal for seven years. In 2014, she was named as Principal of Warrington Elementary. With the support, dedication and the hard work of the Warrington Elementary faculty and staff, the school improved its school grade from an F during the 2013 – 2014 school year to a C in 2014 – 2015 year. Mrs. Stephens also served at Semmes Elementary as assistant principal for the 2015 – 2017. She has returned to Holm Elementary for 2017-18. Mrs. Stephens is considered and instructional leader by her peers and has expertise in the area of exceptional student education.

### ***Educators***

The Escambia County School District and the Escambia Education Association have an approved Memorandum of Understanding (MOU) that supersedes the Master Contract for turnaround schools (the MOU refers to them as Transformation Schools). In contrast to the current Master Contract, the MOU allows for lesson plans to be closely monitored by the principal and/or district personnel for alignment with the Florida Standards and a focus on rigor and student engagement. Current restriction limits on group planning and meetings in the current Master Contract will not apply to turnaround schools. The principal or district personnel may require that planning time is used for group planning, PLC groups, grade level planning, or professional learning.

The principal has complete autonomy to interview and hire with their school team all teaching and educational support personnel positions. New teachers who are highly qualified and offered a conditional contract at recruiting fairs are interviewed by principals of turnaround schools and hired at the principal's discretion. The recruitment team understands the needs in the turnaround schools and recruits with that in mind for the principals. When appropriate, the principals of the turnaround schools serve on recruiting teams to recruit positions for hire. All turnaround schools are given priority in interviewing and selecting recruits. All teachers new to teaching will also be assigned a START Consulting Teacher to grow and improve their practice. The START program is the District's new teacher induction, mentor, and evaluation program.

Once a teacher signs an appointment form for one of the Transformation Schools, the employee shall adhere to that appointment form for the duration of that contract year. He/She may not apply, interview, or accept an instructional position at another location for that contracted school year.



## Turnaround Option Plan – Phase 2

*for districts planning in 2016-17 for implementation in 2017-18*

A teacher on the staff of a Transformation School that has a needs improvement or unsatisfactory VAM and/or unsatisfactory student growth scores, will be assigned a Consulting Teacher, District Specialist, or District Instructional Coach to coach and mentor for the year following the Unsatisfactory VAM or student growth scores. Each teacher's progress will be reported to the START Review Board (a nine teacher/administrator panel) in January and again in April. Each Consulting Teacher will be held accountable for providing strategies provided to the teacher and action steps to improve teaching and learning. If a teacher does not improve by the end of the school year with the coach, the teacher will not be able to continue teaching at that school.

The START Consulting Teachers and Instructional Coaches are fifteen master teachers who have been selected through a rigorous process. This process begins with a review of teacher evaluations and student performance. All Consulting Teachers and Instructional Coaches working with our VAM score teachers have a three year aggregate of Effective or Highly Effective from their last three years in the classroom. In addition, anonymous recommendations by peers, principal recommendation and evaluation, an unannounced observation of instruction by a two or three person panel, a one hour rigorous interview, and a skills test are part of the selection process. The skills test requires the candidate for START Consulting Teacher watch a 30-minute video of a class being taught and the candidate provides feedback and writes observations about the video. The test is scored by a calibrated and certified member of our Professional Learning staff, and the candidate is asked to explain the observation as part of the interview. Once selected, the Consulting Teachers train for a minimum of six months prior to being asked to leave their classroom to work with beginning teachers, veterans who are on our 90 day improvement plan, and teachers at our Transformational Schools who have an NI or U VAM score. The training includes intensive instruction on mentoring, the Danielson Rubric, the modeling process, lesson planning, and the Florida Standards. Each Consulting Teacher has a caseload of no more than fourteen beginning teachers, one 90-day plan teacher, and no more than three teachers working to improve instruction to move their VAM Score. All of our Consulting Teachers are calibrated and certified evaluators on the Danielson Rubric.

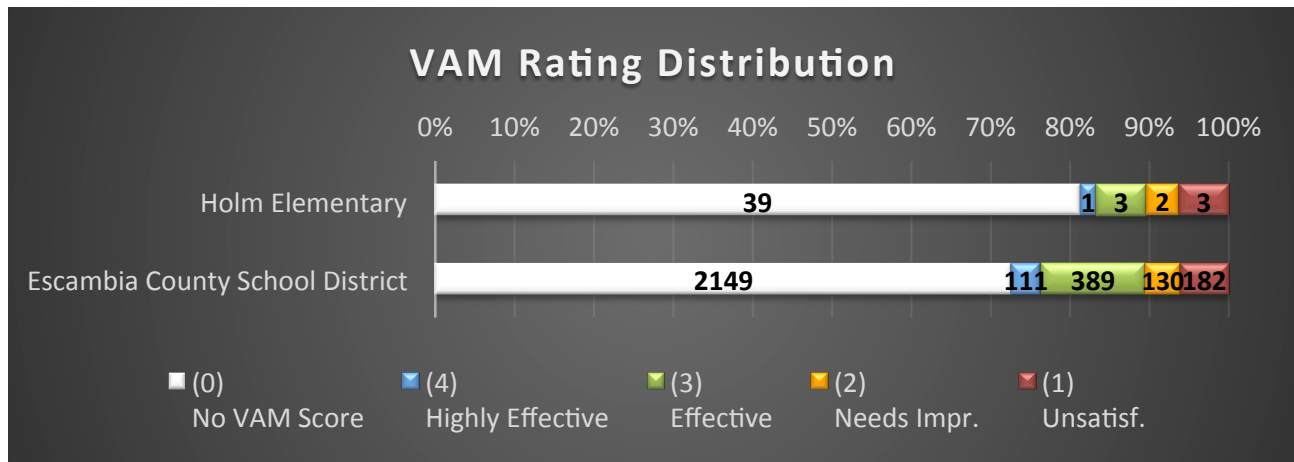
Consulting Teachers and Instructional Coaches will work with their assigned teachers twice a week, and they are on call Monday – Thursday in the evenings for help with lesson development, student data analysis, curriculum alignment, and/or counseling.

It should be noted that staffing at Transformational Schools is a priority. The goal is to have every DA school fully staffed when teachers start. Teachers began the 2017 – 2018 school year on August 2, 2017. State VAM scores for 2017 were not available for analysis prior to staffing.

**Turnaround Option Plan – Phase 2**  
for districts planning in 2016-17 for implementation in 2017-18

**VAM Rating Distribution**

School Name	(0) No VAM Score	(4) Highly Effective	(3) Effective	(2) Needs Impr.	(1) Unsatisf.
Holm Elementary	39	1	3	2	3
Escambia County School District	2149	111	389	130	182
Holm Elementary	81.3%	2.1%	6.3%	4.2%	6.3%
Escambia County School District	72.6%	3.7%	13.1%	4.4%	6.1%



**Individual Support for Teachers with Unsatisfactory or Needs Improvement VAM**

- Holm Elementary hired a resource teacher with their SIG Grant funds to work specifically in 4<sup>th</sup> and 5<sup>th</sup> grade. Although funds have not been released, the District has already allowed the school to fill the position.
- The DA Instructional Review (IR) was conducted on September 28, 2017. All classrooms associated with school accountability were observed and analysis of the teachers’ instructional practices was discussed. No concerns were expressed by the FLDOE DA team members or district-level team members that would necessitate a recommendation for the immediate removal or reassignment of a teacher.
- Individual plans will be created for each teacher with a low VAM score.

**Turnaround Option Plan – Phase 2**  
*for districts planning in 2016-17 for implementation in 2017-18*

**Teachers with a VAM Score of Needs Improvement**

As a result of the adjustments reflected below, Holm Elementary has reduced the school's "Needs Improvement" VAM teacher count to 1/48 (2.1%) at FSA grades.

**Teacher #09767** is moving to 1<sup>st</sup> grade as a co-teacher. She is being moved to 1<sup>st</sup> grade where she taught prior to her NI score. She has been assigned a Consulting Teacher to work on teaching skills and engagement, the Florida Standards and planning, and pacing and delivery.

**Teacher #18696** teaches reading to 5<sup>th</sup> grade. Last year she worked on all subjects, but will focus on teaching ELA/reading this year. She has been assigned a Consulting Teacher to work on teaching skills and engagement, the Florida Standards and planning, pacing/delivery, and she will also receive support from the ELA Instructional Coach.

**Teachers with a VAM Score of Unsatisfactory**

As a result of the adjustments reflected below, Holm Elementary has reduced the school's "Unsatisfactory" VAM teacher count to 2/48 (4.2%) at FSA grades.

**Teacher #11380** is moving to 1<sup>st</sup> and 2<sup>nd</sup> grade ESE inclusion support. She is working with an Instructional Coach on lesson planning and how to interpret data. She has been assigned a Consulting Teacher to work on teaching skills and engagement, the Florida Standards and planning, pacing/delivery.

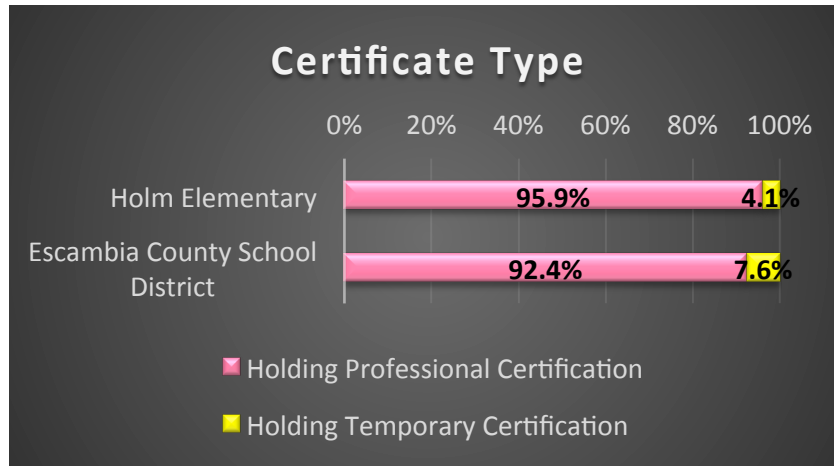
**Teacher #08116** is teaching science to all of the 5<sup>th</sup> grade students. He did this last year and the 5<sup>th</sup> grade science scores moved from a proficiency rate of 29% to a proficiency rate of 38%. The VAM score that has been assigned to him is for mathematics and reading, while his responsibility has been science. He is working with the District's Science Specialist and has been assigned a Consulting Teacher with Highly Effective scores in teaching science in middle school.

**Teacher #21591** is a resource teacher. She has been assigned an Instructional Coach to work on lessons and strategies to help with ELA and Mathematics instruction across grade levels.

**Turnaround Option Plan – Phase 2**  
for districts planning in 2016-17 for implementation in 2017-18

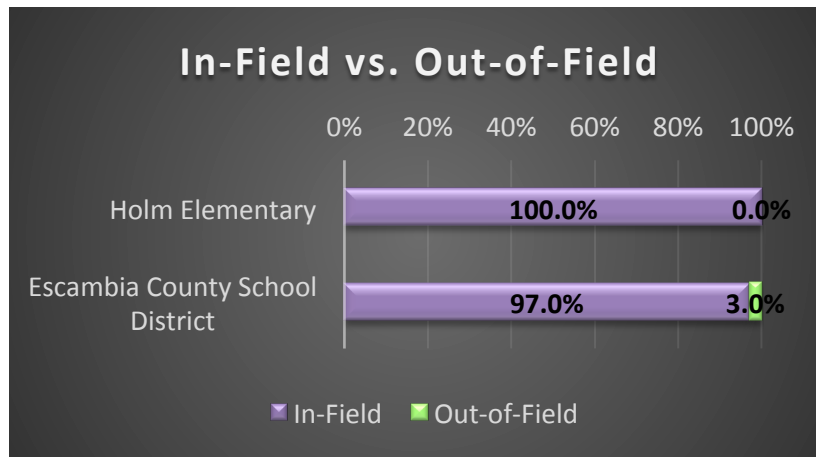
**Certificate Type**

School Name	Holding Professional Certification	Holding Temporary Certification
Holm Elementary	95.9%	4.1%
Escambia County School District	92.4%	7.6%



**In-Field vs. Out-of-Field**

School Name	In-Field	Out-of-Field
Holm Elementary	100.0%	0.0%
Escambia County School District	97.0%	3.0%



**Turnaround Option Plan – Phase 2**  
*for districts planning in 2016-17 for implementation in 2017-18*

**B. Areas of Focus**

**Item 4:** Area(s) of Focus selected by the district based upon the school’s needs assessment.

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> 1. Assessments                | <input type="checkbox"/> 4. School Leadership       |
| <input type="checkbox"/> 2. Instructional Programs                | <input type="checkbox"/> 5. Increased Learning Time |
| <input checked="" type="checkbox"/> 3. Differentiated Instruction |   |

**Item 5:** Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address the selected Area(s) of Focus.

The DLT will work specifically with the Evaluation Services Department to develop an excel file for each school to import the 2017 FSA scores as a percentile, import the results of each STAR assessment as a percentile, then teachers will add the percent correct from each formative and summative assessment that is administered. The DLT will develop school assessment calendars that should include all formative and summative assessments in ELA, math and science to ensure the assessments meet the limitations of the FSA item specifications. In addition, the DLT along with the principal and school leadership team will review this information and data from Accelerated Reader, CommonLit, ReadWorks, Wylie's warm-ups, and ongoing science assessments. Based upon the results of the data, teachers will be provided coaching on lesson plan development aligned with Lesson Study and in-classroom coaching using the attached flow chart process.

School data teams, with district support, will interpret the data they have collected and prepared. In interpreting the data, one generally useful objective is to identify each class’s overall areas of relative strengths and weaknesses so that teachers can allocate instructional time and resources to the content that is most pressing. Another useful objective is to identify students’ individual strengths and weaknesses so that teachers can adapt their assignments, instructional methods, and feedback in ways that address those individual needs. The kinds of changes they choose to implement may include—but are not limited to—one or more of the following: allocating more time for topics with which students are struggling; reordering the curriculum to shore up essential skills with which students are struggling; designating particular students to receive additional help with particular skills (i.e., grouping or regrouping students); through Lesson Study attempting new ways of teaching difficult or complex concepts, especially based on best practices identified by teaching colleagues; better aligning performance expectations among classrooms or between grade levels; and/or better aligning curricular emphasis among grade levels.

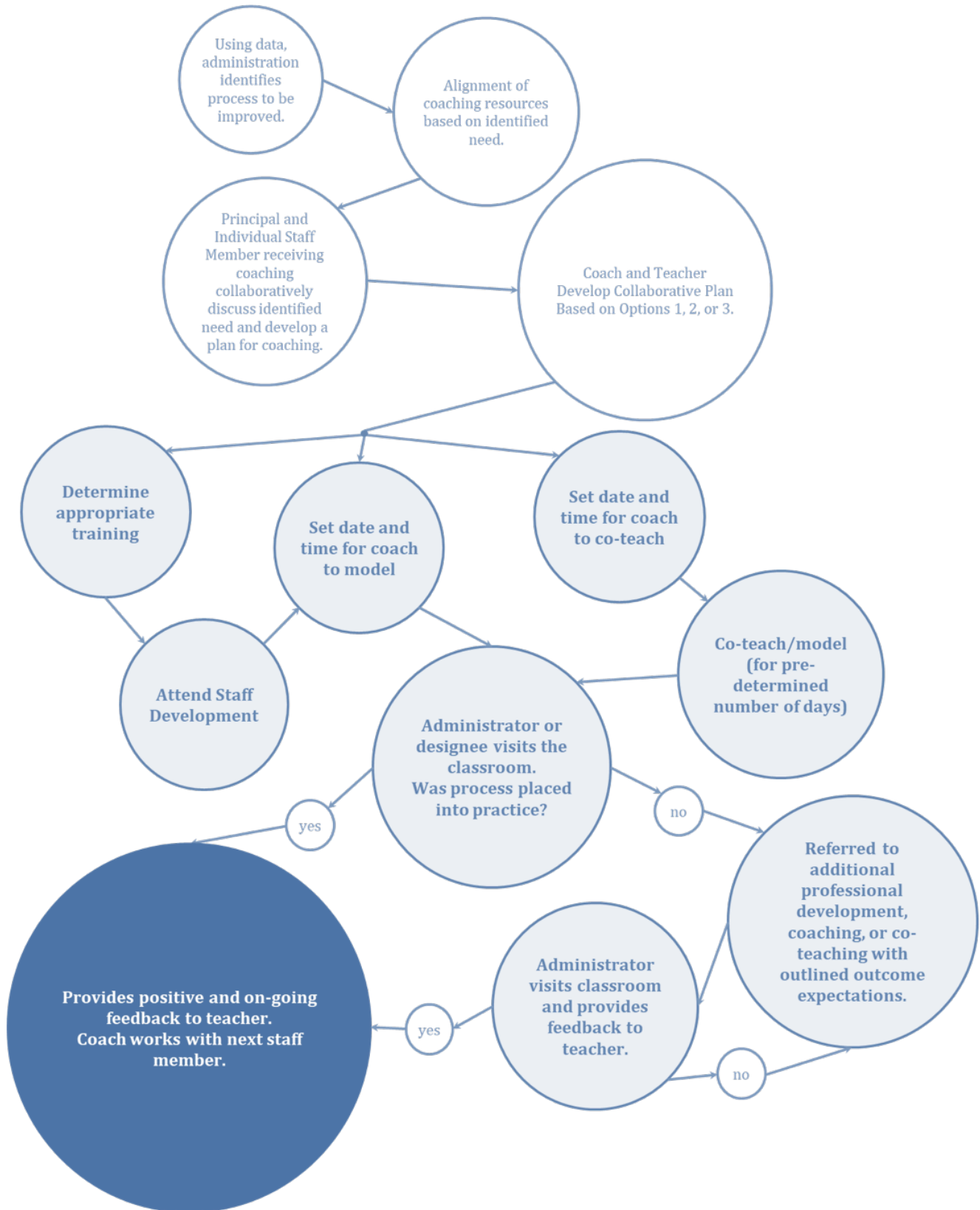
## **Turnaround Option Plan – Phase 2**

*for districts planning in 2016-17 for implementation in 2017-18*

Classroom instruction and the content must be aligned and be featured at the center of every lesson to ensure that teaching is to the standards. Aligned instructional practice can be observed when the content and teacher's instructional choices allow students to get to the full intent of the standards. Schools will utilize the instructional practice guides developed by Student Achievement Partners. Using these instructional practice guides as a tool for classroom walkthroughs will allow focus on the specific actions teachers and students take to address the key shifts required by the standards and the FSA item specifications.

# Data Driven Coaching

A Process for Teacher Coaching to Increase Student Achievement



**Turnaround Option Plan – Phase 2**  
*for districts planning in 2016-17 for implementation in 2017-18*

English Language Arts (ELA)

The English Language Arts Department provides the elementary turnaround schools professional development, resources, instructional coaching, and intervention support. Professional development includes Comprehension Instructional Sequence (CIS), writing instruction, use of STAR data, differentiated small group instruction with the use of the Beverly Tyner model, Daily 5 Structures, and SRA, and standards-based instruction planning. Resources provided include a decision tree for deciding interventions, lesson plans for reading of complex texts and text-based writing, SRA materials, curriculum frameworks, and Tyner small group instruction materials.

As a function of professional development and instructional coaching, STAR reports will be analyzed with school leadership, teachers, and grade level teams to determine instructional plans for groups and individuals. Schools will receive training on use of the reports after the first assessment window, district data teams will meet monthly thereafter, and school based coaching will occur after each assessment window.

Holm Elementary receives instructional coaching and standards based planning from a teacher on special assignment with the English Language Arts Department.

Mathematics

Utilizing the STAR assessment and the Unit Assessments in Schoolnet, collaborative data discussions will occur with all stakeholders: students, teachers, Mathematics Specialist and/or Teacher on Special Assignment, district curriculum coaches, and administrators. Through the conversations, instructional decisions for small group implementation will occur for the teachers. This will include reflection of what worked, what did not work, and what the next steps need to be to ensure opportunity for growth and success for all students.

Standard based planning, small groups, and assessments will be the target for professional development with an emphasis on rigor in the classroom. Rigor in mathematics is defined as Conceptual Understanding, Procedural Skill and Fluency, and Application. Through the planning component, teachers will be guided to utilize the following documents to unpack and pack the standards for mastery; Standards document, Item Specifications, and Achievement Level Descriptors. During the planning, resources will be shared and analyzed for the best use of differentiation with the students in order to meet their needs for growth. Utilizing resources from Everglades K-12, Learnzillion, and Engage NY, teachers will have the opportunity to ensure differentiation for the students.

District coaches have been provided in order to support teachers in personal growth. The coaching model will include but not limited to: modeling, co-teaching, peer watch, planning, reflection and resource collaborating.



**Turnaround Option Plan – Phase 2**  
*for districts planning in 2016-17 for implementation in 2017-18*

Science

Unit assessments for science will be provided for 3<sup>rd</sup> – 5<sup>th</sup> grades on Schoolnet. Follow up will be done with schools in a collaborative standards-based conversation. The results of the unit assessments will be analyzed for what worked, what didn't work, what are the next steps in moving forward with pacing, as well as differentiating instruction and remediation for students who didn't master the standards.

Standard-based planning will be the focus for 5<sup>th</sup> grade teachers. This will target the components of the standards, what specifically the students need to learn, projections of possible struggles students might face in mastering these standards and planning in order to overcome these struggles for each unit. During this planning teachers will be working on how to explore literacy components, science standards, and writing. The Science Specialist will meet with turnaround schools on a bi-monthly basis for this planning.

The science curricula that has been provided for kindergarten – 5<sup>th</sup> grade teachers has integrated other literacy components to track progress monitoring including Readworks data from outlined text that meets the Lexile level of complex text and other sources like Newsela, and Science News, and CIS lessons provided by the ELA Department.