



## 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

**Myrtle Grove Elementary School - 0371**

**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: MYRTLE GROVE 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 $\geq 3$ )	45	38	36	N/A	N/A	N/A
Learning Gains	36	28				N/A
Lowest Quartile Learning Gains	14	18				
Total Points Earned By Your School / Points Possible:				215/700		
% of Possible Points Earned By Your School:				30.7%		
School Grade for 2016-2017:				F		
2015-2016 School Grade Components: MYRTLE GROVE 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 $\geq 3$ )	40	44	44	N/A	N/A	N/A
Learning Gains	41	49				N/A
Lowest Quartile Learning Gains	38	49				
Total Points Earned By Your School / Points Possible:				305/700		
% of Possible Points Earned By Your School:				43.6%		
School Grade for 2015-2016:				C		

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2014-2015 School Grade Components: MYRTLE GROVE 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 $\geq 3$ )	42	40	46	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:				128/300		
% of Possible Points Earned By Your School:				42.7%		
School Grade for 2014-2015:				C		

2016-2017 Learning Gains: MYRTLE GROVE 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	8	0	19	0	38	2.63
MATH	12	0	20	5	42	7.14

	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	23	17.39	16	37.5
MATH	21	14.29	14	21.43

	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	40	80	21	66.67	3	100
MATH	35	57.14	18	61.11	5	100

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Myrtle Grove Elementary has been at its current location for 80 years. The enrollment is typically around 615 students in grades Kindergarten through 5<sup>th</sup> Grade. Myrtle Grove has been free breakfast and lunch for the last three years and will continue to provide these services at no cost. There are 32 classroom units at this time with 8 classroom teachers who are new to Myrtle Grove. Four of those are beginning teachers and will have a Consulting Teacher. In all, Myrtle Grove has thirteen faculty/staff members new to the school. Myrtle Grove has had 4 teachers retire and 4 teachers who moved to different parts of the country. The Myrtle Grove leadership team continues to work on increasing parent involvement through PTA, which was reinstated last year after having been non-existent for four year previous. Based on the Studer Education Parent Satisfaction Surveys from May 2017, on a 5-point scale, Myrtle Grove scored an overall mean of 4.29, which was almost the same from the previous year at a 4.28. The areas where parents scored the school higher were that they felt their children were recognized for good work and that their child's learning is a priority. However, they also felt that they didn't receive enough positive phone calls or notes about their child. Myrtle Grove is a Capturing Kids Hearts school, as well as a Positive Behavior Support school. Myrtle Grove has Professional Learning Communities, which meet on a weekly basis. This year a Math/Science Coach who will be working with the faculty two days each week. The District Subject Area Specialists will also be coming in to do classroom walk-throughs with school administration to determine level of needs.

Myrtle Grove has worked as a school the past few years to have small group instruction in ELA and Math to increase student engagement. Based on the 2017 FSA ELA, 80% of students scoring Level 3, 67% scoring Level 4, and 100% of students scoring Level 5 made Learning Gains. However, 0% of students scoring a Low or Mid-Level 1, and 3% of students scoring a high Level 1 made Learning Gains. Of the students scoring a Low-Level 2, 17% made Learning Gains and students scoring High-Level 2, 37% made Learning Gains.

Likewise, in reviewing the 2017 FSA Math data, 57% scoring Level 3, 61% scoring Level 4, and 100% scoring Level 5 made Learning Gains. However, 0% students scoring in Low-Level 1, 5% scoring Mid-Level 1, 7% scoring High-Level 1, 14% scoring Low-Level 2, and 21% scoring High-Level 2 made Learning Gains. Therefore, professional development will be offered for standards based instruction and centers for small group activities.

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

The District Leadership Team (DLT) has determined that the best initial turnaround plan for Myrtle Grove 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. 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.

Each turnaround school has been assigned an Executive Champion and a District Champion. Myrtle Grove Elementary has been assigned the following Champions: Norm Ross, Deputy Superintendent and Kim Edmonds, Assistant Director of Title 1. 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 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

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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***

Ms. Robin Maloy has been the principal of Myrtle Grove Elementary since July 1, 2013. Ms. Maloy began teaching in the Escambia County School District in August 1988, where she taught at Scenic Heights Elementary for 21 years. Throughout those years, she taught kindergarten, first, second, and third grades. While Ms. Maloy enjoyed teaching, she desired to make more of an impact on the school community by working at the administrative level. In 2009, she was hired at Longleaf Elementary School for the Curriculum Coordinator position. She worked with all teachers in using assessment data for SuccessMaker computer program to drive their daily classroom instruction. The school grade that year remained at a C. However, she believes because the teachers really began to pay closer attention to the data and use it to find weak areas, the school grade improved to a B the following year. In August 2010, Ms. Maloy served as the Curriculum Coordinator at Pleasant Grove Elementary for one year, then as Assistant Principal for two years. During that time, she facilitated Data Meetings with teachers and students, and provided Professional Development in Reading and Math strategies. Pleasant Grove school grade was a C during her first two years. Her last year serving as Assistant Principal at Pleasant Grove they earned a grade of A. Ms. Maloy then went to Myrtle Grove Elementary as Principal. The morale seemed to be low, but throughout the next several years she has facilitate building a cohesive faculty and staff, and they now have a family atmosphere where everyone feels welcomed. Myrtle Grove Elementary School's grades had been in decline for three years prior to Ms. Maloy becoming Principal, going from B, C, then D. Ms. Maloy's first year at Myrtle Grove, the school earned a grade of F. However, through her leadership they brought the grade up to a C the next year. Myrtle Grove sustained the grade of C for two years.

The Assistant Principal, Anita Gantt, was a teacher for 8 years before becoming a Curriculum Coordinator. She worked in that position for 8 years and has served as an assistant principal in the Escambia County School District for 5 years.

The Curriculum Coordinator, Gina Robinson, is in her first year in an administrative position. Before being selected as Curriculum Coordinator, she taught various grade levels for 21 years.

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***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.

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

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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.

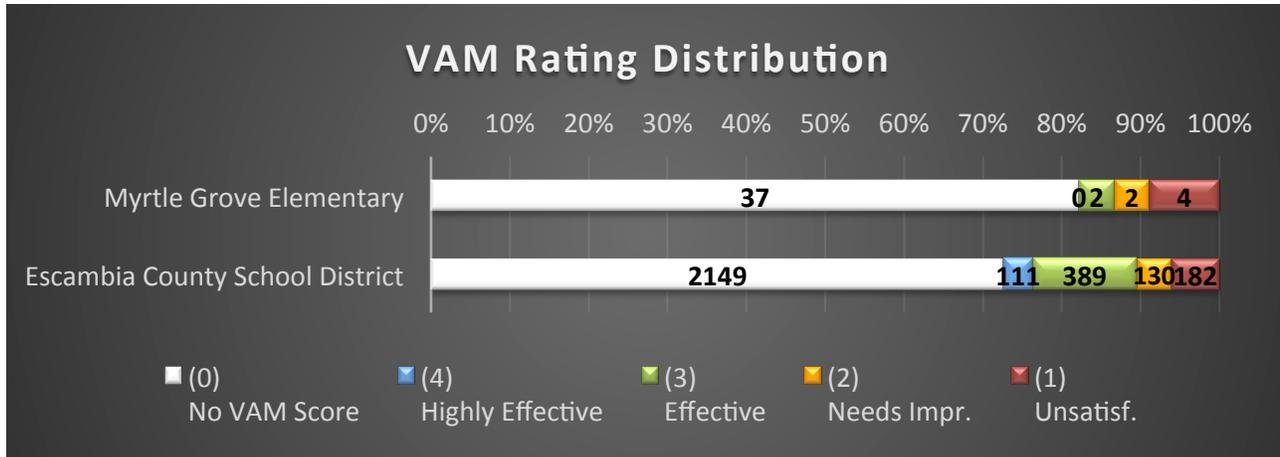
Consulting Teachers and Instructional Coaches will work with their assigned teachers twice a week, and they are on call Monday – Thursday in the evenings for help with lesson development, student data analysis, curriculum alignment, and/or counseling.

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.
Myrtle Grove Elementary	37	0	2	2	4
Escambia County School District	2149	111	389	130	182
Myrtle Grove Elementary	80.4%	0.0%	4.3%	6.5%	8.7%
Escambia County School District	72.6%	3.7%	13.1%	4.4%	6.1%



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

- The 2016 – 2017 school year was the first year in three years that Myrtle Grove Elementary made a grade of F. The two previous years the school made a C letter grade. \*It should be noted that the school was a school grade of F four years ago. The current principal was instrumental in moving the school from F to C.
- In addition to individualized plans for each teacher, Myrtle Grove receives direction, coaching, and training by our Administrator on Special Assignment working with a limited number of DA schools.
- Teacher #55302 and #31599 volunteered to work with students with behavior issues last year. Because of an increase in arguments and severe fights in the surrounding neighborhoods, school behavior with 5<sup>th</sup> grade became an added stress to the school environment. This issue has been dealt with and resolved thanks to a proactive administration, dedicated faculty, and concerned community members.
- The DA Instructional Review (IR) was conducted on September 29, 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.

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

**Teacher #52790** is teaching 5<sup>th</sup> grade science at Myrtle Grove this year. She was on a Leave of Absence last year and taught 5<sup>th</sup> grade at another school the year prior to last year when she received a Needs Improvement. She is working with the District's Science Specialist and Instructional Coach. She has been assigned a Consulting Teacher to work on teaching skills and engagement, the Florida Standards and planning, and pacing and delivery.

**Teacher #55302** is teaching 5<sup>th</sup> grade departmentalized ELA. Last year the 5<sup>th</sup> grade was not departmentalized. She is working with the Elementary ELA Specialist and has been assigned a Consulting Teacher to work on teaching skills and engagement, the Florida Standards and planning, and pacing and delivery.

**Teacher #28310** is teaching 3<sup>rd</sup> grade ESE. This year she is concentrating on one grade, and she is “pushing in” to the classes to work with the students. Last year, she had to pull out students and worked with multiple grades. She has been assigned a Consulting Teacher for coaching and also receives support from the District's ESE staff.

### **Teachers with a VAM Score of Unsatisfactory**

As a result of the adjustments reflected below, Myrtle Grove Elementary has reduced the school's "Unsatisfactory" VAM teacher count to 2/46 (4.3%) at the FSA grade levels.

**Teacher #52861** is teaching Art this year. She taught 1<sup>st</sup> and 4<sup>th</sup> grade in previous years but has been moved to Fine Arts which is consistent with her certification. She is receiving support from the District's Fine Arts Specialist.

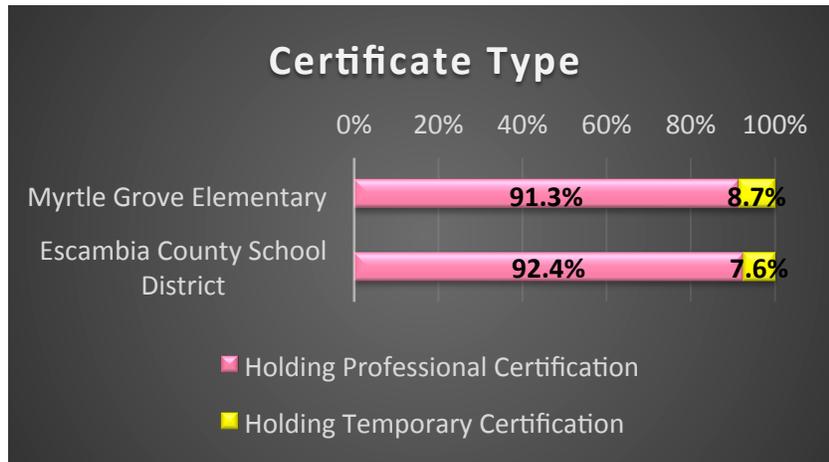
**Teacher #31599** is teaching 5<sup>th</sup> grade mathematics in a departmentalized setting. She taught 5<sup>th</sup> grade last year, but students with behavior issues were added to her classroom because of her skill in deescalating issues with behavior. She has been assigned a Consulting Teacher to work on teaching skills and engagement, the Florida Standards and planning, and pacing and delivery.

**Teacher #22512** is teaching ESE 4<sup>th</sup> and 5<sup>th</sup> grade this year. She has been assigned a Consulting Teacher to work on teaching skills and engagement, the Florida Standards and planning, and pacing and delivery. She also receives support from the District's ESE staff.

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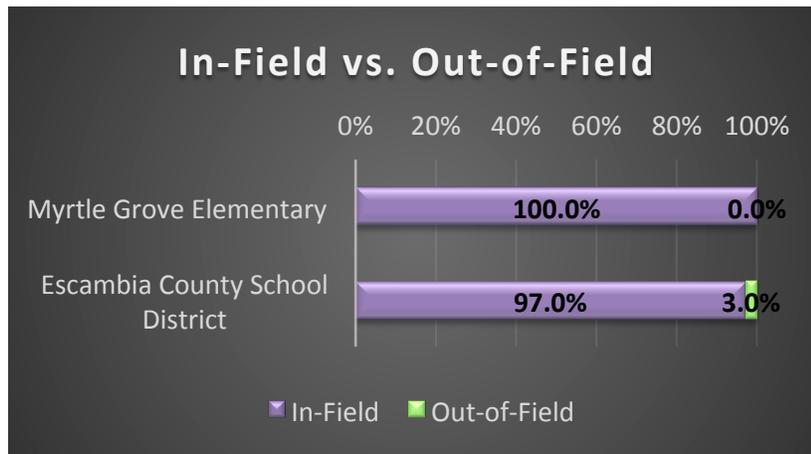
**Certificate Type**

School Name	Holding Professional Certification	Holding Temporary Certification
Myrtle Grove Elementary	91.3%	8.7%
Escambia County School District	92.4%	7.6%



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

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



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**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.

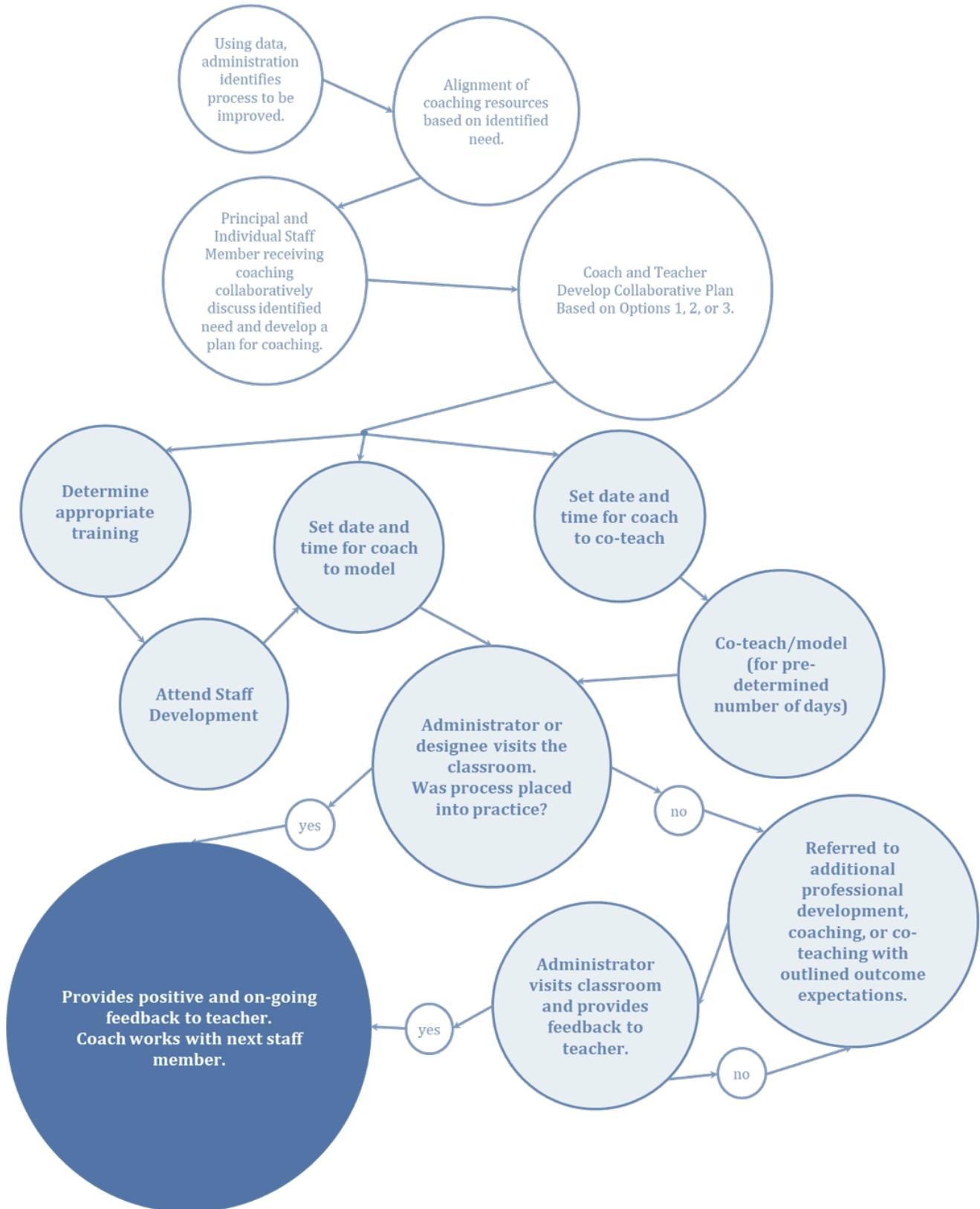
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Classroom instruction and the content must be aligned and be featured at the center of every lesson to ensure that teaching is to the standards. Aligned instructional practice can be observed when the content and teacher’s instructional choices allow 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



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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.

### 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.

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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.

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

**Professional Development for District Staff Supporting Myrtle Grove 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 Myrtle Grove 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 Myrtle Grove 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 Myrtle Grove 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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<b>Timeline of Past, Current, and Future Support Services Related to the Standards</b>	
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.
<b>June 26 - 30, 2017</b>	<b>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.</b>
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 Myrtle Grove 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 <a href="https://ecsd-fl.schoolloop.com/cs">https://ecsd-fl.schoolloop.com/cs</a> .
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 Myrtle Grove Elementary.

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

**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 Myrtle Grove Elementary

**Detail Planning for TNTP Curriculum Diagnostic Snapshot Scheduled for Myrtle Grove Elementary**

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

**Turnaround Option Plan – Phase 2**  
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**Schedules for additional Curriculum Diagnostic Snapshot Visits & Guided Planning at Myrtle Grove Elementary for Grades 3-5 ELA, Math, & Science**

# Wks	Week of	Activities for Myrtle Grove 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	<b>Raise the Bar Conference</b> 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 Myrtle Grove 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 Myrtle Grove 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.