

James Stephens International Academy

FLORIDA DEPARTMENT OF EDUCATION

2016 Turnaround Recommendations



Turnaround Option Plan (TOP) – Phases 1 and 2
Planning in 2015-16 for Implementation in 2016-17



2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

Phase 1

Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.

Item 1: In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district's turnaround plan.

James Stephens International Academy – MSID 0592

Part II: Stakeholder Engagement

A. Community Assessment Team

Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.

Item 2: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

The Community Assessment Team (CAT), comprised of teachers, administration, and community stakeholders, met to review the data from the Spring of 2016. The CAT reviewed the Focus and Priority Schools' 2015-2016 data, looking for gains in Level 3-5 students. The CAT also reviewed STAR data collected during the 2015-2016 school year. The CAT will convene again when school grades are released to make more specific recommendations on the work for the 2016-2017 school year. The CAT members made preliminary recommendations for JSIA for the 2016-2017 school year.

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B. Turnaround Option Selection Process

Item 3: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

As a means to engage the community, the District hosts Advisory Committee meetings throughout the school year. The District Advisory Committee had Differentiated Accountability (DA) Schools as the focus of its May 18th, 2016 meeting in order to gain an understanding of the needs of the schools. The school administrators shared the successes they had achieved and the obstacles that made those achievements a challenge. Educational Forums were held on January 21st, 2016 and April 27th, 2016. January's Educational Forum focused on the DA schools and the resources the District allocated, both in staff and funds, to add additional support. James Stephens International Academy was a K-8 for the 2015-2016 school year. Academic performance in grades 6 - 8 is a chief concern. Three year proficiency trends for the middle school are as follows:

- ELA: 6th grade (-17%), 7th grade (-6%), and 8th grade (0)
- Math: 6th grade (0) and 8th grade (-4%)

Further, in 2015, the middle school underperformed the school as a whole in both ELA and mathematics.

- ELA: Elementary and Middle combined (26%); Middle School only (22%)
- Math: Elementary and Middle combined (32%); Middle School only (24%)

Additionally, in five out of the six tested areas for FSA 2015 ELA and Math (middle school students), James Stephens students' performance was at or below the district average in average scale score gains for each of the achievement levels (1 – 5).

The decision was made, in collaboration with the Department of Education, community stakeholders, and the District Executive Team, to close the middle school (Grades 6-8) and allow the students to have a choice of enrollment, based on the location of their residence. The middle school movement of students was a multi-step process, including identifying the location of the students' residences and determining proximity schools, all of which have earned a C or better, in which the parent could enroll their child. For the convenience of families, an additional option was to include a K-8 school option in the event a parent wanted to move siblings. Letters were sent to the parent of every incoming 6th - 8th grade student, followed by a phone call to the home. In the event there was no answer at the home telephone number, a Social Worker went to the home to speak to the parent/guardian. Two parent meetings were held on June 27th, 2016 to explain what was occurring and why it was occurring. Parents are supportive and appreciative of this opportunity. Middle school students from JSIA will be monitored and their progress will be reported to the Department of Education for three years in the areas of Reading and Math with STAR 360. The baseline scores of the students will be the results from the August 2016 assessment. Each student will be monitored monthly through May 2019. The Research and Assessment Department will keep track of each student in the event of movement to another school in the district.

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Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.

A. Needs Assessment

The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

Item 4: Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

The District conducted a needs assessment using a variety of quantitative and qualitative data.

Effective Leadership

Turnaround schools require leadership with a proven track record of success, including improved student achievement. A review of the student achievement data coupled with qualitative measures such as teacher turnover and school choice selectivity data suggested a need for leadership changes. *See Item 6.*

Public and Collaborative Teaching

Due to teacher vacancies, instructional coaches were required to become classroom teachers for a portion of the school year, limiting their ability to coach and to model effective instructional strategies for staff.

Ambitious Instruction and Learning

A review of standardized testing data revealed a negative trend in proficiency as the data below suggests.

- ELA: 6th grade (-17%), 7th grade (-6%), and 8th grade (0)
- Math: 6th grade (0) and 8th grade (-4%)

Further, in 2015, the middle school underperformed the school as a whole in both ELA and mathematics.

- ELA: Elementary and Middle combined (26%); Middle School only (22%)
- Math: Elementary and Middle combined (32%); Middle School only (24%)

Additionally, in five out of the six tested areas for FSA 2015 ELA and Math (middle school students), James Stephens was at or below the district average in average scale score gains for each of the achievement levels (1 – 5).

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Safe and Supportive Environment

A review of student discipline data shows that James Stephens had the highest discipline referral rate in the District in 2015-16. The school lacked systems to address students with behavioral issues other than disciplinary consequences. In addition, there was a lack of a robust MTSS process in place.

Family and Community Engagement

As a middle school, JSIA has been continually under-selected in the district's school choice process, as indicated in annual selectivity data. The school's enrollment has declined steadily over the past five school years, from 829 in 2010-11 to 645 in 2015-16. In addition, community member and parent concerns about the lack of academic progress and engagement at the school have also steadily increased during that same 5-year period.

B. Turnaround Option Selection

Item 5: The district must select from the following turnaround options based upon the school's needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

Option 1: District-Managed Turnaround

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of "D" for three consecutive years must implement the district-managed turnaround option.*

Option 2: Closure

The district will reassign students to another school or schools and monitor progress of each reassigned student.

Option 3: Charter

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

Option 4: External Operator

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

Option 5: Hybrid

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

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Item 6: Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

Closure

James Stephens International Academy is a K-8 School with a small Grade 6-8 population. It is difficult to provide the necessary course offering options at the middle school level with such a small enrollment, which is among the compelling reasons the District will close the middle school beginning in 2016-2017.

As previously mentioned, academic performance in grades 6–8 is also a chief concern. Three year proficiency trends for the middle school are as follows:

- ELA: 6th grade (-17%), 7th grade (-6%), and 8th grade (0)
- Math: 6th grade (0) and 8th grade (-4%)

Further, in 2015, the middle school underperformed the school as a whole in both ELA and mathematics.

- ELA: Elementary and Middle combined (26%); Middle School only (22%)
- Math: Elementary and Middle combined (32%); Middle School only (24%)

Additionally, in five out of the six tested areas for FSA 2015 ELA and Math (middle school students), James Stephens was at or below the district average in average scale score gains for each of the achievement levels (1 – 5).

The closure of the middle school will allow the district the opportunity to ensure intensive support for the elementary student population. Similar support focused on elementary schools has yielded success. Two District elementary schools in particular have improved dramatically over the past two years. Colonial Elementary moved from a grade of an F to a B, and Bonita Springs Elementary moved from a grade of a D to an A. Additional support will be provided by the district with a Lead Principal on Assignment for the DA schools, Teacher Leaders, and Professional Development and Leadership Specialists, who will provide job-embedded professional development for the faculty.

The inability of the school to attract and retain quality middle school certified staff provided additional challenges to ensuring a quality program, as demonstrated by the large number of unfilled openings. For example, during the 2015-2016 school year, the school opened with 12 teacher vacancies in the middle school. In addition, JSIA teacher turnover rates were 18% - 73% higher than the district average from 2012 – 2015. (Data for the 2015 – 16 school year will be available in the Fall.)

As a middle school, JSIA has been continually under-selected in our school choice process, as indicated in annual selectivity data. School choice lottery data indicate that the middle school has the lowest selectivity of any school in the District's East Assignment Zone, with only 2.64% of parents selecting JSIA as their first choice in 2013-14, 1.16% in 2014-15, and 1.32% in 2015-16. The students will be equitably distributed to other middle schools with a grade of C or higher; and, the students will be monitored three times a year for three (3) years in the areas of Reading and Math using STAR 360. These data will be reported to the Department of Education, as required. Parents will be provided options, based on the assignment subzone in which they live, to select a school for their child. Options include: Cypress Lake, Paul Laurence

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Dunbar, North Fort Myers Academy of the Arts, Varsity Lakes, Oak Hammock, The Alva School, Lehigh Acres and Veterans Park Academy of the Arts.

Leadership Team Changes:

Recruited a Highly Effective Principal with documented success in a Title I environment.

- Helped to lead historic turn-around at Dunbar High School (Grade of “D” to Grade of “A”) 2010
- One of only 3 Title I High Schools (Dunbar High) to maintain back-to-back grade of “A” 2010, 2011
- Led School (Veterans Park) with highest number of teachers with “Highly Effective” VAM Student Growth Rating in Lee County (2015)
- One of the consistently highest performing Title I K-8 Schools in the State of Florida (Top 10 in School Grade) 2016, 2015, 2014

A highly effective, experienced Assistant Principal with a strong background in elementary curriculum and instruction will be assigned to the school.

- Highly Effective VAM student growth as teacher at multiple Title I school sites
- Highest proportion of Highly Effective Teachers under direct supervision (Veterans Park) 2015
- Lead recruiter for Out-of-State Lee County teacher recruitment events (2016)
- Holds credentials that validate exemplary coaching, modeling, and instructional leadership (IE: Certified Kagan Coach, Professional Development Schools National Exemplar, etc.)

Instructional Changes:

The process of recruiting highly effective teachers with documented success in a Title I environment is underway.

- The six teachers recruited to date represent the highest performing teachers
- All have “Highly Effective” or “Effective” VAM Student Growth Ratings
- Numerous teachers are classified as “High Impact” (3 or more years of “Highly Effective” VAM results)

District Supports:

The Superintendent, Chief Academic Officer, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Intervention, Director of ESE, ELL Coordinator, Lead Principal on Assignment, Executive Director of School Development, Chief Finance Officer, Chief Human Resources Officer, Teacher Leaders, and Professional Development and Leadership Specialists will serve as supports to the school.

Other assistance that is required will be provided immediately to JSIA to enable students, staff, and leadership to perform at their highest levels.

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External Operator:

i-Ready, Really Great Reading, STAR 360, NISL (PD for Turnaround Schools)

Phase 2

Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.

Option 1: District-Managed Turnaround (DMT)

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

DMT Item 1: Assurance 1 – Addressed in DIAP Section I.C.2

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

The Superintendent, Chief Academic Officer, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Intervention, Director of ESE, ELL Coordinator, Lead Principal on Assignment, Executive Director of School Development, Chief Finance Officer, Chief Human Resources Officer, Teacher Leaders, and Professional Development and Leadership Specialists will serve as supports to the school. Other assistance that is required will be provided immediately to JSIA to enable students, staff, and leadership to perform at their highest levels.

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

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- Provide hard-to-staff bonus for highly effective teachers who serve in struggling DA Schools such as James Stephens.
- Provide supplements to principals in hard-to-staff schools.
- Provide monetary incentives to experienced effective principals who serve as Turnaround Principals in DA Schools.
- Provide resources and staff allocations for Focus and Priority Schools above normal school allocations. Assignment of a Lead Principal on Assignment, two Professional Development and Leadership Specialists, 4 Teacher Leaders, and a Primary Specialist for the primary grades.
- District Turnaround Team support and utilize DA consultants from the state.
- Superintendent will move high-performing staff, as needed, to Focus and Priority Schools. To date, six highly effective teachers have been recruited and assigned to JSIA for the 2016-17 school year.
- Implement Progress Monitoring on a regular basis and interventions with fidelity
- Conduct quarterly data review/analysis and make adjustments to action plans
- Lead Principal will directly monitor operational, managerial, and academic progress on a bi-monthly basis
- Lead Principal will report on progress to the Executive Team on a monthly basis
- Professional Development and Leadership Specialists will facilitate bi-monthly monitoring meetings with administrators and Teacher Leaders
- Dedicated Professional Development and Leadership Specialists will instruct students for 20% of the school day and provide coaching, mentoring, and modeling for the faculty and Teacher Leaders for 80% of the school day
- Dedicated Teacher Leaders will instruct students for 40% of the school day and provide coaching, mentoring, modeling for the faculty for 60% of the school day

**Please see attachments for District job descriptions of Lead Principal, Professional Development and Leadership Specialist, and Teacher Leader.*

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DMT Item 3: Assurance 3 – Addressed in DIAP Section I.C.1

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a “turnaround office” or “turnaround lead” at the district level who reports directly to the superintendent.

James Stephens International Academy’s administration will report directly to the Chief Academic Officer, who has responsibility as the District’s turnaround lead. A Lead Principal on Assignment (LOA) will be responsible for collaborating with the Florida Department of Education Region IV Differentiated Accountability team, the Executive Directors, School Development and the JSIA administration. The LOA will also coordinate the school’s instructional support and delivery systems including Title I guidelines and compliance regulations. The LOA will be knowledgeable of federal and state requirements for differentiated accountability and school improvement. The entire turnaround team, as identified in Assurance 1, will provide the school with ongoing support.

DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

The JSIA administration will have flexibility using their staffing, scheduling, and budget to implement research-based approaches to improve student achievement. The Turnaround Team will work alongside the new Administrative Team to oversee both managerial and instructional operations of the school to ensure success. The principal has recruited six “highly effective” teachers to join with the best remaining teachers on the JSIA faculty. The principal has also developed a longer, more comprehensive school day to address the core instructional needs of the students. The schedule will yield an additional two hours of core instruction and intervention to support student remediation and targeted mastery. Additionally, walk-throughs will occur weekly with district staff and monthly with the Regional Executive Director. Data will be carefully monitored for each child, both at the elementary school and for the reassigned middle school students.

Additional supports will be provided as indicated in Assurance #2 above.

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DMT Item 5: Assurance 5 – Addressed in DIAP Section I.C.3.b

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.

The newly assigned Turnaround Principal has reviewed the performance data and evaluations of the current teachers and determined their best placement or reassignment to a new school in order to meet the needs of JSIA students. All of the middle school teachers, with the exception of those shown to have a high impact on student achievement and the relevant elementary certification, were reassigned to other non-DA schools. The elementary teachers with the lowest impact on student achievement were also reassigned to other non-DA schools. To date, the Turnaround Principal has recruited six “highly effective” teachers to join the best remaining teachers on the JSIA faculty. The Superintendent, in collaboration with the Turnaround Principal, Lead Principal on Assignment, and Chief Human Resources Officer, will ensure that the school is staffed at all times with effective and highly effective staff, who have student achievement as the highest priority.

DMT Item 6: Assurance 6 – Addressed in DIAP Section I.C.3.b

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

The Superintendent will ensure that the school is staffed at all times with effective and highly effective staff, who have student achievement as the highest priority. The Chief Human Resources Officer, in partnership with the Turnaround Principal and the Lead Principal on Assignment, will ensure that only staff with both VAM and manager ratings of effective and highly effective will be employed at James Stephens International Academy.

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Implementation Plan

DMT Item 7: Identify one or more of the following Areas of Focus the district will address in the **2016-17 DIAP** by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

Area of Focus 1

JSIA will use a triangulated data systems approach, including the District-wide progress monitoring tool, STAR 360, which will be administered monthly, to ensure accurate progress monitoring of students in ELA and Math and to drive instructional planning. Student and class performance dashboards will reflect multiple measures to assess mastery of standards delivered through adaptive practice. This minimizes summative assessment and maximizes personalized practice with remediation and intervention. The programs utilized within the triangulated dashboards will include *i-Ready*, *Successmaker*, and teacher PLC-selected standards-based formative assessments. The *Really Great Reading* phonics program will be used to build stronger foundations of decoding, fluency, and comprehension skills for students who are screened to this additional level of phonics support. Teacher Leaders will provide direct instruction based on their area of curricular expertise, intensive support to small groups of students, model lessons for teachers, and frequent job embedded professional development. Additionally, Professional Development and Leadership Specialists will teach 20% of the time with the most at-risk students and they will spend 80% of the time as the lead support in content coaching and training for staff. The National Institute of School Leadership (NISL) coaches will also be involved in coaching and mentoring teachers and leaders as well as providing professional development and support regarding a data-based, problem-solving framework. This external operator has impact studies conducted by Johns Hopkins and Old Dominion Universities comparing student achievement in schools with NISL trained leaders and non-NISL trained leaders with statistically significant results for NISL trained leaders.

The district shall identify progress monitoring and summative assessments that will be used in the school, the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

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☒ *Area of Focus 2*

Highly effective Teacher Leaders, provided by the District, will be assigned to each grade level to model lessons for teachers and provide intensive support for struggling students. Additionally, Professional Development and Leadership Specialists will teach 20% of the time with the most at-risk students and will serve as the lead support in content coaching and training for staff 80% of the time. Increased blocks of time, for both Reading and Math, will allow for mastery of standards. Science and Writing instruction will be embedded in the Reading program to ensure fidelity of instruction. An elementary science enrichment program will be implemented, targeting grades 3-4, with an emphasis on critical thinking and hands-on activities. This program has yielded highly levels of student achievement at other similar Title I elementary schools in the District. Phonics instruction through *Really Great Reading* will be part of the daily schedule in grades K-5 to aid in student word recognition, resulting in increased comprehension. *i-Ready* will be used, school-wide, for ELA and Math intervention. *i-Ready* and *Really Great Reading* will both be external operators with proven success. *i-Ready*, a product of Curriculum Associates, is the 2016 Association of American Publishers Award winner and *Really Great Reading* has 20 years of scientific evidence based reading research.

*Please see attachments for additional research or the following links:

<http://doc.renlearn.com/KMNet/R003957507GG2170.pdf>

http://www.casamples.com/downloads/i-Ready_DiagnosticPositionPaper_090914.pdf

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

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☒ *Area of Focus 3*

The differentiation will occur with the Teacher Leader support at each grade, plus the supplemental materials that will be new to the school. Additionally, classes will be departmentalized in grades four and five to allow teachers more time to focus on differentiation of the lessons to meet student needs versus planning for multiple subjects. Student and Class performance dashboards will reflect multiple measures to assess mastery of standards delivered through adaptive practice. Progress monitoring data will be utilized to determine flexible groupings of students during the school day to include the Intervention/Extension period built into the master schedule. Resource teachers and coaches will instruct small groups of students during the Intervention/Extension period, which will support the individual needs of students. In addition to the Teacher Leaders, Professional Development and Leadership Specialists will teach the most at-risk students.

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

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☒ *Area of Focus 4*

Recruited a Highly Effective Principal with documented success in a Title I environment.

- Helped to lead historic turn-around at Dunbar High School (Grade of “D” to Grade of “A”) 2010
- One of only 3 Title I High Schools (Dunbar High) to maintain back-to-back grade of “A” 2010, 2011
- Led School (Veterans Park) with highest number of teachers with “Highly Effective” VAM Student Growth Rating in Lee County (2015)
- One of the consistently highest performing Title I K-8 Schools in the State of Florida (Top 10 in School Grade) 2016, 2015, 2014

A highly effective, experienced Assistant Principal with a strong background in elementary curriculum and instruction will be assigned to the school.

- Highly Effective VAM student growth as teacher at multiple Title I school sites
- Highest proportion of Highly Effective Teachers under direct supervision (Veterans Park) 2015
- Lead recruiter for Out-of-State Lee County teacher recruitment events (2016)
- Holds credentials that validate exemplary coaching, modeling, and instructional leadership (IE: Certified Kagan Coach, Professional Development Schools National Exemplar, etc.)

All Teacher Leaders will be new for the 2016-2017 school year to reflect the most highly qualified, highly effective staff available.

The process of recruiting highly effective teachers with documented success in a Title I environment is underway.

- The six teachers recruited to date represent the highest performing teachers
- All have “Highly Effective” or “Effective” VAM Student Growth Ratings
- Numerous teachers are classified as “High Impact” (3 or more years of “Highly Effective” VAM results)

A highly effective Lead Principal on Assignment will be in place to mentor the new principal. The change of leadership indicates the commitment of the District to ensure student achievement for all students at JSIA.

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

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☒ *Area of Focus 5*

Summer School (Fifth Quarter) for all students will continue to be offered along with onsite VPK. Extended learning time will be provided by adding 125 minutes to the school day, including 90 additional minutes for core student instruction and targeted intervention (pending School Board approval). Teachers will be provided additional time for job-embedded Professional Development and guided common planning time during weekly PLCs to review student data and work in collaboration to develop differentiated instruction plans to meet the needs of all learners. All Teacher Leaders and additionally recruited high impact teachers at the school will be new for the 2016-2017 school year to reflect the most highly qualified, highly effective staff available.

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

DMT Item 8: In the box below, briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

As a District, the Strategic Plan drives the work of the District. The Plan is divided into seven Focus Areas:

- Focus Area 1 Inspire Students to Think & Learn
- Focus Area 2 Engage Families and Leverage Community Partnerships
- Focus Area 3 Ensure Safe and Healthy Environment for All
- Focus Area 4 Hire and Retain the Best Talent
- Focus Area 5 Strengthen District Support Systems
- Focus Area 6 Drive Decisions with Data
- Focus Area 7 Allocate Resources Strategically

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Each of the focus areas aligns with the support provided to all schools. JSIA receives additional resources and flexibility, as follows:

- JSIA was able to advertise instructional openings two weeks in advance of other schools
- To date, six highly effective teachers have joined the best remaining teachers on the JSIA faculty (Turnaround principal is permitted to bring a highly effective administrator and faculty members from other school locations.)
- Development of a longer, more comprehensive school day to address the core instructional needs of the students. The schedule will yield an additional two hours of core instruction and intervention to support student remediation and targeted mastery.
- Increased resources for hiring additional staff and instructional materials
- Progress Monitoring of monthly academic data for each child to ensure growth
- Assignment of a Lead Principal on Assignment, two Professional Development and Leadership Specialists, 4 Teacher Leaders, and a Primary Specialist for the primary grades

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Phase 2

Option 2: Closure

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances:

Assurance 1

The district will close the JSIA middle school and reassign the students to middle schools with a school grade of C or higher located within or adjacent to the subzone in which they reside, in accordance with the District's Student Assignment Plan. Students residing within the E1 assignment subzone will choose among the following schools and will be assigned, via a lottery process based on rank and available capacity (2015-16 school grades are included):

Harns Marsh Middle (C)
Oak Hammock Middle (C)
Varsity Lakes Middle (B)
North Fort Myers Academy of the Arts (C)
Paul Laurence Dunbar Middle (C)
Cypress Lake Middle (A)

Students residing within the District's E2 assignment subzone will choose among the following schools and will be assigned, via a lottery process based on rank and available capacity (2015-16 school grades are included):

The Alva School (C)
Harns Marsh Middle (C)
Lehigh Acres Middle (C)
Oak Hammock Middle (C)
Varsity Lakes Middle (B)
Veterans Park Academy for the Arts (B)
Paul Laurence Dunbar Middle (C)

As a result of the assignment lottery process, 159 of the 160 students that participated won their first choice school. The remaining that did not participate in the assignment lottery, were assigned a proximity school as listed above.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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The district shall close the school(s) and reassign students to higher-performing schools in the district.

Assurance 2

The District will be using STAR 360 to monitor the middle school students in ELA and Math to ensure that they are achieving success for three (3) years, with the results being reported to the Department of Education.

The district shall monitor the reassigned students and report their progress to the department for three years.

Implementation Plan

Closure Item 1: For this option, the district shall use the **2016-17 DIAP** in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of students identified in Phase 1. In the box below, provide the page numbers of the attached **DIAP** where these items are addressed.

The following sections of the DIAP will address the areas of assurance and meet the needs of the JSIA students: I. Current District Status, II. Needs Assessment, III. District Problem Solving, IV. Implementation Timeline, V. Professional Development, VI. Technical Assistance, and VII. Budget.

Phase 2

Option 3: Charter

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall close the school(s) and reopen as a charter or multiple charters, in accordance with section 1002.33, F.S.

Assurance 2

The district shall enter into a contract with the charter organization following established district policies and procedures for contracting with external providers.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Assurance 3

The district shall select a charter organization that has a successful record of providing support to high-poverty, low-performing schools, and provide evidence of its success.

Assurance 4

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

Implementation Plan

Charter Item 1: For this option, the district shall use the **2016-17 DIAP** in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of the school(s) identified in Phase 1. In the box below, provide the page numbers of the attached **DIAP** where these items are addressed.

Phase 2

Option 4: External Operator

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall enter into a contract with a school turnaround organization or Education Management Organization (EMO) to operate the school(s), following established district policies and procedures for contracting with external providers.

Assurance 2

The district shall select an organization with a successful record of providing support to high-poverty, low-performing schools, and shall provide evidence of its qualifications to the department, upon request.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Assurance 3

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

Implementation Plan

External Operator Item 1: For this option, the district shall use the **2016-17 DIAP** in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of the school(s) identified in Phase 1. In the box below, provide the page numbers of the attached **DIAP** where these items are addressed.

James Stephens' TOP was reviewed with the administration and the District Turnaround Team to ensure that all needs were being met. *Really Great Reading* phonics program will be implemented for 2016-2017 to assist students with decoding, fluency, and comprehension. Additionally *i-Ready*, as an adaptive technology program to support K-5 Reading and Math will be used. *i-Ready* and *Really Great Reading* will both serve as external operators with proven success. *i-Ready*, a product of Curriculum Associates, is the 2016 Association of American Publishers Award winner and *Really Great Reading* has 20 years of scientific evidence-based reading research. Please see additional research via the following links:

<http://doc.renlearn.com/KMNet/R003957507GG2170.pdf>

http://www.casamples.com/downloads/i-Ready_DiagnosticPositionPaper_090914.pdf

Additionally, The National Institute of School Leadership (NISL) coaches will coach and mentor teachers and leaders as well as provide professional development and support regarding a data-based, problem-solving framework. NISL is an organization that transforms leadership, develops learning, and is proven to raise student achievement. This external operator has impact studies conducted by Johns Hopkins and Old Dominion Universities comparing student achievement in schools with NISL trained leaders and non-NISL trained leaders, with statistically significant results for NISL trained leaders. While the external operator will have a significant impact on the school, the new leadership team at James Stephens International Academy brings a wealth of talent, enthusiasm, and a commitment to the success of all students and staff. The following sections of the DIAP will address the areas of assurance and meet the needs of the JSIA students: I. Current District Status, II. Needs Assessment, III. District Problem Solving, IV. Implementation Timeline, V. Professional Development, VI. Technical Assistance, and VII. Budget.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Phase 2

Option 5: Hybrid

By selecting this option, the district shall develop a hybrid of turnaround options 1-4 or other turnaround models that have demonstrated effectiveness in increasing student achievement in similar populations and circumstances.

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** to document compliance with the assurances.

Assurance 1

The district will close the middle school, grades 6-8, and create a district-based support team for JSIA. See DMT Item 1 above for a list of specific team members.

In the case where multiple providers may be engaged, the district and organizations shall provide documentation that clearly delineates the roles and responsibilities of each organization and how each works to support or enhance the function of others.

Additional Assurances

If the district is developing a hybrid model that includes components of options 1-4, the district shall comply with all applicable requirements of the respective options, and should include the corresponding assurances in the implementation plan.

Implementation Plan

Hybrid Item 1: The **2016-17 DIAP** shall include the details of how the district will implement the strategies in the school(s) identified for turnaround in order to meet the needs of the school(s) as identified through the needs assessment in Phase 1. Use the box below to enter a brief summary of the strategies the district has included in Part **III of the DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

JSIA School Improvement Plan will have SMART goals for student achievement at each grade level in ELA and Math. Learning gains will be achieved by using research-based instructional materials in conjunction with strategies to differentiate instruction for students, based on analyses of progress monitoring data. Interventions will occur with fidelity. Professional development for staff will be designed, based on student and staff needs. Coaching, mentoring, and modeling for staff will occur, via Teacher Leaders and the Professional Development and Leadership Specialists. The National Institute of School Leadership (NISL) coaches will also coach and mentor teachers and leaders as well as

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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facilitate professional development regarding a data-based, problem-solving framework. This external operator has impact studies conducted by Johns Hopkins and Old Dominion Universities comparing student achievement in schools with NISL trained leaders and non-NISL trained leaders, with statistically significant results for NISL trained leaders. Staffing of the school with effective and highly effective staff will not be a barrier for 2016-2017, as the Superintendent and Chief Human Resources Officer will work closely with the Lead Principal on Assignment and the Turnaround Principal to ensure that the school is staffed at all times by effective or highly effective staff members. The District will provide additional supports, as needed throughout the school year, based on the needs of students. The district will close the JSIA middle school and reassign the students to middle schools with a school grade of C or higher located within or adjacent to the subzone in which they reside, in accordance with the District’s Student Assignment Plan.

District Name: School District of Lee County

Petition for Additional Time

This section is applicable only to districts that have completed two or more years of implementation of a State Board-approved turnaround option plan.

The district requests an additional year to implement the previously approved turnaround option. Evidence that implementation of the current option is likely to improve the school grade is attached. Any substantive edits to the current State Board-approved plan are clearly noted in this form.

Review and Approvals

This section is applicable to all districts.

<p>RED Recommendation for Approval of TOP:</p> <p><input type="checkbox"/> Recommend for Approval</p> <p><input type="checkbox"/> Recommend for Approval with Reservation</p> <p><input type="checkbox"/> Do Not Recommend for Approval</p>	<p>Comments:</p> <p>Date of Review:</p>
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