

# TOP-1

District-Managed Turnaround Plan – Step 1(TOP-1)

Pasco County Schools  
Pasco Elementary School

*Due-September 1*

Form Number DMT, TOP-1, incorporated in Rule 6A-1.099811, F.A.C., effective August 2023

## District-Managed Turnaround Plan—Step 1 (TOP-1)

### Purpose

The purpose of this document is to guide districts to plan for the implementation of a district-managed turnaround plan to improve the school’s grade to a “C” or higher. The district shall submit a Memorandum of Understanding (MOU) to the Department by September 1, pursuant to sections 1001.42(21) and 1008.33(4)(a), F.S.

### Directions

Districts shall complete this Step 1 form for each school that is required to implement a district-managed turnaround plan. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The plan must be approved by the local school board. This completed form must be signed by the superintendent or authorized representative and emailed to [BSI@fldoe.org](mailto:BSI@fldoe.org), no later than September 1. The subject line of the email must include district name, school name and TOP-1.

### School

In the box below, identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number
Pasco Elementary School/0611

### Stakeholder Engagement

In the box below, describe the district’s efforts to engage and involve stakeholders, including the Community Assessment Team (CAT), to determine causes for low performance and make recommendations for school improvement. Include a list of names and affiliation of CAT members. The RED or their designee shall be a member of the CAT. Include a list of meetings that were held regarding the development of the district-managed turnaround plan, as well as scheduled meetings that will be held during implementation of the plan.

#### Names and affiliation of CAT members:

Dr. Gretchen Rudolph-Fladd, Pasco Elementary Principal

Megan Kraus, Pasco Elementary Assistant Principal

Cortney Gantt, Assistant Superintendent for Elementary Schools

Cindy Harper, Retired Pasco Schools Principal, Community Member

Don Pitts, Business Partner

Debbie Fladd, Community Member

Nena Sturwold, Community Member

Leslie Ruttle, Community Member

Mike Gray, Parent

Brianna Sharp, Parent

Chris Kent, Instructional Staff Member

Clair Wade, Instructional Staff Member

Daniela Bruno, District Staff

## District-Managed Turnaround Plan—Step 1 (TOP-1)

Cortney Gantt, District Staff  
Iravonia Abiola, District Staff  
Vanessa Hilton, District Staff  
Lucinda Thompson, Regional Executive Director/BSI, State  
Bianca Williams, Regional Assistant Director/BSI, State  
Denise Freeman, School Improvement Specialist/BSI, State

### **Dates of CAT meetings (held and upcoming meetings):**

8/29/24, 11/18/24, 2/24/25, 5/12/25

All meetings will be held at 12:30 p.m.

### **What school data was analyzed?**

- State Assessment data including ESSA subgroup data (three year historical)
- Early Warning System Data to include at risk academics, attendance and behavior
- Staff and Student Engagement

### **Identified causes of low performance:**

The Community Assessment Team at Pasco Elementary School conducted an analysis of various data sources to identify the underlying causes of low academic performance. Through this thorough analysis, several themes emerged, highlighting areas of concern that need to be addressed:

- 1) Chronic Absenteeism: Factors contributing to high absenteeism include lack of transportation services and other community issues. Additionally, student engagement data indicates that students do not enjoy their classes, which likely impacts daily attendance. Parents reported a lack of connection to the school and staff in previous years.
- 2) Lack of Data Literacy with Staff: Administrator and other staff reported that previously, there was not a clear tracking system for student data, or knowledge of how to analyze student data for instructional purposes, which led to gaps in student foundational knowledge.
- 3) Support for Behavior Needs: Staff reported that students were previously not taught behavior expectations and that teachers were not required to support student behavior needs in the classroom, resulting in time out of the classroom.

### **Recommendations for school improvement:**

#### Student Support and Engagement

- Provide training to staff in student engagement strategies.
- Create teaching and reteaching plan for students related to behavior expectations.
- Plan student incentives and celebrations related to attendance and behavior.
- Provide opportunities for student engagement through Safety Patrol and the student leadership club.
- Schedule weekly hands-on science lab instruction.

#### Family Involvement Supports

- Ensure there is a communication plan for families related to student absences.
- Assign an office staff team member to directly support families with transportation issues.
- Ensure families are aware of engagement events through various methods

### **Other information:**

Pasco Elementary School's principal was newly appointed in June of 2024. With the school leadership team, there has been a proactive response within the School Improvement Plan to address barriers and the concerning

## District-Managed Turnaround Plan—Step 1 (TOP-1)

achievement data. These areas will be targeted through the domains of: 1) Transformational Leadership, 2) Student-Based Instruction, and 3) Positive Climate and Culture.

### Transformational Leadership

- Recruited new Principal for the purpose of school turnaround
- Recruited new Assistant Principal with strengths in instructional leadership
- Recruited new ELA and Mathematics coaches with proven records of effectiveness

### Standards-based Instruction and Learning

#### Strengthening core instruction

- Enhancing the quality and effectiveness of core teaching strategies through benchmark aligned professional learning and content coaching.
  - Teachers will use a common lesson plan format that includes the elements of explicit instruction and the gradual release model with a check for student understanding.
- Providing benchmark aligned resources for Tier 1 instruction and targeted interventions.
  - Use of UFLI as core foundational skills resource in grades K-2.
  - iReady will be utilized for personalized tiered interventions in reading and mathematics in all grade levels.
- Creating instructional schedule to maximize student access to quality instruction with minimal transitions and eliminating extended teacher planning during the school day.
- Adding Mathematics Interventionist role to focus on 4<sup>th</sup> and 5<sup>th</sup> grade students with unfinished learning from prior years.
- Scheduling academic instructional assistants strategically to support student practice opportunities and to assist students in building fluency in targeted skill areas.

### Positive Culture and Environment

#### Schoolwide implementation of Positive Behavior Intervention and Supports

- New expectations for classroom vs office managed student behaviors
- Revamped structures for behavior team to support student behaviors within classroom environment
- Clear reteaching plan for student behaviors, based on data, to reinforce resiliency standards
- New plan to incentivize positive student behaviors and improved attendance
- Establishment of leadership opportunities for students, including Safety Patrol and the student leadership club
- Monthly monitoring of behavior data and responsive intervention plan development

## District-Managed Turnaround Plan Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

### Assurance 1: District Capacity and Support

The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional learning and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall

## District-Managed Turnaround Plan—Step 1 (TOP-1)

dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

☒ The district shall ensure that instructional programs align to Florida’s state academic standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. The district shall demonstrate alignment of Florida’s state academic standards across grade levels to improve background knowledge in social studies, science and the arts.

☒ The district shall prescribe and require progress monitoring assessments that are aligned to Florida’s state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

### Assurance 2: School Capacity-Leaders and Educators

☒ The district shall ensure the school has effective leaders and educators capable of improving student achievement.

#### Leaders

☒ The district leadership team, in collaboration with the school, shall develop an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

☒ The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

☒ The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual’s turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

#### Educators

☒ The district shall ensure the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data.

☒ For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a School Improvement (SI) school with a VAM rating that is

## District-Managed Turnaround Plan—Step 1 (TOP-1)

below effective is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a SI school with a VAM rating that is below effective is less than the state average.

*Only 37% of instructional personnel at Pasco Elementary School have a state VAM, which does impact these percentages.*

- The district shall ensure the instructional personnel who do not have a VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.
- Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified instructional personnel, instructional personnel in need of improvement or out-of-field instructional personnel assigned to the school is not higher than the district average.
- Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

### Required Documentation

The district must submit the following as part of the TOP-1: (check boxes)

- An MOU pursuant to 1001.42(21), F.S. shall be emailed to [BSI@fldoe.org](mailto:BSI@fldoe.org) no later than September 1. The subject line of the email must include: district name, school name, and MOU. If an MOU has not been approved by the district school board, provide a detailed status of negotiations.

*The District maintains an open line of communication with our Union regarding plans for UniSIG schools (allocation is completely dictated by State) and EEA-T schools (allocation is determined by school district) so that they are prepared for any questions they may receive from staff at our schools. Florida Statute 1001.42(21) removes the need to create an MOU for the EEA-T supplement. It says, "To free schools with a school grade of "D" or "F" from contract restrictions that limit the school's ability to implement programs and strategies needed to improve student performance, a district school board may adopt salary incentives or other strategies that address the selection, placement, compensation, and expectations of instructional personnel and provide principals with the autonomy described in s. 1012.28(8)."*

- The district must submit instructional rosters for this school no later than August 30.** These lists are utilized to ensure that the most proven effective teachers are staffed at the most fragile schools and to verify rosters for teachers eligible to receive an additional district UniSIG allocation.
- The district must complete the table below by providing the number and percentage of instructional personnel in each of the VAM ratings of Highly Effective, Effective, Needs Improvement and Unsatisfactory for this school and the district.



## District-Managed Turnaround Plan—Step 1 (TOP-1)

*Pasco Elementary School employs 54 total instructional staff. Only 20 of these staff members have a state VAM as part of the data below.*

<b>VAM DATA- School % Compared to District and State %</b>				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	9	5	6
School %	0%	45%	25%	30%
District %	5.71%	66.87%	17.93%	9.49%
State %	10%	67%	14%	9%

### Acknowledgement

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

<b>Name and title of person responsible for completion and submission of TOP-1</b>
Vanessa Hilton, Chief Academic Officer
<b>Contact information: email, phone number</b>
<a href="mailto:vhilton@pasco.k12.fl.us">vhilton@pasco.k12.fl.us</a> , 813-794-2650
<b>Date submitted to the Bureau of School Improvement (due September 1)</b>
9/1/24
<b>Superintendent signature (or authorized representative)</b>

<b>Local School Board Chair Signature (or authorized representative)</b>

<b>Date approved by local school board</b>
9/10/24