



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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Global Learning Academy - 1281

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: GLOBAL LEARNING ACADEMY						
	English Language Arts (FSA & FSAA)	Mathematics (FSA, EOCs, FSAA)	Science (NGSSS, EOC, FSAA)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (% of students ≥ 3)	28	28	26	N/A	N/A	N/A
Learning Gains	41	37				N/A
Lowest Quartile Learning Gains	33	41				
Total Points Earned By Your School / Points Possible:				234/700		
% of Possible Points Earned By Your School:				33.4%		
School Grade for 2016-2017:				D		
2015-2016 School Grade Components: GLOBAL LEARNING ACADEMY						
	English Language Arts (FSA & FSAA)	Mathematics (FSA, EOCs, FSAA)	Science (NGSSS, EOC, FSAA)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (% of students ≥ 3)	29	32	42	N/A	N/A	N/A
Learning Gains	39	36				N/A
Lowest Quartile Learning Gains	38	46				
Total Points Earned By Your School / Points Possible:				262/700		
% of Possible Points Earned By Your School:				37.4%		
School Grade for 2015-2016:				D		

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2014-2015 School Grade Components: GLOBAL LEARNING ACADEMY						
	English Language Arts (FSA & FSAA)	Mathematics (FSA, EOCs, FSAA)	Science (NGSSS, EOC, FSAA)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (% of students ≥ 3)	32	30	62	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:				124/300		
% of Possible Points Earned By Your School:				41.3%		
School Grade for 2014-2015:				C		

2016-2017 Learning Gains: GLOBAL LEARNING ACADEMY						
	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	12	0	25	8	44	15.91
MATH	14	0	18	16.67	58	17.24

	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	43	41.86	30	40
MATH	30	30	34	35.29

	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	39	87.18	13	84.62	2	100
MATH	39	74.36	11	90.91	3	100

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Global Learning Academy (GLA), located in the heart of downtown Pensacola, is Escambia County's largest Title I elementary school with all 670 students at 100% free and reduced lunch status. Our student population consists of 75% African-American, 11% Caucasian, 7% Hispanic and 7% Multi-Racial students. The faculty and staff composition is 60% Caucasian, 33% African-American, 3% Hispanic and 1% Native American, 1% Multi-Racial, and 1% Asian. Our Leadership in Energy and Environmental Design-certified building (LEED) is 6 years old. GLA was formed from three inner city schools. 100% of the student body of Hallmark Elementary, 100% of Allie Ynuestra ES and 60% of Spencer Bibbs ES were merged to form GLA, which opened in the Fall of 2011. The actual geographic area in which the students live is extensive. Many of GLA's families are impacted by the increasing crime rates in their neighborhoods. Demographics show that the unemployment rate experienced by the parents of GLA students exceeds the state's unemployment rate by an average of 19%. In short, the challenges facing Global's students and families are diverse, numerous, constant, and formidable. These challenges often consume the parents' time to the point that they depend on the school extensively to help form and educate their children as well as meet their basic needs. These challenges are a major factor that leads to inconsistent student achievement and also in the fluctuation of our FSA data. In the 2013-14 and 2014-15 school years GLA achieved a school grade of C. In both 2015-2016 and 2016-17, Global received a school grade of D.

The members of GLA's administration have worked together prior to the merger of the schools in 2011. This has been a source of strength in developing its current faculty and staff and in initiating many strategies to attempt to meet the diverse challenges faced by its students. The school has formed partnerships with individuals, businesses, and community organizations that support the school in addressing some of its challenges. Global Learning Academy works with stakeholders to address the barriers and systematic needs of the school. Mentors are recruited to serve as a champion for identified students who are in need of additional guidance and support. Currently Global has over 70 mentors working one-on-one for an hour weekly with the students. Business Partners aid the school in providing essential resources to support students' educational achievements. Sub West Rotary, a vital business partner from the onset of Global's opening, recently provided funds to the school to purchase FSA study material. They provide funds for software such as Moby Max, an adaptive reading and math program, and they recognize students' good citizenship by acknowledging outstanding citizens monthly.

Perdido Bay United Methodist Church saw the need to inspire students to be engaged in reading. As a result, they wrote a grant that pays for high interest books so that students can compete in the district's Battle of the Books competition. Perdido Bay church members, meet with students bi-weekly to engage in book chats with them.

As a result of the open relationship with the district's Reading Department, Kim Gunn, Reading Teacher on Special Assignment, is working with a novice teacher and a veteran teacher at GLA. Through this relationship, Global hopes to share the passion for teaching of the veteran teacher and to establish a long-lasting teaching career for the novice teacher. Ms. Gunn has recruited a recently retired teacher to work with 2 different teachers in hopes of accomplishing the same previously mentioned goals.

In addition to the extensive mentoring program, GLA has established: a partnership-in-education program that involves over 13 outside groups who provide diverse forms of support; and a large volunteer group of more than 200 people who perform valuable service for the school community. The school has also implemented numerous special programs to strengthen student readiness and to enhance their academic advancement.

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Some of these are SRA, Moby Max, CIS (Comprehensive Instructional Sequence), PLC's, and ECARE (Every Child a Reader in Escambia).

The extensive efforts made by the school to assist its parents and students appear to be recognized and appreciated by them. According to the data gleaned from the Advanced Education Accreditation Report, stakeholders feel that Global has a clear direction in supporting the school's families and addressing both their material and academic needs. The support of technology aids that are abundant throughout the school are helping to achieve the District's 20/20 vision of having a 1:1 program that helps to create a constructive, student-driven classroom and collaborative environment. Parents have expressed within the report that they stay current concerning their students' achievement through data chats and planned conferences using the Student Success Binders. Parents and students are able to monitor students' data and growth on a consistent basis. Additionally, the school has provided Saturday Family Workshops, Report Card Nights, on-line resources, the establishment of a food pantry/clothes and shoe closet to assist the families, and a Backpack Program to provide nutrition for students over the weekend.

An area identified in the report as one that should be revised in order to strengthen the students' academic achievement is the school's discipline policy. Educators and parents agree that the policy should be progressive and more stringent. As a result of the feedback, the GLA leadership team initiated a program of targeted professional development in learning the PBS model and, with this input, developed a Behavior Intervention Plan. The plan will be used to ensure that teachers are working to re-direct students' behavior by using effective behavioral interventions. The school's leadership will provide feedback and support based on the interventions implemented and observations within the classroom.

Another area that presents a need to be addressed is informing stakeholders that our state's educational system is now using the Florida standards to drive the curriculum. For Global, it is important that we continue to educate all stakeholders in the impact this has on daily instruction, student learning and achievement. As all become more engaged in the standards that drive the curriculum, we will attain a clearer vision of how programs compliment the standards, which in turn support the goal of helping students to grow academically.

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

The District Leadership Team (DLT) has determined that the best initial turnaround plan for Global Learning Academy 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 a District Champion. Global Learning Academy has been assigned Dr. Patti Thomas, Director of Elementary 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 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

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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.

Global Learning Academy operates under the leadership of Mrs. Judy La Bounty. Mrs. La Bounty has served the students and faculty at Global Learning Academy for the past 6 years. Previously, Mrs. La Bounty worked as a Reading Coach and then the Elementary Resource Teacher at Hallmark Elementary School for 5 years. In 2009-10, the leadership team of Hallmark Elementary School simultaneously took over the administration of Allie Yniestra School and Mrs. La Bounty continued in her previous role. In 2010-11 she became the Curriculum Coordinator for both schools. Mrs. La Bounty's role on the leadership team at Hallmark was crucial in transforming their school grade from an "F" to an "A". In 2011, Global Learning Academy opened with Mrs. La Bounty serving as its Assistant Principal. She assumed the position of Principal in 2014-15. Mrs. La Bounty heads a strong leadership team, many who accompanied her to GLA from Hallmark and Yniestra schools as did numerous teachers, who have worked together as a team for 12 years. Their presence at Global secured a smooth transition for parents and students, providing them comfort and support beyond the educational borders as they shifted from a smaller school environment to a much larger dynamic.

Mrs. LaBounty, working with Hallmark's successful leadership team, duplicated an equally successful plan of action for Global Learning Academy. Despite the increased challenges at Global: the socio-economic challenges of the students' families; students from different geographic areas mingling to form a new school; and significant student learning deficiencies, the team succeeded in improving the school's grade from a "D" to a "C". When Mrs. La Bounty was appointed Global Learning Academy's Principal, she continued leading and perfecting her own leadership team to maintain the school's "C" performance.

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A glimpse at Mrs. La Bounty's resume clearly reveals her educational experience and expertise. She achieved her educational preparation by completing her first degree in education at UWF, followed by earning a Master's Degree in Educational Leadership from Troy University. She taught for 20 years at a Title I elementary school in Pensacola prior to her move to Hallmark Elementary, preparing her well for the demographic she began to serve in her new position. Her 32 years of educational service spans a myriad of dedicated roles from Teacher to Reading Coach and Elementary Resource Teacher, to Curriculum Coordinator, Assistant Principal, and then Principal. She has dedicated her entire educational career to serving the students of Title I schools. Additional responsibilities Mrs. La Bounty assumed during her career include: union steward, grade level chair, and volunteer/mentor/business partner-in-education coordinator. What is not evident from her professional resume are the extensive hours she has spent motivating the teachers, students, and parents of failing schools to reach for more and better. At GLA, one can witness her process of cultivating relationships with faculty, staff, students and their families to ensure that her efforts are strategically placed where they will best serve our students. Only the GLA family is fortunate enough to observe her constantly and consistently securing the most currently effective and the highest quality of resources for every student, their families, all faculty, staff, bus drivers and volunteers. Mrs. La Bounty's educational experience and expertise is the engine that drives the school and Mrs. La Bounty herself is the soul of Global Learning Academy.

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.

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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.

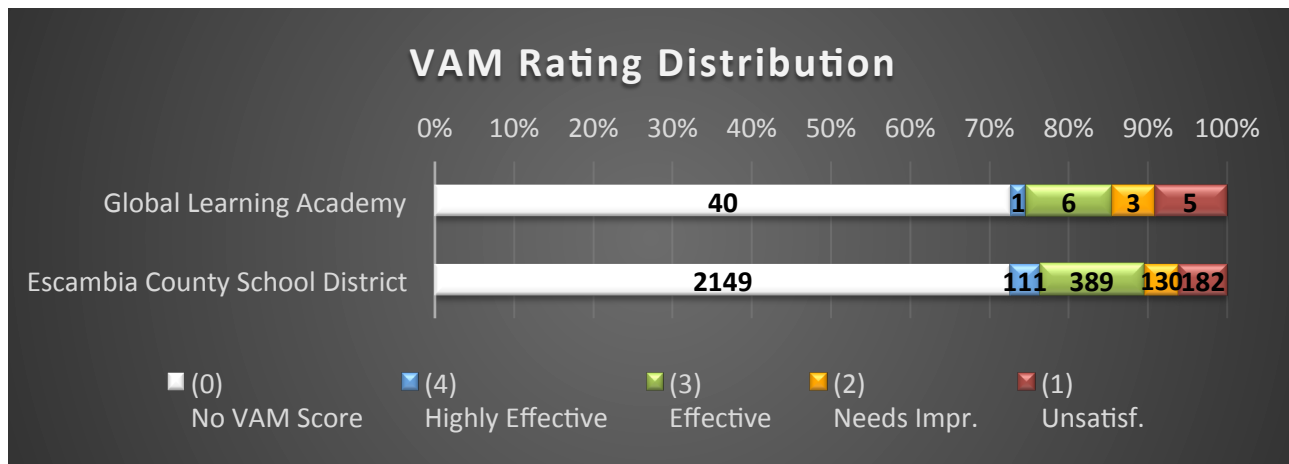
Consulting Teachers and Instructional Coaches will work with their assigned teachers twice a week, and they are on call Monday – Thursday in the evenings for help with lesson development, student data analysis, curriculum alignment, and/or counseling.

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.

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VAM Rating Distribution

School Name	(0) No VAM Score	(4) Highly Effective	(3) Effective	(2) Needs Impr.	(1) Unsatisf.
Global Learning Academy	40	1	6	3	5
Escambia County School District	2149	111	389	130	182
Global Learning Academy	72.7%	1.8%	10.9%	5.5%	9%
Escambia County School District	72.6%	3.7%	13.1%	4.4%	6.1%



Individual Support for Teachers with Unsatisfactory or Needs Improvement VAM

- In addition to individualized plans for each teacher, Global Learning Academy receives direction, coaching, and training by our Administrator on Special Assignment working with a limited number of DA schools.
- 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 conducted. Where appropriate, specific coaching support was discussed to assist teachers. 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 #30365 is teaching 3rd grade. She was teaching 4th grade for the past few years. She has been assigned a Consulting Teacher to work on teaching skills and engagement, the Florida Standards and planning, pacing and delivery. She is also receiving support from District Subject Area Specialists.

Teacher #52828 is teaching 4th grade. He has been assigned a Consulting Teacher to work on teaching skills and engagement, the Florida Standards and planning, and pacing and delivery. He is also receiving support from District Subject Area Specialists.

Teacher #28996 is teaching 3rd grade. 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 direct support from District Subject Area Specialists.

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Teachers with a VAM Score of Unsatisfactory

As a result of the adjustments reflected below, Global Learning Academy has reduced the school's "Unsatisfactory" VAM teacher count to 3/55 (5.5%) in FSA grades.

Teacher #51937 is no longer on the Global Learning Academy staffing roster and no longer works in the Escambia County School District.

Teacher #55563 is a second grade teacher. She taught second grade last year, and is not in an FSA tested grade this year. She has been assigned a Consulting Teacher to work on teaching the Florida Standards and planning, pacing and delivery.

Teacher #05104 is teaching 5th grade science and mathematics. She is working with the District's Science and Mathematics Specialists and has been assigned a Consulting Teacher to work on teaching skills and engagement, the Florida Standards and planning, pacing/delivery.

Teacher #05291 is teaching 3rd grade. She is working with the District's Science and Mathematics Specialists. She has been assigned a Consulting Teacher to work on teaching skills and engagement, the Florida Standards and planning, and pacing and delivery.

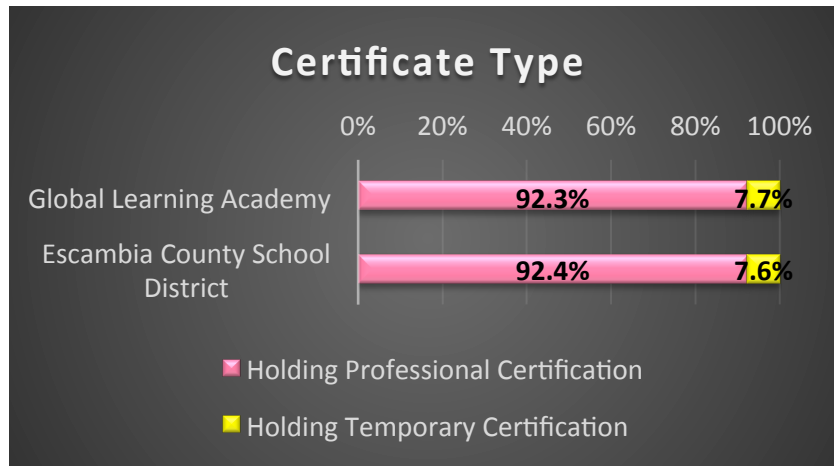
Teacher #54045 is teaching 2nd grade. She is new to Global Elementary and received her Unsatisfactory VAM at an area middle school. She is working with inclusion mathematics and has support from the District Subject Area Mathematics Instructional Coach.

Teacher #56711 is teaching 3rd grade and came to us after working in another Florida school district. She has support of the 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.

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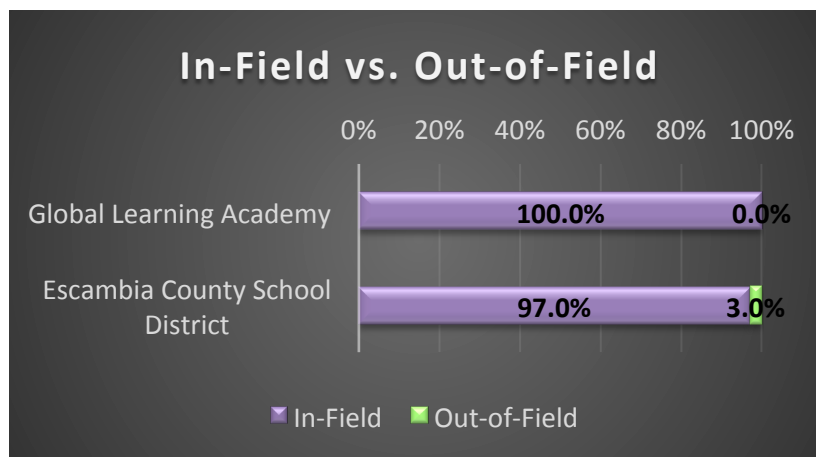
Certificate Type

School Name	Holding Professional Certification	Holding Temporary Certification
Global Learning Academy	92.3%	7.7%
Escambia County School District	92.4%	7.6%



In-Field vs. Out-of-Field

School Name	In-Field	Out-of-Field
Global Learning Academy	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.

- | | |
|---|---|
| <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.

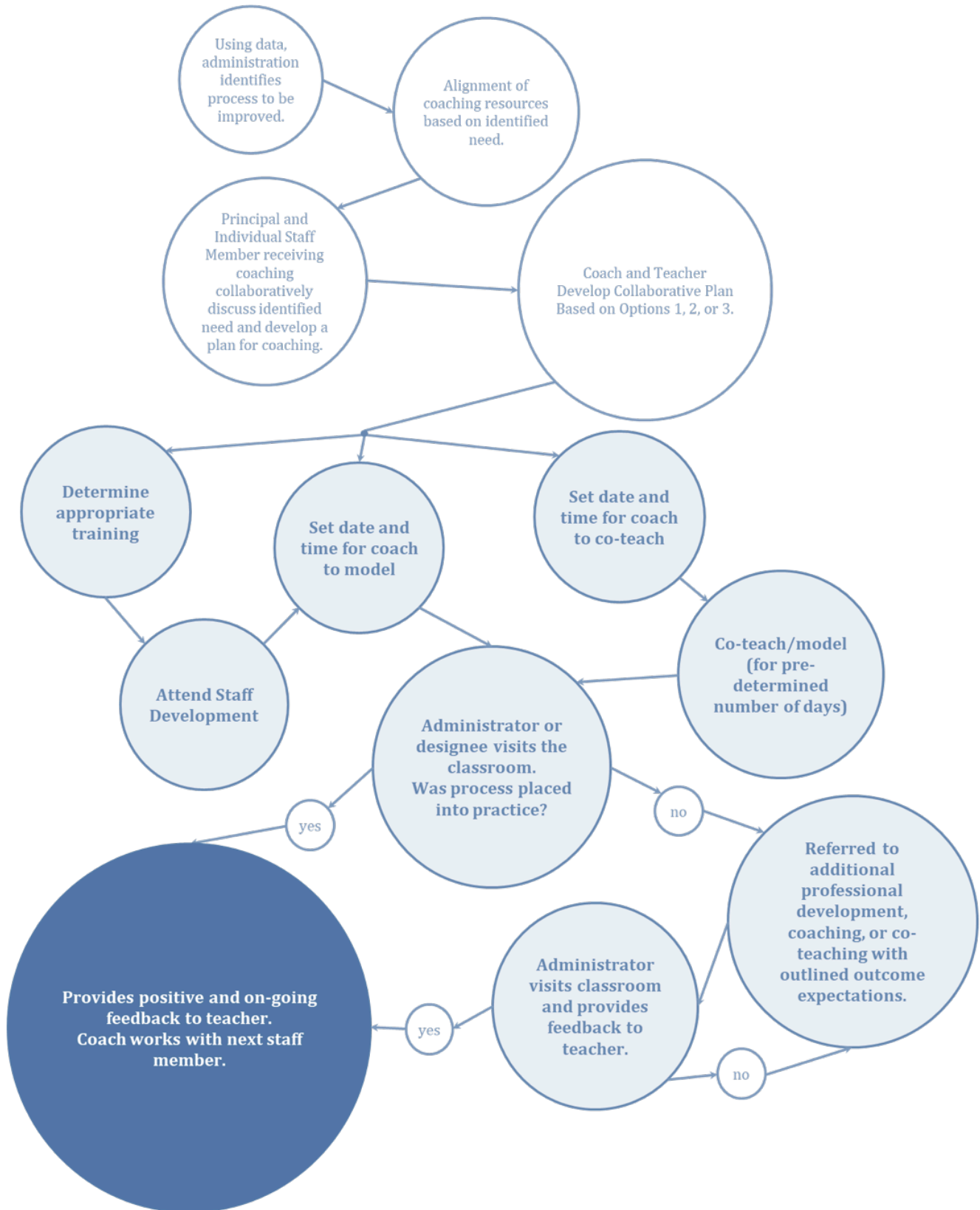
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Classroom instruction and the content must be aligned and be featured at the center of every lesson to ensure that teaching is to the standards. Aligned instructional practice can be observed when the content and teacher’s instructional choices allow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

Global Learning Academy receives instructional coaching, standards based planning, and Thinking Maps support 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.

Global Learning Academy
Plan for Use of Resources and Services
Provided by the Standards Institute, TNTP, & District Staff

Professional Development for District Staff Supporting Global Learning Academy

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 Global Learning Academy 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 Global Learning Academy

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 Global Learning Academy 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 Insitute 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 Global Learning Academy.
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 indepth than the introductory training during the November Principals’ Meeting).
December4 - 7, 2017	TNTP will provide a follow-up training and classroom visits using the district’s CDS Tool for Global Learning Academy.

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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 Global Learning Academy

Detail Planning for TNTP Curriculum Diagnostic Snapshot Scheduled for Global Learning Academy

October 31, 2017 and December 4, 2017	TNTP & district staff will provide professional development for Global Learning Academy 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, Global Learning Academy 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 Math Standards for Grades K-5 in Global Learning Academy
November 2, 2017 and December 6, 2017	TNTP Curriculum Diagnostic Snapshot visit focused on ELA Standards for Grades K-5 in Global Learning Academy
November 3, 2017 and December 7, 2017	Report Out to District Staff and Administrators from each school at Spencer Bibbs Center room 146 of the Elmer Jenkins Training Building
November 12 - 14, 2017 and January 2, 2018	Provide guided planning with teachers in grades 3-5 based results from TNTP Curriculum Diagnostic Snapshot visits. On January 2nd teachers from Global Learning Academy 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 Global Learning Academy for Grades 3-5 ELA, Math, & Science

# Wks	Week of	Activities for Global Learning Academy
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 Global Learning Academy 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 Global Learning Academy 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.