



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).

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Montclair Elementary School - 0361

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: MONTCLAIR 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 ≥ 3)	18	30	24	N/A	N/A	N/A
Learning Gains	29	46				N/A
Lowest Quartile Learning Gains	45	29				
Total Points Earned By Your School / Points Possible:				221/700		
% of Possible Points Earned By Your School:				31.6%		
School Grade for 2016-2017:				D		
2015-2016 School Grade Components: MONTCLAIR 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 ≥ 3)	14	23	16	N/A	N/A	N/A
Learning Gains	30	31				N/A
Lowest Quartile Learning Gains	41	52				
Total Points Earned By Your School / Points Possible:				207/700		
% of Possible Points Earned By Your School:				29.6%		
School Grade for 2015-2016:				F		

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2014-2015 School Grade Components: MONTCLAIR 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 ≥ 3)	17	23	29	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:				69/300		
% of Possible Points Earned By Your School:				23.0%		

2016-2017 Learning Gains: MONTCLAIR 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	6	0	18	5.56	30	26.67
MATH	5	0	8	12.5	21	14.29

	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	12	41.67	5	40
MATH	11	45.45	12	41.67

	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	8	75	2	100	1	100
MATH	17	100	7	100	0	N/A

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Montclair Elementary is a small elementary school with approximately 350 students located in an urban community in Pensacola, Florida. 96% of the students at Montclair Elementary are classified as minority, and under the Community Eligibility Program the entire student body qualifies for free lunch and free breakfast. Montclair is a neighborhood school that has close to 80% of its student body living within walking distance of the school. The community surrounding the school is primarily minority with a large portion of families living in extreme poverty with a high crime rate. Montclair Elementary has a large faculty turnover each year with close to 50% of the teachers having less than 5 years teaching experience.

The 2016-2017 Advanced Ed Accreditation stakeholder surveys were an integral part of planning Montclair's Turnaround Option Plan. The school based leadership team at Montclair plans to continue to build on the strengths listed from the parent, staff, and student surveys as well as improve on areas of growth identified. Stakeholder surveys identified building trust and community buy-in as an area to improve. According to the accreditation results Montclair's area of notable achievement are as follows:

Parent Surveys: Standard 4 Indicator 3.06

-Teachers implement the school's instructional process in support of student learning.

Staff Surveys: Standard 1 Indicator 1.3

-School's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Student Surveys: Standard 3 Indicator 3.6 and Standard 5 Indicator 5.4

-Teachers implement the school's instructional process in support of student learning.

-The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for success at the next level.

Montclair has made tremendous strides in improving the culture of the school. The entire faculty and staff have been trained in Capturing Kid's Hearts (CKH) and the Positive Behavior Support System (PBS). Through CKH and PBS, we have built a community where all stakeholders are valued and there is an increase in parent and community support of the school. Montclair will also implement Academic Parent-Teacher Teams (APPT) to increase parent knowledge and involvement in curriculum and student data. During the 2016-2017 school year, Children's Home Society (CHS) partnered with Montclair Elementary and provided free counseling to both Montclair students and parents. The amount of time the CHS therapist spends at Montclair is based on the commitment they garner from parents and the caseload they can foster. CHS is now on campus two days a week to provide services to Montclair families, and hope to increase their services to five days a week this school year. This year, Montclair will also implement the social skills curriculum, LEAPS, to teach students appropriate behavior and social skills.

There is a notable increase in student engagement in the classrooms at Montclair. Students are taking a more active role in learning, and teachers are allowing more freedom in student learning. The teachers have participated in intentional trainings over the past few years to give them the tools needed to provide teaching opportunities for students that demand student engagement and have increased rigor. Most recently, teachers have participated in Thinking Maps Training, Comprehension Instructional Sequence (CIS), Standards Based Instruction, Kagan Strategies, SRA Reading Mastery training, and professional development on how to pull

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rigorous small groups. FSA sub level learning gains data from the 2016-2017 school year reflect stronger learning gains within level 2 and above as compared to students within level 1. More specifically, learning gains for students within level 2 are 41% for reading and 43% for math; learning gains for students within levels 3 and above are 82% for reading and 100% for math.

The principal plans to continue to increase the amount of academic enrichment provided to more advanced students. This school year, they will double the number of advanced classes to four, and cover 2nd-5th grade. Students in the advanced class are currently performing on grade level, or just below grade level. Students assigned to advanced classes are instructed throughout the day at a more rigorous pace and level to accelerate them to all perform on and above grade level. Montclair has also restructured the ESE service delivery model to inclusion, rather than resource. Exposing ESE students to grade level curriculum while providing support, will enable the students to make catch up growth while learning grade level content. This year, remediation teachers and tutors will be utilized to work with level 1 students to increase learning gains for the most struggling students. Montclair has also been assigned 2 yearlong interns through a partnership with the University of West Florida.

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

The District Leadership Team (DLT) has determined that the best initial turnaround plan for Montclair 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. Montclair Elementary has been assigned the following Champions: Norm Ross, Deputy Superintendent and Lisa Joyner, Coordinator of Student Services. 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 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

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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.

Ms. Hollie Wilkins is beginning her 2nd year as principal at Montclair Elementary and her 8th year as a principal for the Escambia County School District. She began her teaching career as a yearlong intern at A.A. Dixon Elementary School. During her yearlong internship, Dixon Elementary was identified as an F school and was one of the first voucher schools in the state of Florida. During this time as an intern she became passionate about helping students who live in high poverty and decided to remain as a teacher at Dixon Elementary School upon her college graduation. Ms. Wilkins completed her first few years of teaching at Dixon Elementary. The school was forced to close at the end of her third year, and eventually converted into a charter school. After her time at Dixon Elementary, she taught and eventually became the Assistant Principal at Scenic Heights Elementary School. During her time at Scenic Heights, she was also a trainer for Just Read Florida until becoming the principal at Bellview Elementary. As principal at Bellview, she transitioned the school from FCAT to FCAT 2.0 and to FSA with school grades ranging from a C to an A. During Ms. Wilkin's last year as principal at Bellview, she felt called to return to a school that serves students in high poverty like the students of A.A. Dixon Elementary School. After speaking with Mr. Malcolm Thomas, Superintendent of Escambia County Schools, Ms. Wilkins was transferred to Montclair Elementary for the 2016-2017 school year. After one year as principal at Montclair Elementary School, the school grade moved from an F to a D. This year Ms. Wilkin and her team at Montclair are focused on continued growth and student progress and are determined to earn a school grade of C.

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Mrs. Dawn Morris is a first year assistant principal and will be serving her first year at Montclair Elementary. Mrs. Morris spent 4 years teaching in high poverty schools before finishing out her classroom experience at Jim Allen Elementary School, a Title One rural school. During her teaching career at Jim Allen, she was invited to work with the DOE on standards setting and item review for the FCAT Reading. She also served several years as a Range Finder for the writing assessment and worked on the transition from FCAT writing to FSA writing. During the 2015-2017 school years, she served as the curriculum coordinator at Myrtle Grove Elementary. While at Myrtle Grove, she worked with teachers to improve instructional practices and provide assistance in the shift to standards based teaching. Mrs. Morris also worked to make Myrtle Grove a part of the community by reaching out to partners to provide support for school events that engaged families in the learning process.

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.

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.

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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.

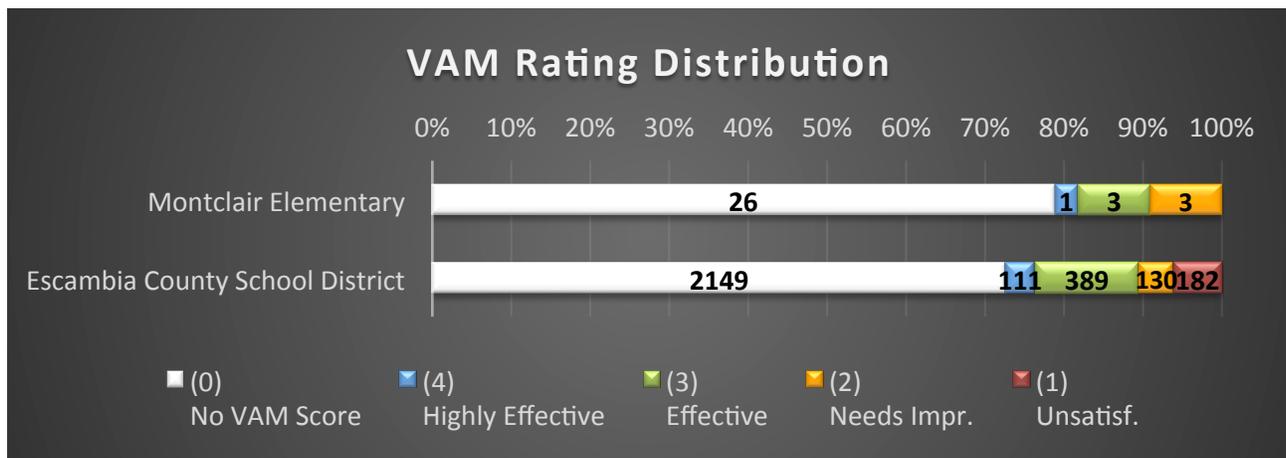
Consulting Teachers and Instructional Coaches will work with their assigned teachers twice a week, and they are on call Monday – Thursday in the evenings for help with lesson development, student data analysis, curriculum alignment, and/or counseling.

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.

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VAM Rating Distribution

School Name	(0) No VAM Score	(4) Highly Effective	(3) Effective	(2) Needs Impr.	(1) Unsatisf.
Montclair Elementary	26	1	3	3	0
Escambia County School District	2149	111	389	130	182
Montclair Elementary	78.8%	3.0%	9.1%	9.1%	0.0%
Escambia County School District	72.6%	3.7%	13.1%	4.4%	6.1%



Individual Support for Teachers with Unsatisfactory VAM

- No teachers at Montclair Elementary had a three year aggregate of Unsatisfactory on VAM

Individual Support for Teachers with Needs Improvement VAM

- 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.

Teacher #26698 teaches 5th grade. He was moved to 5th grade from an ESE Resource Position. This teacher is working closely on his planning and teaching skills with the DA School Administrator on Special Assignment. He is also working with the onsite Instructional Coach who was a trained and certified Highly Effective Consulting Teacher for five years and works full time at Montclair Elementary supporting teachers.

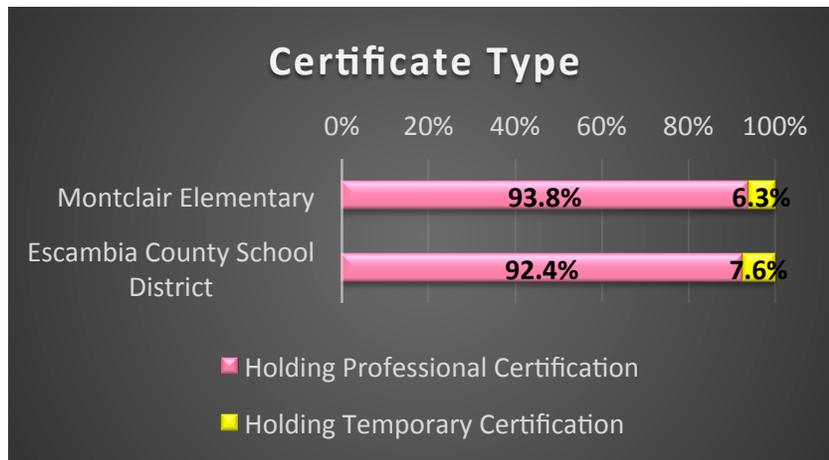
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Teacher #54020 teaches a 5th grade behavior unit, and this class will be limited to no more than ten students. The principal sites improvement in her performance beginning in early February of last year, and she was given extra supports and trainings to prepare for her new assignment this fall. She is supported by subject area coaches in mathematics, science, and reading. This teacher is working closely on his planning and teaching skills with the DA School Administrator on Special Assignment. He is also working with the onsite Instructional Coach who was a trained and certified Highly Effective Consulting Teacher for five years and works full time at Montclair Elementary supporting teachers.

Teacher #51181 teaches 4th grade. She taught 5th grade last year. This year the principal has intentionally limited her class size to no more than sixteen students so she can provide more individualized instruction with her 4th graders. This teacher is working closely on her planning and teaching skills with the DA School Administrator on Special Assignment. She is also working with the onsite Instructional Coach who was a trained and certified Highly Effective Consulting Teacher for five years and works full time at Montclair Elementary supporting teachers.

Certificate Type

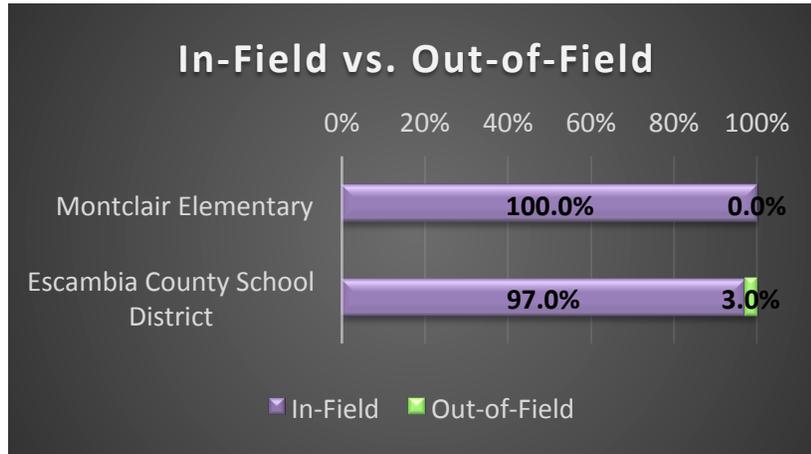
School Name	Holding Professional Certification	Holding Temporary Certification
Montclair Elementary	93.8%	6.3%
Escambia County School District	92.4%	7.6%



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In-Field vs. Out-of-Field

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



B. Areas of Focus

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

- 1. Assessments
- 2. Instructional Programs
- 3. Differentiated Instruction
- 4. School Leadership
- 5. Increased Learning Time

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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.

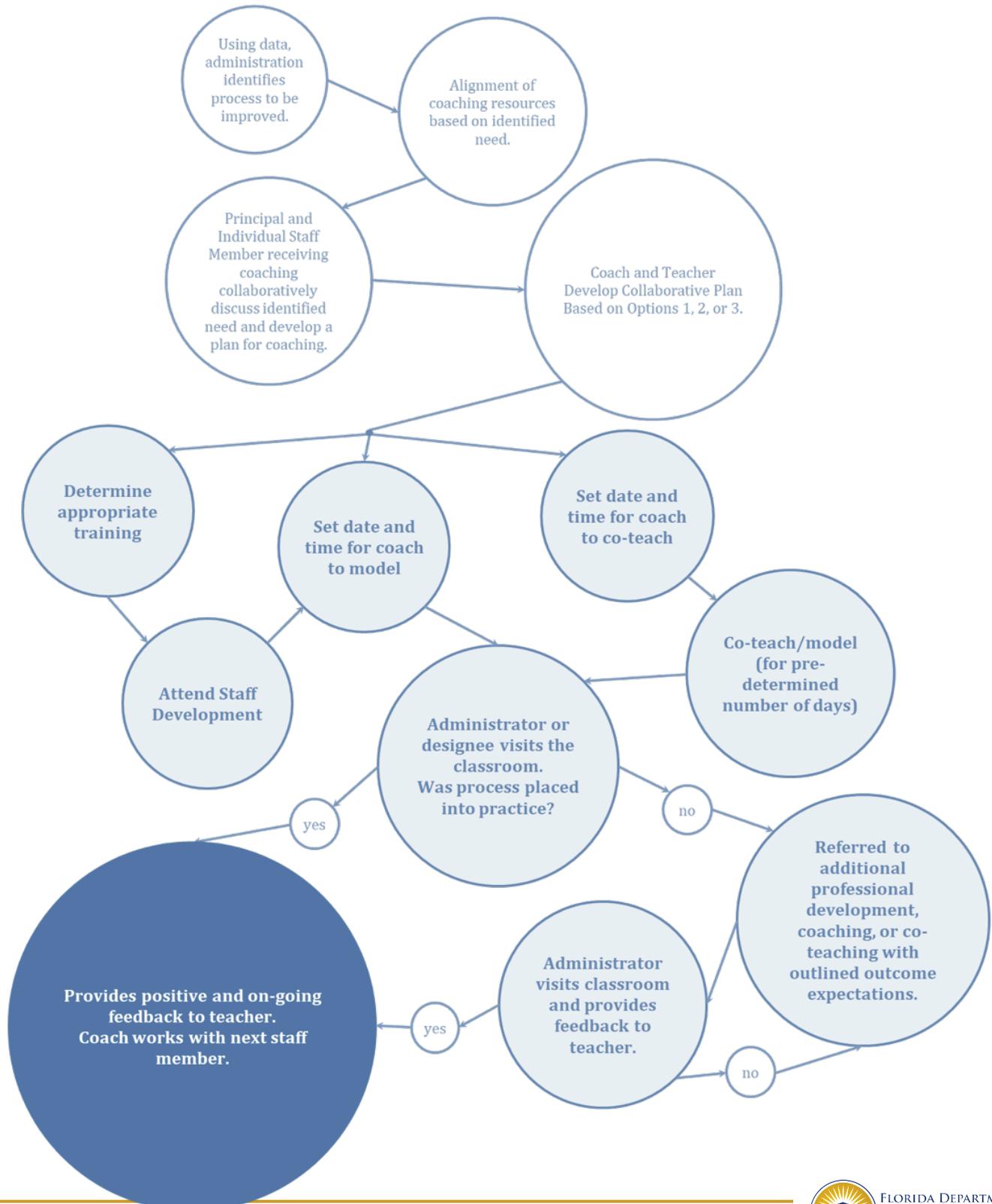
School data teams, with district support, will interpret the data they have collected and prepared. In interpreting the data, one generally useful objective is to identify each class's overall areas of relative strengths and weaknesses so that teachers can allocate instructional time and resources to 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.

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.

At Montclair Elementary, all student data is tracked on an Excel Spreadsheet. Data is reviewed every ten days and adjustments to curriculum and/or student placement are continuously made according to data. This year advanced classes have expanded to include 2nd through 5th grade. Three general education behavior units have been created to assist students with ongoing behavioral issues and social skills deficits. Teachers have been chosen to teach specific classes (Inclusion Classes, General Education Classes, Behavior Units, and Advanced Classes) based on data, observed strengths, and teacher passion.

Data Driven Coaching

A Process for Teacher Coaching to Increase Student Achievement



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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.

Montclair Elementary receives SRA coaching and materials for differentiated small group instruction, including placement testing, grouping, and data collection. They also receive instructional coaching 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.

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Science

Unit assessments for science will be provided for 3rd – 5th 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 5th 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 – 5th 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.

Montclair Elementary
Plan for Use of Resources and Services
Provided by the Standards Institute, TNTP, & District Staff

Professional Development for District Staff Supporting Montclair Elementary

District staff attended the Standards Institute during June 26 - 30, 2017. District staff received intensive training on the three instructional shifts required of the ELA and Math Standards. Additionally, the Standards Institute provided research and training concerning the “Equity Gap” and how to help all learners meet the Standards through scaffolded instruction. The Standards Institute reviewed and provided feedback about our district curriculum frameworks and its alignment to the Standards along with calibration for meeting the rigor and expectations of the Standards. Our district staff made adjustments to our curriculum frameworks based on recommendations made by the Standards Institute.

District staff has been working with TNTP since November of 2016. TNTP provided training to district and school-based staff about the ELA and Math Standards and the shifts associated with the ELA and Math Standards. TNTP guided district staff to develop a Curriculum Diagnostic Snapshot Tool (CDS Tool), designed for reviewing the curriculum and tasks students are using to learn and demonstrate mastery of the Standards. TNTP will provided training for Montclair Elementary on the use of the district CDS Tool as well as the newly created district CDS Tool website that contains a collection of resources to help teachers plan more effectively for Standards-based instruction.

District staff has attended a variety of FADSS-EET convenes focusing on the ELA and Math Standards and the three instructional shifts associated with the each of them. Additionally, district staff received training on how to create and implement a process to assess and select instructional materials that are highly aligned to the Standards, at the rigor and expectations set in the Standards.

Professional Development for Teachers at Montclair Elementary

The mission of district staff is to empower teachers and provide coaching support through training and guided planning, using the resources provided by the Standards Institute, TNTP, and our district curriculum frameworks. Weekly support activities at Montclair Elementary include, but are not limited to: PLCs, grade level meetings, school faculty meetings, subject area representative meetings, district inservice days, and embedded professional development from the Director of Professional Learning, Subject Area Specialists, Math Coach, ELA Teachers on Special Assignment (TSA), & the Science TSA.

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Timeline of Past, Current, and Future Support Services Related to the Standards	
March - October, 2017	District staff collaborated with TNTP staff to develop a district CDS Tool for use with the ELA, Math, Science, and Social Studies curriculum, focusing on the instructional shifts associated with the Florida ELA and Math Standards.
June 26 - 30, 2017	A team of nine people, comprised of district staff and classroom teachers, attended The Standards Institute during the summer of 2017. Attendees participated in the ELA, Math, and Leadership pathways.
July 24, 2017	District staff provided introductory training at the annual Administrators' Conference to school-based and district administrators, as well as 150 teacher leaders, on the instructional shifts that the Florida ELA and Math Standards require.
October 4 - 6, 2017	TNTP provided training on the use of the district's CDS Tool and an overview of the instructional shifts that the Florida ELA and Math Standards require. Training was provided to district staff, START Consulting Teachers, and building administrators of schools that served as clinical schools for our Curriculum Diagnostic Snapshot
October 31 - November 3, 2017	TNTP will provide training on the use of the district developed CDS Tool and an overview of the instructional shifts that the Florida ELA and Math Standards require to district staff and building administrators of Montclair Elementary.
November 9, 2017	District staff will provide an introductory training at the November Principals' Meeting on the resources available on the district's newly created CDS Tool website https://ecsd-fl.schoolloop.com/cs .
December 1, 2017	TNTP staff and district staff will provide training for all elementary principals in regards to the three instructional shifts for Florida ELA and Math Standards, How to provide "equitable" instruction for all learners, and practice using the district's CDS Tool and the district's newly created CDS Tool resource website (more in depth than the introductory training during the November Principals' Meeting).
December 4 - 7, 2017	TNTP will provide a follow-up training and classroom visits using the district's CDS Tool for Montclair Elementary.

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Note about the Curriculum Diagnostic Snapshot Tool

Although the CDS Tool is based on ELA and Math Standards and the three shifts required of these Standards, the district added items to the CDS Tool for use in Science and Social Studies classrooms, with the focus on the application of the three shifts in ELA applied to the Science and Social Studies Standards and Benchmarks.

TNTP Curriculum Diagnostic Snapshot

Support provided by:

- TNTP
- ECSD Subject Area Specialists for ELA, Math, Science, & Social Studies
- ECSD Curriculum Teachers on Special Assignment for ELA, Math, Science
- ECSD Math Coaches
- ECSD Director of Professional Learning
- Administrator on Special Assignment for Montclair Elementary

Detail Planning for TNTP Curriculum Diagnostic Snapshot Scheduled for Montclair Elementary

October 31, 2017 and December 4, 2017	TNTP & district staff will provide professional development for Montclair Elementary administrators about the Instructional Shifts for ELA and Math and the use of the Curriculum Diagnostic Snapshot tool and the ECSD CDS website https://ecsd-fl.schoolloop.com/cs . On December 4th, Montclair Elementary administration team will be provided guided practice in the use of the three shifts called for in the Florida ELA and Math Standards.
November 1, 2017 and December 5, 2017	TNTP Curriculum Diagnostic Snapshot visit focused on ELA Standards for Grades K-5 at Montclair Elementary
November 2, 2017 and December 6, 2017	TNTP Curriculum Diagnostic Snapshot visit focused on Math Standards for Grades K-5 at Montclair Elementary
November 3, 2017 and December 7, 2017	Report out to district staff and administrators from each school at Spencer Bibbs Center, room 146, Elmer Jenkins Training Building
November 12 - 14, 2017 and January 2, 2018	Provide guided planning with teachers in grades 3 - 5 based on the results from TNTP Curriculum Diagnostic Snapshot visits. On January 2nd, teachers from Montclair Elementary will participate in a guided planning session during the District Inservice Day.

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Schedules for additional Curriculum Diagnostic Snapshot Visits & Guided Planning at Montclair Elementary for Grades 3-5 ELA, Math, & Science

# Wks	Week of	Activities for Montclair Elementary
1	October 30, 2017	TNTP & Grade 5 Science PLC
2	November 6, 2017	ELA, Math, & Science Department.
3	November 13, 2017	ELA, PLC & Math, & Science Department.
4	November 20, 2017	ELA, Math, & Science Department.
5	November 27, 2017	Math PLC
6	December 4, 2017	TNTP & ELA PLC
7	December 11, 2017	ELA, Math, & Science Department
8	December 18, 2017	ELA, Math, & Science Department
9	January 1, 2018	*District Inservice Day & Grade 5 Science PLC
10	January 8, 2018	ELA, Math & Science PLC
11	January 15, 2018	Raise the Bar Conference and ELA, Math, & Science Department
12	January 22, 2018	ELA, Math, & Science Department
13	January 29, 2018	ELA, Math, & Science Department
14	February 5, 2018	ELA PLC & Grade 5 Science PLC
15	February 12, 2018	ELA, Math, & Science Department
16	February 19, 2018	*District Inservice Day & Math PLC
17	February 26, 2018	ELA, Math, & Science Department

***District Inservice Day** - Mandatory that all Montclair Elementary teachers in grades 3 - 5 and administrators attend a district led guided planning session during the District Inservice Day.

ELA, Math, & Science PLCs - Mandatory that at least one teacher from each grade level in grades 3 - 5 at Montclair Elementary will attend the district PLCs for ELA, Math, and one fifth grade teacher for Science PLC. The Specialists' PLCs are focused on Standards, Shifts, and Depth of Knowledge (DOK).

Raise the Bar Conference - A district conference for ELA & Math teachers. Breakout sessions are based on resources provided from the Standards Institute, TNTP, and State/National ELA & Math Conferences all focused on helping teachers understand and apply the three instructional shifts associated with the Florida ELA & Math Standards.