

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)

☒ *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.

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)

☒ *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.

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)

☒ *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).

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)

☒ *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

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)

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

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 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

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)

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

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)

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.

