

# TOP-1

District-M  
Turnaround  
1(TO)

Pasco County Schools  
Gulf Middle School

*Due-September 1*

**Purpose**

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)

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
Gulf Middle School/0261

### 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.

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### **Names and affiliation of CAT members:**

Amy Riddle, Principal of Gulf Middle School, Staff  
Karen Kledzik, Assistant Principal of Gulf Middle School, Staff  
Michelle Jacobsen, Assistant Principal of Gulf Middle School, Staff  
Dorothy Naclerio, Parent  
Chris Fitch, Fire Chief/Community Member  
Jennifer Thompson, Community Member  
Debbie Manns, New Port Richey City Manager, Community Member  
Bartell Butler, III, Staff and City Counselor, Community Member  
Sandra Malcolm, School Counselor, Staff  
Kim Fox, STEM Coach, staff  
Mimi Johnston, Graduation Enhancement, Staff  
Liz Kuhns, Parent Involvement Coordinator, Staff  
Andrea Monge, Director of PFAC, Community Member  
Angel Avila, Director of Rap House, Community Member  
Matt Roza, Rec Center Coordinator, Community Member  
Andi Figart, New Port Richey Library Director  
Krystal Summerall, MTSS, District  
Ira vonia Abiola, MTSS, District  
Marcy Hetzler-Nettles, Assistant Superintendent, District  
Vanessa Hilton, Chief Academic Officer, District  
Lucinda Thompson, Regional Executive Director/BSI, State  
Bianca Williams, Regional Assistant Director/BSI, State  
Julie Statton, School Improvement Specialist/BSI, State

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

August 26<sup>th</sup>, 2024, 3:00-4:00 pm  
October 28<sup>th</sup>, 2024, 3:00-4:00 pm  
January 27<sup>th</sup>, 2025, 3:00-4:00 pm  
May 19<sup>th</sup>, 2025, 3:00-4:00 pm

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

- Achievement Data /ESSA (3 Year Historical)
- EWS Academic
- EWS Behavior/Attendance
- Student and Staff Engagement

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

The Community Assessment Team at Gulf Middle School conducted an in-depth analysis of various data sources to identify the underlying causes of low academic performance. Through this thorough analysis, several significant 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 health-related issues. Additionally, disciplinary suspensions impact student access to instructional time. Furthermore, a prevailing sense of apathy among students and parents, compounded by generational disengagement, has been identified.

2) Teacher and Resource Availability: Challenges pertaining to teacher retention, insufficient numbers of certified teachers, and the educational impact of the COVID-19 pandemic have been recognized as significant barriers to academic success.

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3) Need to Leverage Community Partnerships Resources: It is imperative to establish collaborative partnerships with local institutions such as Rotary clubs and other community organizations in order to secure funding for Positive Behavioral Interventions and Supports (PBIS) rewards and school-related merchandise. Furthermore, proactive efforts aimed at engaging students through libraries, mobile units, and recreation centers are essential. Employing a diverse array of communication formats, including push notifications and social media, plays a pivotal role in educating the community about the criticality of attendance and academic objectives.

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

#### Community and Partnership and Engagement

- Establish a community support group with business and government representatives.
- Organize virtual parenting meetings to access community resources and advertise family language lessons at the library.
- Increase positive communication sent home to build student pride and proactively engage parents.
- Create opportunities for parents to connect with each other and with the school through in person events and social media outreach.

#### Student Support and Engagement

- Conduct interest surveys for students and create more electives and clubs based on their interests.
- Implement a mentor structure, including mentors who speak other languages or high school peers.
- Leverage alumni role models to inspire student connections to post-secondary options after high schools.
- Organize career days, student government days, and transition events between elementary and middle school and the high school.
- Prioritize data chats with students to ensure students are setting goals and tracking their academic and behavioral data over time.
- Provide after-school engagement opportunities, both online and in-person, and connect students to low or no-cost online tutoring.

#### Resource Allocation and Partnerships:

- Partner with Friends of the Library to promote literacy with students at libraries, through mobile units, and at recreation centers.
- Establish a business/community partner system to raise money for PBIS rewards and school pride wear.
- Collaborate with local organizations like Rotary clubs and other community groups to connect additional partners and create a pool of student mentors.
- Share resources in all formats, including push notifications and social media, to educate the community about the importance of attendance and academic goals.

### **Other information:**

For the 2024-2025 school year, Gulf Middle School has proactively implemented several strategies aligned with their school improvement plan to address areas of concern. 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 Assistant Principal from a nearby turnaround school
- Assigned Principal mentor from a district turnaround school

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### Standards Based Instruction and Learning

Access to well-trained, certified teachers in all core content classrooms

- Additional teacher allocations provided to school for each core content area
- Two new allocations for academic instructional assistants to provide hands on supports to students in English/Language Arts and Mathematics
- New teacher onboarding and support with curriculum, instruction and assessment developed and provided by district and school coaches
- Staff professional learning elevating district wide literacy instructional practices

Strong schoolwide literacy focus

- New school Lead Literacy Team focus and structure
- New literacy intervention to strengthen foundational skill development (SIPPS program)
- New International Baccalaureate Program Coordinator recruited to provide training and coaching to teachers with instructional practices
- Staff training of AVID program with emphasis on implementation of school wide literacy practices in all content classrooms

### Positive Culture and Environment

Schoolwide implementation of Positive Behavior Intervention and Supports

- New Behavior Support coach
- Restructure of Student Services Instructional Assistants to focus on Restorative Practice
- Development of Positive Behavior curriculum for teaching of expectations and resiliency standards
- Additional allocation for Student Services Coordinator to explicitly monitor attendance
- 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 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

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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 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 16% of instructional personnel at Gulf Middle 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.

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- 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.



*Gulf Middle School employs 55 total instructional staff. Only 19 of these staff members have a state VAM as part of the data below.*

VAM DATA- School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	10	6	3
School %	0%	53%	32%	15%
District %	5.71%	66.87%	17.93%	9.49%
State %	10%	67%	14%	9%

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### 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