



TOP-2

District-Managed Turnaround Plan – Step 2 (TOP-2)

Pasco County Schools
Pasco Elementary School

Due-October 1

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective August 2023

District-Managed Turnaround Plan—Step 2 (TOP-2)

Purpose

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 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 no later than October 1. The subject line of the email must include district name, school name and TOP-2.

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/0061

Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

1. Transformational Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district, and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

Describe the methodology used for needs assessment, including 3-year data trends from the state, district, and school levels.

Results of Needs Assessment

To assist all schools in developing and implementing a school improvement plan, Pasco County Schools begins with a Comprehensive Needs Assessment (CNA) each spring as part of the district's continuous improvement model. This needs assessment includes analysis of student performance, analysis of stakeholder feedback, self-assessment, and site visits.

District-Managed Turnaround Plan—Step 2 (TOP-2)

- Student performance is analyzed by reviewing current and three-year trend data by subgroup and school. Data sources include Florida Assessment of Student Thinking (FAST), Statewide Science Assessment, NWEA MAP Growth results and Renaissance Curriculum Based Measurements (CBM) screening and progress monitoring tools. Stakeholder feedback is analyzed by reviewing results from both the student and staff Gallup polls, staff and parent surveys, and focus groups.
- Multiple tools are used to conduct a self-assessment. Each school and the district rate themselves on the Cognia Standards for systems accreditation and reviews this information as it is aligned to the continuous improvement cycle. Additionally, Pasco County Schools reviews and evaluates its progress toward goals set using the Best Practices in Inclusive Education (BPIE).
- Instructional Practice Observations, Professional Learning Community (PLC) rubrics, and Positive Behavior Supports (PBIS) screenings and tools are also completed by schools to gain insight into instructional and support practices.

An Assistant Superintendent, Multi-Tiered System of Support (MTSS) Specialist, and District personnel engage in site visits with school leadership at the school during the needs assessment process to gain insight into the school's unique needs as well as identify focus for school improvement efforts and needs for implementing the plan.

At Pasco Elementary, the approach employed for needs assessment within the school involves surveying all stakeholders to determine effective practices and areas requiring enhancement. Educators are encouraged to express their perspectives on initiatives that could foster the school's development and suggest how funds might be allocated to improve student outcomes. The leadership team allocates time to analyze data alongside administrators and their teams to discern trends and generate ideas for improvement. All insights obtained from these brainstorming sessions are utilized to address essential inquiries arising from the Comprehensive Needs Assessment process.

The conclusion of the CNA results in the identification of the root causes of barriers, the development of a district and school improvement plan to overcome and reduce barriers to improvement. For the district, the result of the CNA drives refined plans annually, focusing on increasing overall math, literacy, science and social studies achievement, as well as community involvement. Additionally, the district uses this process to determine the allocation of support needed to implement each school's improvement plan.

The results of this most recent process revealed several key areas of need for the **District**:

- Elementary mathematics instruction
- Disciplinary literacy strategies
- Continued new teacher development
- Renewed system for development of teachers beyond year three
- Leadership development focus on systems and data literacy
- Culturally responsive customer service
- Community engagement resources and system for involvement at the school and district level

The district office has incorporated these results into professional development throughout the year, including coaching supports, teacher core content learning, and Principal and Assistant Principal Meetings.

District-Managed Turnaround Plan—Step 2 (TOP-2)

- At monthly Principal and Assistant Principal Meetings this year, the focus is on improving math instruction at the elementary level, improving interdisciplinary literacy strategies district wide, and increasing community, staff, and student engagement.
- Each semester, professional learning is planned to reinforce knowledge of content benchmarks, understanding of state and district approved curriculum, as well as instructional strategies that reinforce the lesson elements of explicit instruction, adequate student practice time, monitoring for understanding, and release of learning to the students. This is provided for new teachers, as well as teachers beyond year three. Additionally, these sessions will be provided during the required Professional Development days on August 8 and October 15.

Additionally, coaches and school-based leaders engage in learning walks several times a year to learn about highly effective instructional practices and coaching feedback cycles that focus on ensuring that instruction is aligned to grade level benchmarks and student work. Additionally, Pasco County has hired a Community Engagement Specialist that will help build authentic district and community engagement connections with families and communities.

The result of the **School** needs assessment process revealed these areas of need:

ELA (English Language Arts)

Achievement:

- The school's ELA achievement has remained stagnant over the last two years, holding at 31% in both 2023 and 2024. The school lags behind the district, which improved from 47% in 2023 to 51% in 2024. The state scores also increased slightly from 53% to 57% over this period. In 2022, the school scored lower at 27%, indicating some improvement since then.

Grade 3 Achievement:

- The school's Grade 3 ELA performance saw a slight decrease from 34% in 2023 to 33% in 2024, while the district and state showed consistent improvement. The district increased from 46% to 51%, and the state from 53% to 58%.

Learning Gains:

- The school's learning gains in ELA improved from 40% in 2023 to 48% in 2024, showing progress, although it remains below the district (56%) and state (60%) levels.

Learning Gains (Lowest 25%):

- A notable highlight is the improvement in learning gains for the lowest 25% of students, with a jump from 57% in 2023 to 63% in 2024. This puts the school above both the district (53%) and state (57%) averages, indicating strong support for struggling students.

Math

Achievement:

- Math achievement at the school decreased in 2024, dropping to 21% from 29% in 2023. This is significantly lower than the district (50%) and state (62%) averages, indicating a widening gap in performance. In 2022, the school scored higher at 36%, suggesting a significant decline over the last two years.

Learning Gains:

District-Managed Turnaround Plan—Step 2 (TOP-2)

- The school's math learning gains also decreased, with a drop from 50% in 2023 to 30% in 2024, far below the district (54%) and state (62%) averages. This reflects a substantial decline in overall student growth in math.

Learning Gains (Lowest 25%):

- For the lowest 25% of students, the school saw a drop in gains from 45% in 2023 to 40% in 2024. This remains below the district (46%) and state (52%), indicating challenges in supporting lower-performing math students.

Science

Achievement:

- The school's science achievement dropped to 29% in 2024 from 36% in 2023. This places the school below the district (46%) and state (57%) averages. In 2022, the school's science achievement was even lower at 17%, showing some improvement over time, but it still lags significantly behind.

Accountability Component	PES								
	2024			2023			2022		
	School	District	State	School	District	State	School	District	State
ELA Achievement *	31	51	57	31	47	53	27	52	56
ELA Grade 3 Achievement **	33	51	58	34	46	53			
ELA Learning Gains	48	56	60				40		
ELA Learning Gains Lowest 25%	63	53	57				57		
Math Achievement *	21	50	62	29	48	59	35	46	50
Math Learning Gains	30	54	62				50		
Math Learning Gains Lowest 25%	40	46	52				45		
Science Achievement *	29	46	57	36	50	54	17	50	59

Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented.

Significant concern about previous practices has led to a plan to adjust many of these strategies and instead create systems grounded in research, rather than previous practices. These systems include:

- Creating and implementing a master schedule with consistent instructional blocks for teachers, with minimal transitions
- Creating and implementing an extended PLC after hours, supported by the administrators, coaches, and grade level team leads with the focus on benchmark aligned instruction
- Administrators and coaches meet regularly to discuss a specific learning target for teachers to implement, aligned to instructional look fors. After the walkthrough, teachers receive impact feedback based on the goal presented.
- Coaching Cycles in a tiered system based on teacher data, with academic coaches implementing an intentional schedule to ensure they meet with teachers based on tiers of support.
- Creation of common lesson plan protocol focused on the gradual release model for all teams to utilize to increase the implementation of benchmark aligned instruction. This will include pre-planning, during-planning and post-planning expectations.
- Implement a consistent problem solving cycle, embedded in the PLC cycle (to occur monthly) to build data literacy around benchmark data, curriculum assessments and intervention progress monitoring

District-Managed Turnaround Plan—Step 2 (TOP-2)

Identify strategies that have not resulted in improvement. What will be done differently?

Instructional staffing has been an issue for the last several years. Some cohorts of students did not have full-time, qualified teachers for large portions of the last few years, which likely resulted in low instruction quality. Using substitute teachers with side-by-side coaching from district and school content experts did not yield positive results or sustained learning for students. Therefore, a significant focus has been spent in recruitment and retention of teachers. Limited staff from previous years remain at Pasco Elementary and all teachers who did not have an Effective or Highly Effective state VAM rating have been moved out of instructional positions or placed on Academic Improvement Plans and provided with mentorship by Effective or Highly Effective teachers or coaches.

At Pasco Elementary School, through the needs assessment process and within the BSI evidence of implementation meetings, practices were analyzed for effectiveness and the following findings were identified.

Evidence of Improvement	What will be done differently?
The implementation of extended collaborative planning enabled our educators to assist one another effectively, ensuring that every student benefits from high-quality instruction. Through collective efforts, teachers and coaches planned for key instructional strategies that would yield most the effect size on student learning and shared resources for benchmark-aligned instruction.	The collaborative planning across multiple grade levels scheduled during the school day reduced valuable instructional time. This year, planning will take place with one grade level per session, with a dedicated content coach for each area after school hours. Planning will focus on benchmark aligned instruction and the use of a common lesson planning tool and include professional learning for teachers to deeply understand content benchmarks.
Teachers began each lesson with clear learning goals. This was reinforced through regular walkthroughs with immediate feedback. Teachers also utilized anchor charts to make learning goals more accessible to students.	When planning, teachers did not intentionally plan for student friendly learning goals, thus the learning lacked clarity for our students. It also hindered teachers’ ability to monitor student progress throughout the lesson, and respond to student needs, as appropriate. This year, teachers will receive professional development on the gradual release model, including a focus on implementing checks for understanding, which will allow teachers so closely monitor student learning during each lesson.
There was a focus on academic language throughout classroom discussions and written assignments. Teachers were expected to provide direct vocabulary instruction to help students use academic language effectively.	This implementation expectation was not paired with a planning expectation, and thus teachers did not intentionally plan for use of academic vocabulary or share strategies for vocabulary development. Moving forward, planning for this instruction is part of the common lesson planning tool, and teachers who need support with related

District-Managed Turnaround Plan—Step 2 (TOP-2)

	instructional strategies will receive targeted professional development.
The intended instructional model was focused on gradual release to students, as well as expected to include clear, concise demonstrations, teacher think alouds, and chunked instruction. Students were to have ample opportunities to practice after each chunk of instruction.	When planning, teachers did not intentionally plan for student engagement during the gradual release of learning. The current planning protocol includes intentional planning for student engagement and strategies to hold students accountable for their learning.
Professional learning communities were to plan for and implement frequent checks for understanding. This was to be reinforced through formative assessments and facilitation grids. Interventions were to be planned from evidence of student learning from these checks for understanding.	While grade levels collected evidence of student learning throughout instruction, there was a lack of connection to instructional decisions and interventions. Teachers were not fully engaged with their data and with intervention action planning, as other support staff were responsible for understanding and monitoring tier 2 and tier 3 data. Moving forward, professional learning communities will use student data as part of the problem-solving cycle at least monthly to ensure a sense of urgency to make the instructional shifts needed to support expected student learning. This year, we will also implement the iReady diagnostic and intervention system to increase teacher knowledge of student needs and provide immediate student access to personalized intervention supports.
	The lack of a strong behavioral system was an issue last year. This impacted student attendance rates and caused students to miss additional instructional time due to disciplinary issues. This year, we will implement a strong behavior system with PBIS, supported by the district. Behavior support staff will use a push in model as a first response to supporting teachers with challenging student behaviors.

Implementation Plan

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

1. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment.

District-Managed Turnaround Plan—Step 2 (TOP-2)

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed.

Points of Strength and Areas for Growth

Transformational Leadership

Pasco County Schools' district-based leadership team is comprised of the Superintendent of Schools; the Chief Academic Officer; the Assistant Superintendents of priority schools, elementary, middle, and high schools; the director of Leading and Learning; a supervisor from the Office for Accountability, Research, and Measurement; an MTSS Specialist and the supervisor for School Improvement.

In addition to the CNA, the Superintendent's staff compile data on each school including student achievement data, leadership data, staff engagement, and instructional staffing to determine which schools are in greatest need of support within the system. Multiple levels of support are created and an accompanying guide for the delivery of support is developed. While very directive intervention and supports are provided to schools identified by BSI (earning a D or F grade), additional layers of support are developed for Priority and recently improved SI schools (earning a C grade). These schools are still monitored closely, as they have been identified as having risk factors and inconsistencies in student performance, and supports are aimed at mitigating these factors and ensuring there are strong system in place for school improvement.

For BSI School Supports, which is our most intensive layer of supports, these schools are being supported and monitored through the Florida Department of Education (FLDOE) Bureau of School Improvement (BSI) in addition to our district/school teams. To direct and monitor progress, the Assistant Superintendent leads quarterly data meetings and walkthroughs at BSI school which are in addition to support from the BSI state team. The Assistant Superintendent may require additional data reviews and walkthrough based on ongoing evidence of instructional practices and progress monitoring/benchmark data. District specialist supports are provided weekly for Math, ELA, and MTSS, and every other week for Science, Social Studies, and for special programs (ESE and ELL). Two instructional assistants for academic support are funded through UniSIG, while Title 1 funds support two content specific coaches, as well as three days of professional development in the summer. District quarterly assessments and ongoing progress monitoring assessments are required, and attendance is required at both Priority Improvement Workshops (for Principals and at least one coach or school staff). School-based coaches and new teachers are required to attend monthly coaching meetings and quarterly new teacher professional learning sessions.

For Priority School Supports (schools that have earned a low C grade), the Assistant Superintendent facilitates four data meetings and conducts four priority school walk-throughs. District specialist support occurs every other week for ELA, Math, and MTSS, and monthly for Science, Social Studies, and SSPS. If Title 1 funds are available, two coaches and three days of professional development are recommended. District progress monitoring assessments will be conducted, and attendance is required at priority school principal meetings and monthly coaching and new teacher professional learning sessions.

Clear instructional expectations have been communicated to BSI, Priority, and all other schools, which are monitored at the district and school levels to ensure the highest standards of teaching and learning in these buildings. These expectations include closely monitoring teacher teams in their Professional Learning Community (PLC) work, ensuring alignment with district goals. We will enforce the fidelity of curriculum

District-Managed Turnaround Plan—Step 2 (TOP-2)

implementation and adherence to the district’s scope and sequence, guaranteeing consistency and quality across classrooms. Intentional coaching support will be provided to staff, tailored to their specific needs, to enhance instructional practices. Additionally, we will conduct weekly meetings with the coaching team to review progress and address challenges. Regular walkthroughs will also be conducted to observe classroom practices and provide timely feedback, fostering a culture of continuous improvement.

Points of Strength	Areas for Growth
Improvement of schools with F grades (none)	Need to tighten monitoring of at-risk C schools to ensure improvements in student performance
Recent development of Turnaround Leader pipeline, including support from national partner	Bench of Turnaround Leaders continues to be in need while current leaders engage in pipeline program
Monthly K12 Principal Meeting structure to ensure consistency in leader learning and development	Need for stronger focus on instructional leadership during Principal Meetings
New data systems developed within student information system	Need to build data literacy knowledge and practices throughout the district

Based on these areas identified, these improvements will be implemented:

District

- Strengthened Tiers of Support for Priority School Improvement Structures
 - Data Literacy and systems for monitoring
 - Monitoring of instruction and impact of implementation through walkthroughs
 - Strong instructional leadership development
- Defined coaching supports through Assistant Superintendents, School Improvement Supervisor, District Coaching Coordinator and MTSS specialist
- Leadership team professional development through BSI Summer Training Institute on July 29th and 30th
- Coaching for Improvement through Summer Coaching Academy
- Continued development of turnaround leader pipeline
- Intentional Instructional leadership focus during K12 Principal meetings

Pasco Elementary School

- Recruitment of a new school turnaround principal during the Summer of 2024
- Recruitment of highly effective Assistant Principal during the Summer of 2024
- New ELA, Mathematics and Science Coaches with proven records of performance

Standards-based Instruction and Learning (for student and adult learners)

The district is committed to fostering continuous growth and excellence among all educators by hosting two new Districtwide Professional Development Days. These days will provide core professional development across all content areas, ensuring that both new and experienced teachers receive the training and resources they need to succeed. To further support our new teachers, regional professional learning sessions and targeted support will be offered, equipping them with the knowledge and tools necessary to thrive in their classrooms and contribute to the success of our students. Additionally, all schools are required to have professional learning in alignment with their school improvement plans during Early Release Days. There are also New Teachers Trainings required quarterly. All schools are expected to have high functioning Collaborative Teachers Teams (Professional Learning Communities (PLCs), School Leadership Teams

District-Managed Turnaround Plan—Step 2 (TOP-2)

(SLTs), and School Intervention Teams to support the work of school improvement and high levels of learning and outcomes for all students.

Points of Strength	Areas for Growth
New teacher professional learning system	Need to provide continued professional learning for teachers beyond year three (no PD required for these teachers during the 20/21, 21/22, 22/23 school years)
State and district approved, benchmark aligned curriculum provided in all core content areas	Need for teacher support in using benchmark aligned curriculum within district provided resources Need for access to differentiated intervention resources in the areas of ELA and Mathematics
New data systems developed within student information system	Need to build data literacy knowledge and practices throughout the district

Based on these areas identified, these improvements will be implemented:

District

- Use of state and district approved resources to ensure guaranteed access to grade level instruction and materials
 - Refinement of district provided resources to build benchmark knowledge, spotlight tested benchmarks, and prioritize aligned instructional supports
- Support of school based Professional Learning Community facilitators to build knowledge of high leverage practices like analyzing student work for intervention and enrichment purposes
- Support for use of evidence-based intervention/instructional strategies to address the learning needs of all students
- Dedicated on site core content support teams prioritized for most at risk schools
- Approval of additional intervention resources for use in BSI and Priority schools

Pasco Elementary School

- Implementation of iReady diagnostics and intervention system in ELA and Mathematics
- Implementation of the research-based reading foundational skills curriculum of UFLI in all K-2 classrooms
- Support for mathematics teachers in understanding the vertical and horizontal benchmarks that impact their strategies for addressing misconceptions and unfinished learning
- Training for mathematics teachers to build understanding in the use of the BIGM to support benchmark aligned instruction
- Science teacher training to assist in using the district curriculum, the instructional model, and science investigates kits to increase student knowledge of science content
- Establishment of extended common planning time with dedicated content coach support after hours
- Prioritizing learning gaps in intermediate math with dedicated Math Interventionist to support 4th and 5th graders and dedicated half time reading interventionist to support 4th graders

In addition to ensure that students are deeply engaged with grade level benchmark aligned curriculum and instruction, the learning plan for students includes opportunities to extend their learning to the real world and beyond the school day. These experiences include:

District-Managed Turnaround Plan—Step 2 (TOP-2)

- Intensive Reading Pilot
- Extended School Day for student identified for a Progress Monitoring Plan

Positive Culture and Environment

The district has developed a comprehensive system that integrates Resiliency Standards and Positive Behavior and Intervention Supports (PBIS) into a framework for Compassionate Schools. These practices focus on fostering a supportive and inclusive environment where students develop positive character traits, personal responsibility, mentorship and citizenship and critical thinking and problem-solving skills. Resiliency Standards empower students to overcome challenges, while PBIS provides a framework for teaching, monitoring, recognizing and reinforcing positive behavior. Together, these elements create a compassionate environment that supports the well-being and academic success of every student. Each school is expected to have clearly defined behavior levels of support, aimed at reinforcing the expectations of our district Collective Commitments for Compassionate Schools. Behavior expectations (aligned with Resiliency Standards) are to be taught and reinforced throughout the year, through an established system to acknowledge and celebrate positive student behaviors. Schools must also clearly define classroom and office managed behaviors to ensure that student time is maximized within their learning environment. Each school should address the behavioral health of the school within a leadership structure, and identify a regular meeting to prioritize and review Tier 1 behavior data and problem-solving areas of concern to include discipline rates. At the district level, there is a supervisor and coordinator of behavior supports, who support and coordinate district-wide behavior supports and monitor district wide data, along with specialists who support and monitor behavior interventions at identified school sites.

Points of Strength	Areas for Growth
District wide expectations for Compassionate Schools, training supports to assist schools in building a PBIS, adoption of state resiliency standards	Inconsistent school-based implementation of PBIS Lack of student engagement reported by staff and leaders <ul style="list-style-type: none"> • Need to improve attendance rates Need to reduce exclusionary discipline
District approved, standards aligned curriculum provided to support Resiliency Education	Need for teacher support in using aligned curriculum to support resiliency Need to ensure consistent teaching of appropriate behaviors as part of instructional schedule
New data systems developed within student information system	Need to build data literacy knowledge and practices throughout the district

Based on these areas identified, these improvements will be implemented:

District

- Summer Resiliency Institute to build positive mindsets around PBIS for all schools
- Summer Behavior Solutions training to assist school teams in building system for positive behaviors and tiers of supports
- Dedicated summer leader training to assist in refinement of systems for PBIS and implementation of required PBIS practices
- Required monthly data meetings focused on addressing Tier 1 behaviors and developing interventions

District-Managed Turnaround Plan—Step 2 (TOP-2)

- Development of new behavior data dashboard within student information system with accompanying data protocols for school use
- PBIS focused professional learning and problem solving at K12 Principal meetings during 2024-2025

Pasco Elementary School

- Restructured behavior team to push into classrooms for student support
- Shift to implementation of PBIS as a school wide initiative
- Dedicated instructional assistants for student support in primary grades
- Increased celebrations of students to increase engagement a reinforce appropriate behaviors and academic improvement
- Lesson framework included specific planning for student engagement strategies as part of gradual release model
- Dedicated data meetings with content teams and individual teachers to monitor student data and successes

Part B. *In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.*

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 development 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.

Pasco County Schools' district-based leadership team is comprised of the Superintendent of Schools; Chief Academic Officer; the Assistant Superintendents of elementary and high schools; the Director of Leading and Learning; the Senior Supervisor from the Office for Accountability, Research, and Measurement; a Senior Supervisor from the Office for Student Support Programs and Services, The Title I Supervisor, a Human Capital Partner from Human Resources and Educator Quality, and the Supervisor of School Improvement. The Chief Academic Officer leads the district turnaround efforts and reports directly to the Superintendent.

The district shall ensure that instructional programs align to Florida's Benchmarks for Excellence in Student Thinking for ELA and mathematics, as well as the Florida Standards for social studies and science. The district shall provide evidence that shows instructional programs to be effective with high-poverty, at-risk students and how these programs are different from the previous programs. The district shall demonstrate Florida's BEST alignment across grade levels to improve background knowledge in social studies, science and the arts.

The instructional programs for Math, English Language Arts (ELA), and Social Studies have been revised to align with the newly released benchmarks. Curriculum units and individual lessons were adapted or rewritten to ensure alignment with the new state standards.

In English Language Arts, there is a strong emphasis on foundational skill instruction in the science of reading for all students in grades K-2. The revised humanities block elevates the importance of this instruction and provides clear guidelines for both teachers and students. This year, the emphasis on a humanities block is new, ensuring instruction in both ELA and Social Studies through an interdisciplinary

District-Managed Turnaround Plan—Step 2 (TOP-2)

approach. With the adoption of the new social studies curriculum, Gallopade, schools can leverage high-quality instructional materials to support standards-based instruction. This approach helps students of all demographics understand themselves and others in relation to place, time, belief, identity, and culture, fostering empathetic, thoughtful, and critical citizens. Learning the content, language, concepts, skills, and methodologies associated with separate disciplines is important, as is the exploration of key ideas related to human experience and culture. Into Reading integrates evidence-based practices that are tailored to address the specific needs of struggling readers. This includes systematic phonics instruction, comprehension strategies, and vocabulary development. Into Reading includes formative assessments and ongoing progress monitoring tools that help teachers identify student needs and adjust instruction accordingly. The core program along with the instructional playbooks for K-5 ELA and Social Studies help teachers plan for targeted instruction that includes benchmark aligned tasks, reading and writing opportunities to build knowledge and skill, and paired formative and summative assessments.

In mathematics, the instructional model leverages the BEST math benchmarks through small group instruction, focusing on concept development, procedural skill, and fluency. In addition to targeted, standards-aligned instruction, students engage in blended learning daily, with opportunities to view standards-specific tutorials and practice aligned with their day-to-day learning. This instructional model aims to accelerate learning for all students and develop their skills in grade-level benchmarks. The recent implementation of Eureka Math² has bolstered this instructional model. EdReports highly rated Eureka Math² in all evaluated categories, including focus and coherence, rigor and mathematical practices, and classroom usability. Their review examines whether the materials meet strict standards and criteria in these key areas.

Science instruction is prioritized across all grade levels. Students receive daily instruction using a blended learning model built upon the “5 E” model of science instruction and the core resource Techbook from Discovery Education. Students have the opportunity to utilize a wide variety of resources in hands-on labs and virtual simulations, all aligned with state standards. The addition of Pasco Investigates hands-on learning labs and the use of student-facing Canvas courses for engaging instruction ensures that teachers have the necessary tools and resources to provide quality learning experiences. The district’s increased focus on science instruction in elementary schools has led to higher classroom engagement and benefits across all core content areas. This comprehensive approach equips students of all demographics with the skills to be college, career, and life-ready.

The core programs along with the instructional playbooks for K-5 Math and Science help teachers plan for targeted instruction that includes benchmark aligned tasks, opportunities to build knowledge and skill, and paired formative and summative assessments.

The instructional materials used in core subject areas have undergone a rigorous approval process to ensure they meet high standards of quality and effectiveness. The state of Florida releases approved lists of instructional materials, and vendors must go through a stringent evaluation process to be included. These materials are assessed based on a core rubric that ensures they are standards-aligned and supported by research and evidence demonstrating their success with students, including in low-performing schools with similar demographics to Pasco Elementary School. This process ensures that the materials are not only effective but also different from previous programs in their approach and outcomes. Additionally, Pasco County conducts an extra layer of review and evaluation to guarantee that only the highest quality materials and programs are presented to students, further enhancing the educational experience.

The district shall prescribe and require progress monitoring assessments that are aligned to Florida’s Standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its

District-Managed Turnaround Plan—Step 2 (TOP-2)

progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Students in grades K-5 will be administered the FAST in ELA and Mathematics three times per year. Students in grades 3-5 will also be administered the NWEA in Science three times per year. Module assessments (ELA and Math) and end of unit assessments (science) are administered throughout the year for ongoing monitoring at the classroom and team level. Each assessment is aligned to the B.E.S.T. standards. Additionally, STAR CBM, a curriculum-based measure, is used in reading and math to monitor students' progress and assist teachers in identifying areas in which interventions may be needed.

Assurance 2: School Capacity-Leaders and Educators

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

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

Turnaround leaders require additional support and development in creating comprehensive intervention systems to produce significant gains in achievement and sustain the change.

School Turnaround Leader Institute: Turnaround leaders are given priority registration for Harvard's School Turnaround Leader's Institute. This unique development course offers cohort style learning, allowing participants to network with other turnaround leaders throughout the nation. Participants participate during the summer which lowers the negative impact of the school leader being out of the building. Participants learn how to establish high expectations for instructional quality, develop effective teams, translate data into action, and generate deep engagement among school and community stakeholders. They leave with a school improvement plan that they can put into action right away. Additionally, participants will activate their School Leadership Teams and School Intervention Teams to build capacity within the school that will sustain the change needed to impact student achievement.

Priority Principal Workshops: Priority Principal Workshops are designed for school leaders and instructional coaches to:

- Sharpen instructional skills with deepened knowledge of content and instructional practices
- Establish, reflect and monitor evidence of impact of coaching cycles and support structures in improving teacher practices and student work
- Develop, clarify and monitor areas of focus within classroom walkthroughs and observation
- Leverage data systems to reflect, refine and adjust systems of support for teachers and students

Leader Mentoring Program: New turnaround leaders are assigned a mentor with a proven record of highly effective turnaround leadership. Mentors collaborate and coach turnaround mentees to design and monitor systems for instructional improvement and to establish strong systems of coaching for impact.

Tiered Support from District Priority Team

- Data Meeting by Assistant Superintendent
- Priority School Walk Through (4)
- District Supports – Weekly (Math, ELA, MTSS), Every other week (Science Social Studies and SSPS)
- Two IAs for instructional supports (UniSIG funds)

District-Managed Turnaround Plan—Step 2 (TOP-2)

- Two academic coaches
- BSI Summer Institute
- District Quarterly and Progress Monitoring Assessments
- Attend Priority School Principal Meetings
- Required attendance at monthly Coaching and New Teacher professional learning

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 Principal Change Verification Form for Principal Rudolph-Fladd was submitted to BSI on June 28, 2024.

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.

Principal Rudolph-Fladd was approved to lead Pasco Elementary School by the BSI Team on July 11, 2024.

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.

All staff who are offered instructional positions at turnaround schools in Pasco County Schools are reviewed by Human Resources to ensure they have an effective or highly effective VAM rating through consistent FLDOE checks. In addition, all job postings for turnaround schools have the verbiage for the VAM retention bonus provided through the UniSIG Teacher Allocation funds to attract those Effective and Highly Effective teachers to apply.

For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a Differentiated Accountability (DA) school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state Value-added Model (VAM), is less than the district average.

This year, significant time and effort has been spent in recruitment and retention of teachers. Despite this, hiring gaps and staff vacancies exist in each school. Because of this barrier, staff from previous years who remained at the school, and who did not have an Effective or Highly Effective state VAM rating were either moved to instructional positions that did not directly impact student learning or were required to be placed on an Academic Improvement Plan and receive mentoring from an Effective or Highly Effective teacher or coach to ensure improvement in student outcomes. This plan will be monitored by the Chief Academic Officer, as well as the district Director for Employee Relations. Additionally, targeted and frequent recruitment efforts are continuously occurring for all BSI schools, led by the district Human Resources department.

The district shall ensure the instructional personnel who do not have a state VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

District-Managed Turnaround Plan—Step 2 (TOP-2)

This year, significant time and effort has been spent in recruitment and retention of teachers. Despite this, hiring gaps and staff vacancies exist in each school. Because of this barrier, staff from previous years who remained at the school, and who did not show evidence of increasing student achievement were either moved to instructional positions that did not directly impact student learning or were required to be placed on an Academic Improvement Plan and receive mentoring from an Effective or Highly Effective teacher or coach to ensure improvement in student outcomes. This plan will be monitored by the Chief Academic Officer, as well as the district Director for Employee Relations. Additionally, targeted and frequent recruitment efforts are continuously occurring for all BSI schools, led by the district Human Resources department.

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.

The department of Human Resources carefully monitors the hiring and placement of any teachers who hold temporary certifications or are out of field and has ensured that the number of such personnel assigned to Pasco Elementary is not more than the district average.

Ensure that K-12 intensive reading instruction is provided by teachers certified or endorsed in reading.

The departments of Leading and Learning and Human Resources jointly monitors the assignment of any teachers to courses with students identified as needing intensive reading intervention and do not approve any such assignments for teachers who do not hold a certification or endorsement in reading.

Explain the correlation between the School Improvement Plan (SIP, annual school plan) and this proposed district-managed turnaround plan (TOP-2, 2-year district plan). Describe how the district and school leadership team are working together to implement the plans to improve the school.

Correlation between SIP and TOP-2:

The Pasco Elementary School needs assessment conducted at the school and with the CAT resulted in the focus on building stability with strong strategies. The SIP strategies were designed to support these identified causes of low performance:

- Lack of student achievement (low proficiency scores)
- Lack of aligned instruction
- High student absences
- Limited student engagement in instruction
- Lack of data literacy with staff
- Support for behavior needs

SIP:

Accountable and Shared Leadership

- Clear expectations from school administrators for the implementation of benchmark aligned instruction
- Targeted professional learning provided to teachers to ensure understanding of all instructional expectations
- Consistent monitoring of classroom instruction to ensure lessons and tasks are aligned to grade level benchmarks
- Administrator and coaching supports provided to teachers who are not meeting instructional expectations

District-Managed Turnaround Plan—Step 2 (TOP-2)

- Administrator and coaching support for professional learning communities and common planning sessions

Benchmark Aligned Instruction and Learning

- Implementation of benchmark aligned instruction (with professional development to teachers on benchmarks)
- Use of common planning protocol grounded in the Gradual Release Model
- Strengthen Professional Learning Communities with administrator and coaching supports to ensure consistency in benchmark aligned instruction and implementation of the problem-solving cycle
- Provide teacher training and coaching on benchmark understanding in ELA, Mathematics and Science
- Utilization of iReady digital platform to provide student opportunities for personalized intervention supports

Positive Culture and Environment

- Implementation of a strong PBIS to establish, teach, monitor and reinforce expectations for positive student behaviors
- Administrators will work to build a positive school environment through culture building activities to support and retain teachers, positive communication to staff and families to encourage increased involvement, and celebration of student success to reinforce student effort and achievements
- Development of teacher mentorship program to support new teachers professionally and personally

Describe how the district and school leadership team are working together to implement the plans to improve the school.

The district support specialists at Pasco Elementary are focused on ensuring solid plans are in place for implementation of and monitoring for high impact instruction. Because existing systems were absent, a great deal of time has been spent side by side with the school team building the appropriate supports for the school. This includes the clear scheduling of supports of building level coaches, along with building the capacity of these coaches in the areas of impactful coaching cycles.

The district team also supported the school in the creation of goals and action plans based on "look for" trends and student achievement data. Along with the school leaders and coaches, this has included intentionally supporting PLCs, lesson planning sessions, and co-planning and supporting professional development opportunities.

The district support team has also conducted walkthroughs with building leaders and academic coaches to monitor their designated "areas of focus" (developed from the BSI institute) within the building and create plans of action to address deficits and support teachers appropriately. In collaboration with the school team, the district team has assisted in the planning of criteria for tiers of support for teachers based on level of need, as well as mapping out the plans of support, utilizing school and district resources, to build capacity throughout the school.

The district support team also is working to align their supports directly to the findings and action plan from the BSI Instructional Review to reduce any disparate inputs for the school and ensure that all supports are creating effective improvement efforts.

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 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 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida’s state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low-performing with students of similar demographics; and how they are different from the previous programs.
4. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
5. Identify progress monitoring and summative assessments aligned to Florida’s state academic standards that will be used in the school.

District-Managed Turnaround Plan—Step 2 (TOP-2)

6. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
7. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan.
9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

1. Describe the district leadership team and its role in implementing the DMT plan.

Pasco County Schools' district-based leadership team is comprised of the Superintendent of Schools; Chief Academic Officer; the Assistant Superintendents of elementary and high schools; the Director of Leading and Learning; the Senior Supervisor from the Office for Accountability, Research, and Measurement; a Senior Supervisor from the Office for Student Support Programs and Services, The Title I Supervisor, a Human Capital Partner from Human Resources and Educator Quality, and the Supervisor of School Improvement. The Chief Academic Officer is the lead for our district's turnaround efforts, and reports directly to the Superintendent.

After the district comprehensive needs assessment, the Superintendent's Staff compiled data on each school to include student achievement data, leadership data, staff engagement, and instructional staffing to determine which schools were in greatest need of support within the system. Multiple levels of support were created and an accompanying guide for delivery of supports was also made. The levels include Turnaround BSI schools, Priority Schools, Focus Schools, and Core Schools. The BSI schools receive the most intensive level of support, with weekly dedicated on-site services from district leads in ELA, Mathematics and Science. Addition weekly supports are provided by an MTSS specialist, with expertise in data literacy and improvement systems. The assistant superintendent leading the school also monitors these supports, as well as the school SIP and TOP through periodic instructional walkthroughs and focused data chats throughout the school year. This team, together with the school based team are focused on ensuring improvements in teacher practices and student learning every day of the school year.

The district leadership team also reviews and discusses each school's progress with additional members of the Superintendent's Staff. This monthly meeting is designed to elevate any barriers to success, and identify trends in progress and monitor student data to determine any necessary adjustments in supports, practices or resources.

In addition to the basic alignment of district wide resources, The Title I Program Coordinator works to coordinate supplemental state and federal grants including Title I Part A, Title I Part C, Title I Part D, IDEA, Title X, Title II, Title III, SIG(a), SIG(g), and SAI funds. Each year near the beginning of the second semester, the Title I Coordinator hosts a meeting with representatives from the grants referenced above to review current collaborative efforts and to begin to plan for future collaborative efforts. Following the initial collaboration meeting, individual meetings are set with the Title I Program Coordinator and the managers of each of the referenced grants to further discuss current progress and future efforts.

- 2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.*

Principals have autonomy and flexibility in several areas including hiring, scheduling, determining School-based Leadership Team (SLT) composition, and budgeting. Principals and their SLT collaborate with their Assistant Superintendent and district support personnel as they engage in the decision-making process. At Pasco Elementary, the new principal was also given the autonomy to move existing coaches, recruit additional highly effective coaches, and replace the existing assistant principal.

- 3. Identify how the new or revised instructional programs align to Florida’s state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low-performing with students of similar demographics; and how they are different from the previous programs.*

The instructional programs for Math, English Language Arts (ELA), and Social Studies have been revised to align with the newly released benchmarks. Curriculum units and individual lessons were adapted or rewritten to ensure alignment with the new state standards.

In English Language Arts, there is a strong emphasis on foundational skill instruction in the science of reading for all students in grades K-2. The revised humanities block elevates the importance of this instruction and provides clear guidelines for both teachers and students. This year, the emphasis on a humanities block is new, ensuring instruction in both ELA and Social Studies through an interdisciplinary approach. With the adoption of the new social studies curriculum, Gallopade, schools can leverage high-quality instructional materials to support standards-based instruction. This approach helps students of all demographics understand themselves and others in relation to place, time, belief, identity, and culture, fostering empathetic, thoughtful, and critical citizens. Learning the content, language, concepts, skills, and methodologies associated with separate disciplines is important, as is the exploration of key ideas related to human experience and culture. Into Reading integrates evidence-based practices that are tailored to address the specific needs of struggling readers. This includes systematic phonics instruction, comprehension strategies, and vocabulary development. Into Reading includes formative assessments and ongoing progress monitoring tools that help teachers identify student needs and adjust instruction accordingly. The core program along with the instructional playbooks for K-5 ELA and Social Studies help teachers plan for targeted instruction that includes benchmark aligned tasks, reading and writing opportunities to build knowledge and skill, and paired formative and summative assessments.

In mathematics, the instructional model leverages the BEST math benchmarks through small group instruction, focusing on concept development, procedural skill, and fluency. In addition to targeted, standards-aligned instruction, students engage in blended learning daily, with opportunities to view standards-specific tutorials and practice aligned with their day-to-day learning. This instructional model aims to accelerate learning for all students and develop their skills in grade-level benchmarks. The recent implementation of Eureka Math² has bolstered this instructional model. EdReports highly rated Eureka Math² in all evaluated categories, including focus and coherence, rigor and mathematical practices, and classroom usability. Their review examines whether the materials meet strict standards and criteria in these key areas.

Science instruction is prioritized across all grade levels. Students receive daily instruction using a blended learning model built upon the “5 E” model of science instruction and the core resource Techbook from

District-Managed Turnaround Plan—Step 2 (TOP-2)

Discovery Education. Students have the opportunity to utilize a wide variety of resources in hands-on labs and virtual simulations, all aligned with state standards. The addition of Pasco Investigates hands-on learning labs and the use of student-facing Canvas courses for engaging instruction ensures that teachers have the necessary tools and resources to provide quality learning experiences. The district's increased focus on science instruction in elementary schools has led to higher classroom engagement and benefits across all core content areas. This comprehensive approach equips students of all demographics with the skills to be college, career, and life-ready.

The core programs along with the instructional playbooks for K-5 Math and Science help teachers plan for targeted instruction that includes benchmark aligned tasks, opportunities to build knowledge and skill, and paired formative and summative assessments.

The instructional materials used in core subject areas have undergone a rigorous approval process to ensure they meet high standards of quality and effectiveness. The state of Florida releases approved lists of instructional materials, and vendors must go through a stringent evaluation process to be included. These materials are assessed based on a core rubric that ensures they are standards-aligned and supported by research and evidence demonstrating their success with students, including in low-performing schools with similar demographics to PES. This process ensures that the materials are not only effective but also different from previous programs in their approach and outcomes. Additionally, Pasco County conducts an extra layer of review and evaluation to guarantee that only the highest quality materials and programs are presented to students, further enhancing the educational experience.

4. *Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).*

The instructional and intervention programs for reading in Pasco County's District Comprehensive Evidence-Based Reading Plan (CERP) align with the requirements of s. 1001.215(8), Florida Statutes, in several key ways:

View Pasco's complete CERP here, [PascoCERP2425R \(1\)](#).

Pasco's CERP emphasizes the use of scientifically researched and evidence-based instructional materials and strategies. The instructional programs are aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, ensuring that the curriculum is rigorous and meets state expectations. This includes:

- Core Instruction (Tier 1): K-5 Programs like HMH Into Reading and UFLI Foundations are used, which are supported by strong evidence for their effectiveness in teaching foundational reading skills. Secondary Programs include McGraw Hill StudySync with moderate evidence for effectiveness to include explicit comprehension and critical thinking instruction within content-oriented lessons include students making the read-write connection on timely, relevant, and real-world issues.
- Supplemental Instruction (Tier 2): Interventions such as Lexia Core5 and Heggerty Phonemic Awareness are implemented to provide additional support to students who need it. Secondary utilizes Edmentum Custom courses aligned to district scope and sequence, providing tutorials and mastery tests for grade-level standards.
- Intensive Interventions (Tier 3): Programs like SIPPS and Lexia PowerUp are used for students with substantial reading deficiencies, ensuring they receive explicit, systematic, and multisensory instruction.

District-Managed Turnaround Plan—Step 2 (TOP-2)

Pasco's CERP follows a multi-tiered system of supports, providing differentiated instruction based on student needs. This includes core instruction for all students, supplemental interventions for those who need additional support, and intensive interventions for students with significant reading challenges.

Pasco's CERP includes detailed procedures for monitoring student progress and using data to inform instruction:

- Regular assessments such as FAST, STAR, and curriculum-based measures are used to track student progress.
- Data is reviewed frequently to adjust instruction and interventions as needed.

Training for Teachers: The plan includes professional learning opportunities to help teachers integrate phonemic awareness, phonics, word study, spelling, fluency, vocabulary, and comprehension strategies into their instruction.

Reading Endorsement: Teachers are encouraged to earn certifications, credentials, or endorsements in scientifically researched and evidence-based reading instruction through programs like the UF Literacy Matrix, the FCRR Reading Foundations, and our Pasco Reading Endorsement Program.

5. *Identify progress monitoring and summative assessments aligned to Florida's state academic standards that will be used in the school.*

Students in grades K-5 will be administered the FAST in ELA and Mathematics three times per year. Students in grades 3-5 will be administered the NWEA in Science three times per year. Module assessments (ELA and Math) and end of unit assessments (science) are administered throughout the year for ongoing monitoring at the classroom and team level. Each assessment is aligned to the B.E.S.T. standards. Additionally, STAR CBM, a curriculum-based measure, is used in reading and math to monitor students' progress and assist teachers in identifying areas in which interventions may be needed.

6. *Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.*

Based on historical student achievement data (proficiency and learning gains) at Pasco Elementary, a clear plan for connected, tiered instruction was identified as a need. In particular, there is a significant need to ensure that teachers have a deep understanding of mathematics benchmarks and are supported to implement appropriate benchmark-aligned instruction. The district team is working with the school to ensure that interventions are a progression of the core. The district specialists are supporting this goal, by reviewing schedules, conducting walkthroughs, and participating in teacher planning time.

Walkthroughs indicated a need for intentional planning protocols at the school. Support during instructional planning is being provided, including modeling of intentional questions to think through when planning effective lessons, as well as the expectation to intentionally plan for student engagement strategies. This will be monitored through regularly scheduled walkthroughs, where "look-fors" for successful implementation and impact on student learning are noted.

7. *Explain the district's allocation of supports and resources and how they align to the specific needs of the school.*

District-Managed Turnaround Plan—Step 2 (TOP-2)

As an additional layer of support, this school is assigned a district math, literacy and MTSS specialist that provides weekly on-site support to the School Leadership Team members, instructional coaches and teacher teams. Bi-weekly support in science and social studies is provided by district curriculum specialists along with monthly support with academic and social behaviors.

Each new teacher is provided a school-based mentor along with a year-long induction program aimed and helping new teachers learn instructional and classroom management strategies that support student learning.

New leaders (principals and/or assistant principals) are assigned a mentor who schedules dedicated time monthly to check-in and support. In addition to strong mentoring supports, new leaders participate in a focused year-long induction program that is aligned to the Florida Principal Leadership Standards and focused on enhancing technical and adaptive leadership skills.

8. *Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan.*

In Pasco County's K-12 Comprehensive Evidence-Based Reading Plan (CERP), remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading through a structured, multi-tiered system of support (MTSS). All K-3 students undergo universal screening using assessments like STAR Early Literacy and STAR Reading to identify those at risk of reading deficiencies. Additional assessments, such as FAST and curriculum-based common formative assessments, are used to gather comprehensive data on student performance.

Students identified with reading deficiencies are placed on Individual Progress Monitoring Plans (PMPs). Frequent progress monitoring using tools like STAR CBM and module assessments ensures that interventions are effective and adjusted as needed.

All students receive high-quality, evidence-based core reading instruction using programs like HMH Into Reading and UFLI Foundations. Instruction is differentiated to meet the diverse needs of students, including those with disabilities and English language learners. Programs such as Lexia Core5, Heggerty Phonemic Awareness, and Teacher Directed PALS are used to target specific skill gaps. Students with substantial reading deficiencies receive intensive, individualized instruction.

Teachers receive ongoing professional learning to effectively implement evidence-based reading instruction and interventions. Training includes integrating phonemic awareness, phonics, word study, fluency, vocabulary, and comprehension strategies into instruction.

Parents of students with substantial reading deficiencies are involved in the development of PMPs and receive resources to support reading at home. We work to connect schools and families with the New Worlds Reading Initiative that provides books and reading materials to families. Addition to our [Literacy and Mathematics Family Guides](#).

Literacy coaches and specialists provide support to teachers and schools in implementing the reading plan. They conduct coaching cycles, data analysis, and professional development to improve instructional practices.

District-Managed Turnaround Plan—Step 2 (TOP-2)

9. *Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.*

A practice that continues to be refined relates to instructional staffing and support. Instructional staffing has been an issue for the last several years. Due to the number of teachers new to the profession, a district Professional Learning Specialist has been assigned to the school and has created a specialized plan of onsite support for these teachers to limit their time out of the classroom and to ensure necessary capacity is built.

10. *Describe the system that the district will put in place to review and monitor the effectiveness of the support.*

Quarterly progress monitoring meetings are held to track progress toward the expected results and adjust the support if needed. Supports for each school are documented in a secure digital site and are part of the progress monitoring meetings. Additional collaboration occurs among the District Leadership Team, the Regional Executive Director, and the BSI Team. These groups of people meet during the summer and at the beginning of the year to plan upcoming supports and establish a strong communication loop. The BSI team has shared its menu of support with the district. Meetings are held monthly with the District Leadership Team and the BSI Team to share progress on meeting goals and to determine what, if any, additional supports are needed for schools. The focus of the district's collaborative efforts is to provide aligned supplemental supports to schools. Data is collected regularly throughout the year on both student achievement and the fidelity of the supplemental supports to determine the effectiveness of the support and whether the supports need to continue, intensify, modify or terminate.

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

District-Managed Turnaround Plan—Step 2 (TOP-2)

- The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel 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.
- The district shall ensure the instructional staff 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 teachers, teachers in need of improvement or out-of-field teachers 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 .

Assurance 2: Narrative of School Capacity-Leaders

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal has a proven record of success in turnaround schools and the qualifications to support the student population being served.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
5. How does the district build the capacity of turnaround leaders?
6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
7. What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

Assurance 2: Narrative of School Capacity- Leaders

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.

In accordance with State Rule 6A-1.099811, and in response to the designation of the second D grade for Pasco Elementary School, Pasco County Schools recommended a replacement of the current principal at the school with Gretchen Rudolph-Fladd, which was approved by the BSI Team in July 2024.

District-Managed Turnaround Plan—Step 2 (TOP-2)

2. *Provide evidence that indicates the principal has a proven record of success in turnaround schools and the qualifications to support the student population being served.*

Dr. Gretchen Rudolph-Fladd has been committed to Pasco County Schools for over 25 years, with 11 years in principal positions. Most recently, she was principal of Centennial Elementary School for seven years, and prior to that, she was the leader of Veterans Elementary. Before being a school leader, she was a successful elementary classroom teacher.

Dr. Rudolph-Fladd was appointed to the principalship at Centennial Elementary School the summer prior to the 2017-2018 school year. Centennial Elementary is a school situated between Dade City and Zephyrhills. Over 60% of students qualify for free and reduced meals, and over 45% are students of color. 5% of students are English Speakers of Other Languages. Centennial was in state oversight two years previously, and after the 16/17 grade was issued, the school was initially monitored and considered at risk. While the state grade issued for 16/17 was a C, the total percentage of points was only 41. However, under her leadership, student performance has improved each year, with the school maintaining a C grade. In fact, for the 17/18 school year, the total percentage of points for the school grade was 53% (one point from a B grade). This breakdown of performance outlines the improvements in student achievement during this one year.

	ELA	ELA LG	ELA LG Low 25%	Math	Math LG	Math LG Low 25%	Science	Total % of points
16/17	41	50	59	40	45	24	27	41
17/18	50	51	65	53	64	45	45	53

Additionally, the school was transformed into a STEAM magnet school under Dr. Rudolph-Fladd's leadership, and the school has continued to increase science achievement (47% proficiency in 23/24) and maintained a waitlist for entry for the last two years.

Dr. Rudolph-Fladd is a proven, qualified, and experienced candidate for the principalship at Pasco Elementary. Her successful instructional leadership experience at Centennial Elementary, in a similar community with a similar student population, is exactly what is needed to ensure that Pasco Elementary School is transformed to provide a world class education to the students enrolled. From her experiences, she is familiar with the state accountability process, and she understands the relationship needed with the state to ensure improvement. Additionally, she recently earned her Doctorate degree in Curriculum and Instruction from Saint Leo University.

While she has worked in other communities, she has lived in the Dade City community all her life, and truly understands the needs of the families and children. Additionally, Dr. Rudolph-Fladd is committed to the community personally, as not only a resident, but also as a member of the Dade City Rotary, the local 4H chapter and the FFA. She is part of the faith-based community, and personally sought out this challenging opportunity, as a commitment to our school district and her hometown.

The new assistant principal appointed to Pasco Elementary School is Megan Kraus. Ms. Kraus is an accomplished educator with over 15 years of experience teaching in Pasco County. She graduated from Zephyrhills High School in Pasco County, a nearby community to Dade City, and holds a bachelor's degree in education and a master's degree in educational leadership, both earned from Saint Leo University.

District-Managed Turnaround Plan—Step 2 (TOP-2)

She has worked at Woodland Elementary, Centennial Elementary, and Sanders Memorial STEAM Magnet School, as well as a curriculum specialist at the district office. Ms. Kraus has served as a basic education teacher, ESE teacher, and an instructional coach. In each of these roles she was a highly effective educator, building collaborative relationships with students, staff, and families. She has played a pivotal role in launching two innovative STEAM magnet programs. Her dedication to education is evident in her ongoing efforts to prepare students for future challenges, and she is well equipped to assist in leading the turnaround efforts at Pasco Elementary School.

3. *Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.*

Principal Rudolph-Fladd had the opportunity to determine if any changes were needed to the leadership team, including whether to change or add members. Instructional coaches, part of the leadership team, were replaced with applicants with deep content knowledge and expert skills in coaching pedagogy. Additionally, the assistant principal was also replaced with an AP with proven instructional leadership skills.

Coaches at this school will also receive an additional layer of support to build their expertise in school turnaround. The district Program Coordinator for Coaching will work directly with the coaching expert on our BSI team to develop and deliver this critical support.

4. *Does the district offer incentives to attract and retain principals willing to lead a turnaround school?*

The District provides an allocation for Principals with a successful record of leading turnaround schools through the Uniform School Improvement Grant (UniSIG) Supplemental Teacher and Administrator Allocation (STAA) in alignment with the eligibility criteria. For the 24-25 Application, all Principals at D/F schools were found eligible for this allocation. The District also provides opportunities for Turnaround schools who have exited to set aside funds to provide an leadership allocation, consistent with the STAA criteria, to school leaders receiving the Educational Enrichment Allocation for Turnaround schools (EEA-T) funding.

5. *How does the district build the capacity of turnaround leaders?*

Turnaround leaders require additional support and development in creating comprehensive intervention systems to produce significant gains in achievement and sustain the change.

School Turnaround Leader Institute: Turnaround leaders are given priority registration for Harvard's School Turnaround Leader's Institute. This unique development course offers cohort style learning, allowing participants to network with other turnaround leaders throughout the nation. Participants participate during the summer which lowers the negative impact of the school leader being out of the building. Participants learn how to establish high expectations for instructional quality, develop effective teams, translate data into action, and generate deep engagement among school and community stakeholders. They leave with a school improvement plan that they can put into action right away. Additionally, participants will activate their School Leadership Teams and School Intervention Teams to build capacity within the school that will sustain the change needed to impact student achievement.

Priority Principal Workshops: Priority Principal Workshops are designed for school leaders and instructional coaches to:

- Sharpen instructional skills with deepened knowledge of content and instructional practices

District-Managed Turnaround Plan—Step 2 (TOP-2)

- Establish, reflect and monitor evidence of impact of coaching cycles and support structures in improving teacher practices and student work
- Develop, clarify and monitor areas of focus within classroom walkthroughs and observation
- Leverage data systems to reflect, refine and adjust systems of support for teachers and students

Leader Mentoring Program: New turnaround leaders are assigned a mentor with a proven record of highly effective turnaround leadership. Mentors collaborate and coach turnaround mentees to design and monitor systems for instructional improvement and to establish strong systems of coaching for impact.

Tiered Support from District Priority Team

- Data Meeting by Assistant Superintendent
- Priority School Walk Through (4)
- District Supports – Weekly (Math, ELA, MTSS), Every other week (Science Social Studies and SSPS)
- Two IAs for instructional supports (UniSIG funds)
- 2 coaches
- BSI Summer Institute
- District Quarterly and Progress Monitoring Assessments
- Attend Priority School Principal Meetings
- Required attendance at monthly Coaching and New Teacher professional learning

6. *What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?*

Principals have autonomy and flexibility in several areas including hiring, scheduling, determining School-based Leadership Team (SLT) composition, and budgeting. Principals and their SLT collaborate with their Assistant Superintendent and district support personnel as they engage in this decision-making process. Principal Rudolph-Fladd was provided the autonomy of replacing the assistant principal and the instructional coaches.

7. *What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?*

While Pasco County Schools recognizes the urgency of providing students in a struggling school with rigorous learning opportunities, Pasco County Schools also believes that school improvement and school turnaround efforts are a continuous process which may take between three to five years. Intensive progress monitoring, under the supervision of the Chief Academic Officer, will provide a basis from which to make decisions regarding the leaders currently in place. Final decisions will be made by the Superintendent after careful consideration of all the variables and data collected.

If, after an appropriate period of time for school improvement, Dr. Rudolph-Fladd and her leadership team do not succeed in improving student outcomes at Pasco Elementary School, Pasco County Schools will seek to partner with an external operator to provide additional support.

Assurance 2: Narrative of School Capacity- Educators

District-Managed Turnaround Plan—Step 2 (TOP-2)

In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment and retention incentives and professional development and coaching support provided by the district. At a minimum, reply to the following:

1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?
2. How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?
3. Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?
4. Does the district offer incentives to instructional personnel with VAM ratings of Highly Effective or Effective instructional personnel to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

1. *What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?*

The process for filling vacancies at our school, particularly in core content areas, is conducted at the school level. Each school collaborates closely with their designated Recruiter from the district to identify and source high-quality candidates. Once a school has identified a candidate of interest, the candidate's credentials are forwarded to our Certification Team for verification of their Florida Department of Education (FLDOE) certification areas. Concurrently, the candidate's VAM score is reviewed to ensure that only Effective or Highly Effective classroom teachers are selected.

Additionally, as a new strategy, the district partnered with TPG, an international cultural exchange program, to hire certified international teachers. Our turnaround schools were a priority for this initiative. The district has also contracted with several staffing agencies for substitutes and provides ensures that these school vacancies and openings are prioritized in the assignment process.

In the past, the district hosted specific hiring events at each of our turnaround schools. These schools were given priority during the hiring process. The schools are responsible for the hiring process, but the school administration works closely with their District recruiter who prioritizes candidates for their school. HR also prioritizes turnaround schools through social media advertising.

Our district does not currently have an MOU/agreement that turnaround school positions are filled first.

2. *How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?*

When unexpected vacancies arise, the district takes several proactive steps to ensure that students have a certified teacher in the classroom. Schools work closely with the district's Recruitment and Certification teams to expedite the hiring process through verifying candidates' eligibility or directing them to the right certification pathway. The district also provides subject area exam test prep at no cost to our employees to

District-Managed Turnaround Plan—Step 2 (TOP-2)

ensure teachers have the appropriate certification for their classrooms. If a certified candidate is not immediately available, the district may assign an experienced, certified substitute teacher while continuing to actively recruit a permanent replacement. All efforts are made to ensure that any instructional gap is minimized and that students receive high-quality instruction from qualified educators in a timely manner.

3. *Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?*

The District provides a \$1,000 per semester allocation using EEA-T funds for instructional staff at schools eligible for these funds. A teacher must be employed for the first day of the second semester to receive the first semester allocation and employed on the last day of the teacher calendar for the school year to receive the second semester allocation. The allocation is prorated based on number of days worked and FTE.

There is no union agreement or MOU for this allocation based on Florida Statute 1001.42(21,) which states, *"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)."*

4. *Does the district offer incentives to instructional personnel with VAM ratings of Highly Effective or Effective instructional personnel to reduce turnover at turnaround schools?*

The District provides an allocation for Teachers with Highly Effective and Effective VAM ratings through the Uniform School Improvement Grant (UniSIG) Supplemental Teacher and Administrator Allocation (STAA) in alignment with the eligibility criteria. The District also provides \$1000 per semester to instructional staff at D/F and exit turnaround schools who receive the Educational Enrichment Allocation for Turnaround schools (EEA-T) funding.

All job advertisements at our BSI schools include this language: Candidates with an eligible 2023-24 State Effective or High Effective VAM comprised of at least 10 student assessments that provide direct instruction to students during the 2024-25 school year will be eligible to receive funds through the UniSIG Teacher Allocation. The allocation will provide up to \$7,500 for those with an Effective state VAM rating and up to \$15,000 for those with a highly effective state VAM rating. Teachers hired between September 15, 2024 and January 3, 2025, will receive a prorated allocation.

Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with VAM ratings of Needs Improvement and Unsatisfactory to a school not in SI and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

1. What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school?

District-Managed Turnaround Plan—Step 2 (TOP-2)

2. How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory?
3. Confirm that all reassigned instructional personnel were not reassigned to SI schools.
4. How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

1. *What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school?*

All staff who are offered instructional positions at turnaround schools in Pasco County Schools are reviewed by Human Resources to ensure they have an effective or highly effective VAM rating through consistent FLDOE checks. In addition, all job postings for turnaround schools have the verbiage for the VAM retention bonus provided through the UniSIG Teacher Allocation funds to attract those Effective and Highly Effective teachers to apply.

All job advertisements at our BSI schools include this language: Candidates with an eligible 2023-24 State Effective or High Effective VAM comprised of at least 10 student assessments that provide direct instruction to students during the 2024-25 school year will be eligible to receive funds through the UniSIG Teacher Allocation. The allocation will provide up to \$7,500 for those with an Effective state VAM rating and up to \$15,000 for those with a highly effective state VAM rating. Teachers hired between September 15, 2024 and January 3, 2025, will receive a prorated allocation.

In the past, Human Resources has engaged in specific job fairs, social media posts, and videos to attract and recruit Highly Effective and Effective teachers. These videos and social media posts targeted advertising programming at these schools as well as the monetary incentive.

2. *How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory?*

No instructional staff members were re-assigned this year due to the unprecedented number of staff and teacher vacancies across our district in every school. Any such staff are required to engage in an Academic Improvement Plan and receive mentoring support from an Effective or Highly Effective teacher or coach. Only 37% of instructional personnel at Pasco Elementary School have a state VAM, which does impact the overall percentages.

3. *Confirm that all reassigned instructional personnel were not reassigned to SI schools.*

No instructional staff members were re-assigned this year due to the unprecedented number of staff and teacher vacancies across our district in every school.

4. *How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?*

UniSIG schools are prioritized through a strategic approach to ensure minimal disruption to student learning. Vacancies for UniSIG schools are filled with either an experienced certified teacher or an experienced, certified substitute teacher while we continue to actively recruit a permanent replacement. UniSIG schools are given priority through targeted recruitment efforts, ensuring that these schools have

District-Managed Turnaround Plan—Step 2 (TOP-2)

access to a strong candidate pool. The district remains committed to staffing these schools with highly qualified and certified instructional personnel to support student success.


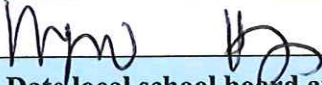
There are no current vacancies at Pasco Elementary School.

Fill out the table below to verify the VAM classification data.

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	9	5	5
School %	0	47%	26%	26%
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.

Name and title of person responsible for completing and submission of the TOP-2
Vanessa Hilton, Chief Academic Officer
Contact information: email, phone number
vhilton@pasco.k12.fl.us , 813-794-2650
Date submitted to the Bureau of School Improvement (due October 1)
10/1/24
Superintendent signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date local school board approved
10/1/24