

## 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.

Northwestern Middle School MSID 1551

### 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.

#### 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.

### 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.*

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**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 reviewed historic and recent state assessment results, the opportunity to recruit and retain high performing teachers and leaders for the school, and trend data for enrollment and building utilization. The district will implement the hybrid turnaround model by combining the district managed turnaround with the external partnership models. At the same time, the community will be engaged during the 2016-17 school year to revamp the school's programs for the future. Unlike several schools in the district last year, consensus among stakeholders was not reached for Northwestern Middle.

### 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.

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

Although some improvement was demonstrated last school year in areas of proficiency, including 6<sup>th</sup> grade reading and mathematics and 8<sup>th</sup> grade mathematics, the improvement was not substantial or at scale to justify continuation beyond this school year of the district-managed turnaround model. The district will implement the hybrid turnaround model by combining the use of the district managed turnaround and external partner models. Through a combination of recruitment and retention incentives up to \$20,000 based on VAM performance in reading

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and mathematics, and through its partnership with Teach for America (TFA), the faculty has been rebuilt over the past two years to more effectively serve students. The principal, reading and math coaches will be replaced. To ensure student achievement significantly improves, the schools will supplement the reading and math curriculum with Expeditionary Learning and Eureka. Both curricula are highly aligned to the new standards and has successfully raised student achievement in high poverty schools such as Northwestern Middle School. The school will be led by the district's turnaround office (DTO) and the district will also partner with TNTP to support the school under the hybrid turnaround model.

## 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.

#### **DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c**

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.

#### **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.

#### **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.

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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.

### **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. 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**

The district shall identify progress monitoring and summative assessments that will be used in the school(s), 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 specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

**Area of Focus 2**

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.

**Area of Focus 3**

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.

**Area of Focus 4**

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

**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.

The district will actively support and problem solve with the school through the district's turnaround office, the Duval Transformation Office (DTO). The school will be one of three priority middle schools for the office as it conducts focused walkthroughs on alignment to grade level expectations, data analysis and academic interventions. The school will have a reading and math coach to assist teachers daily and weekly through common planning. A reading and math interventionist will also assist struggling students to improve skill level deficiencies during

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center rotations. In addition, the school will have a partnership with City Year to also assist struggling students academically, behaviorally, and with attendance.

A pipeline of future math and science teachers is also being built at Northwestern Middle School through the Jacksonville Teacher Residency program where high performing recent STEM undergraduates participate in a one year residency experience at the school under the guidance of a master teacher. After completion of their residency and master's degree, the residents complete a full 3 year teaching commitment.

A PITSCO STEM lab was introduced to the school to expose students to hands on science and mathematics concepts, and summer school enrichment is available. The school will continue to recruit higher performing students through its pre-AICE/Cambridge program.

The district will also partner with The New Teacher Project (TNTP) under the hybrid turnaround model to support the district and school's leadership team with a particular focus on the implementation of the new curriculum for language arts and mathematics and general school improvement. More information about TNTP is provided in the external partner section.

### 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.

##### *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.

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### 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.

The district will partner with The New Teacher Project (TNTP) as the external partner in combination with the district managed turnaround model. The school will have a new principal and a reading and math coach. In addition, new core curriculum will be implemented in language arts (Expeditionary Learning) and mathematics (Eureka). TNTP will provide direct training, coaching, and problem solving to the district and school leadership teams regarding the new curriculum and school improvement problem solving. Focus will also be placed on the school's instructional coaches and use of common planning with reading and math teachers. The turnaround office (DTO) and TNTP will conduct joint Instructional Reviews and walkthroughs to coordinate action steps and strategies to raise student achievement. A professional learning community will be established among the three middle schools that will function under the hybrid turnaround model (Gilbert, Northwestern, and Ribault Middle). (assurance 1)

TNTP has an established record of raising student achievement in lower performing schools. In Charlotte, NC within the subset of students enrolled in LIFT schools for 3 years or more, a smaller percentage were classified as Level I as compared to the group of students in the network less than 3 years (38% vs. 45%). At the K-2 level, which lays a foundation for future years, 76% of kindergarten students met DIBELS targets this year versus 64% last year. In Springfield, MA a 7% gain in proficiency was achieved in literacy. In Pinellas, FL each school made significant gains this past school year – some as large as 20 percentage points for the number of students with passing scores in math and language arts. (assurance 2)

The district has reviewed VAM data for reading and math teachers to remove those lowest performing teachers while providing \$20,000 and \$17,000 incentives for the highest performing reading and math teachers based on VAM performance. (assurance 3)

### 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*

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.

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### ***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.

The district established the Duval Transformation Office (DTO) where schools within the district's lowest performing feeder patterns of Jackson, Ribault, and Raines report to an Assistant Superintendent who reports directly to the superintendent. This office has increased 75% of letter grades for the original 36 schools it served or maintained a letter grade of "C". The superintendent meets directly with the Assistant Superintendent weekly and quarterly with the district and curriculum team to review Instructional Review feedback, student achievement data, and vacancies. The superintendent also frequently visits the schools to assist in the problem solving process.