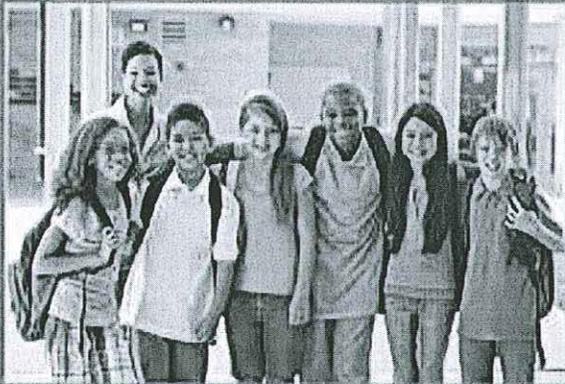




FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-2



**Turnaround Option Plan—Step 2(TOP-2)
Closure (RC)**

**Pasco County Schools
Hudson Elementary School**

Due: October 1 for Cycle 1 or January 31 for Cycle 2-4

Form Number TOP-2, RC, incorporated in Rule 6A-1.099811, F.A.C., effective December 19, 2019



Pasco County Schools

Kurt S. Browning, Superintendent of Schools
7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638

Hudson Elementary School Preface to Turnaround Option Plan February 3, 2020

The mission of the Pasco County School district is to provide a world-class education for every student, ensuring their success in college, career and life. While we can currently boast an improved graduation rate of over 88% and district grade of a B, we have schools in our system with populations of students who are not yet getting everything they need to truly achieve success in their lives.

The planning process to change this narrative started with the important goal of providing equitable access to opportunities for all students, then identifying the most critically needy areas of our county, and working to envision a better tomorrow for the students and community. There are multiple parts to this plan, and phase 1 begins with transforming the schools on the west side of Pasco County. This area includes six zip codes where the urgency for change speaks loudest and strongest. The schools within these zip codes have experienced an increase in students living in poverty, jumping from 62.8% to 71.5% over the last ten years. Additionally, their future outlook could be negatively affected by the lives around them:

- Nearly 14% of adults do not have a high school diploma
- Only 12% of adults have a college degree
- Nearly 23% of adults and children are without health insurance
- Most law enforcement activity in Pasco County occurs along HWY. 19

Students and families who face these conditions are not well positioned for success. In fact, what we know is that these factors can have a significant adverse impact on their thinking and how they view their lives:

- People who live in poverty often have internalized their poverty as a personal deficit.
- Students who live in poverty learn that they don't belong and that there is no one to help.
- Youth living in poverty are the least likely to become educated in our nation.

These impacts are deep and long lasting, and certainly cause our students in these areas to have unique challenges that lead to unique needs. We are aligning our specific efforts to these needs through the reliance on the clear research base around what factors can assist students in rising out of poverty, ensuring access to teachers and leaders in schools who:

- Believe in every student's abilities
- Expose students to a wide range of experiences
- Inspire students to see their own strengths and successes
- Create networks of supports for students and their families, and
- Keep expectations high

We've embedded these critical elements into our change story for west Pasco, and, they are the foundational components of Project RISE. Project RISE is starting in west Pasco, and will eventually extend beyond the area described earlier to include efforts in additional zip codes and schools in need across our county. Project RISE, representing our best understanding of

what we need to do as a school system to meet the needs of students and families most in need, will be a combination of proven strategies focused on providing:

- Relvant, Inspiring, Supportive, Experiences

More specifically, Project RISE will ensure intentional efforts that:

- Bolster Exposure to Meaningful Experiences for our neediest learners
- Provide Supportive Environments to both students and families
- Inspire the Future, filling student minds with possibilities and a forward focus, AND
- Invest in Rigorous and Relevant Curriculum

Project RISE is about moving beyond our district core curriculum to a focused, intentional investment in rigorous programming aimed at providing equitable opportunities to the identified students. Our student outcome data tells us that we must do something different to meet the unique needs of these learners, and we must provide access to the tools and resources needed in to make that happen. The most significant investment of Project RISE comes from the relevant and rigorous programming, and to that end, we have three program models: Cambridge, International Baccalaureate, and STEAM/STEM that we believe will bring that to life in our schools.

Cambridge and International Baccalaureate are both international programs, known for the rigorous curriculum, meaningful student experiences and performance assessments, and college preparation. IB has a holistic focus, leveraging a global instructional approach and incorporates student service work. Cambridge provides broader courses offerings that can be varied across schools and allow for student interest pathways for deeper learning. Both programs can open the doors to college entrance and scholarship opportunities for our students, inspiring a more positive outlook on their future and ensuring they are well-prepared for success after high school. STEAM approaches integrate Science, Technology, Engineering, Arts and Mathematics within relevant and future focused curriculum and instruction that encourages student engagement and success. This model equips students with knowledge to solve problems, evaluate evidence, and make sense of information – all critical skills for college and career readiness. We believe that making the curriculum and opportunities within these programs available to all students will create a culture of high expectations as well as providing them a life changing experience.

We have intentionally created K12 continuums with these Project RISE models throughout the west side, and the closure of Hudson Elementary School will allow these students to be included as part of the Cambridge feeder pattern we are creating with Northwest Elementary School, Hudson Middle School and Hudson High School (all schools which share a physical campus) Hudson Elementary School is a school that has struggled for many years to show growth in student learning, despite many efforts to provide supports to leaders, teachers, staff and families through district and community resources. In the last nine school years, HES only earned a grade above a D one time, and this was not sustainable. Conversely, as other elementary schools in the area serve similarly challenging populations, they have been able to stabilize their instructional focus and show consistent growth in student data. Leveraging these strengths is part of our plan as we close HES and transition students to neighboring schools that are part of Project RISE. This effort also coincides with our county government, civic leaders and

businesses partners investing millions of dollars of public and private funds into the revitalization of this exact area of our county.

While Cambridge and our more equitable and rigorous curriculum approach is an important part of Project RISE and serving the children from HES, we will also work quickly to build a system of supports for both students and their families aimed at improving their physical, behavioral and mental wellness, by creating a community school on the shared campus of Northwest Elementary, Hudson Middle and Hudson High Schools. This hub of support will also include out of school assistance, including afterschool enrichment activities, student tutoring, extra-curricular activities, parent engagement trainings and events, access to social services and a community clothes closet. Intentional efforts are underway to solidify partnerships with:

- Youth & Family Alternatives
- Pasco County Health Department
- Premier Community Health Care
- Faith Based Organizations, and
- After School Enrichment Programs



Our Investment:
 BELIEVE IN **every student's abilities**
 EXPOSE STUDENTS TO A **wide range of experiences**
 INSPIRE STUDENTS TO SEE THEIR OWN **strengths and successes**
 CREATE **networks of support** FOR STUDENTS AND THEIR FAMILIES
 AND ABOVE ALL, **keep expectations high**

12
SCHOOLS

ANCLOTE ELEMENTARY SCHOOL
 GULF MIDDLE SCHOOL
 GULF TRACE ELEMENTARY SCHOOL
 GULFSIDE ELEMENTARY SCHOOL
 HUDSON ELEMENTARY SCHOOL
 HUDSON HIGH SCHOOL
 HUDSON MIDDLE SCHOOL
 JAMES M. MARLOWE ELEMENTARY SCHOOL
 MITTYE P. LOCKE ELEMENTARY SCHOOL
 NORTHWEST ELEMENTARY SCHOOL
 RICHEY ELEMENTARY SCHOOL
 SUNRAY ELEMENTARY SCHOOL

7,454
STUDENTS

362
TEACHERS
& LEADERS

3
INNOVATIVE
PROGRAMS



**Turnaround Option Plan—Step 2 (TOP-2)
Closure**

Purpose

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

Directions

Districts shall complete this Step 2 form for each school for which the district is selecting RC. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org no later than October 1 if this is Cycle 1 or January 31 if Cycle 2-4. The subject line of the email must include district name, school name and TOP-2(RC).

School

In the box below, identify the name and MSID number of the school that will be supported through RC.

| School Name/ MSID Number |
|---------------------------------|
| Hudson Elementary School (0301) |

RC Assurances

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

Assurance 1: Close and Reassign Students

- The district shall close the school and reassign students to higher-performing schools with a “C” or higher in the district. *A new school does not qualify since it does not have a record of performance.*
- The district shall ensure that students are not assigned to instructional personnel rated as Unsatisfactory or Needs Improvement based on both the three-year aggregated state Value-added Model (VAM) rating, if applicable, and the district evaluation system.

Description of how the district will address Assurance 1: Close and Reassign Students

The district shall close the school and reassign students to higher-performing schools with a “C” or higher in the district.

While we are only in Cycle 1 of the DMT, Pasco County Schools will close Hudson Elementary School (HES) at the end of the 2019-20 school year. Students currently zoned for HES will be reassigned through the rezoning process to neighboring schools that are rated C or higher by Florida’s School Improvement State System. The closest school is Northwest Elementary School. The closure of Hudson Elementary School will allow these students to be included as part of the Cambridge feeder pattern we are creating with Northwest Elementary School, Hudson Middle School and Hudson High School (all schools which share a physical campus). Hudson Elementary School is a school that has struggled for many years to show growth in student learning, despite many efforts to provide supports to leaders, teachers, staff and families through district and community resources. In the last nine school years, HES only earned a grade

Turnaround Option Plan—Step 2 (TOP-2) Closure

above a D one time, and this was not sustainable. Additionally, throughout the 19-20 school year, 79% of instructional and noninstructional staff positions have been vacant, requiring continual rehiring which has created inconsistent environments for children. Conversely, as other elementary schools in the area serve similarly challenging populations, they have been able to stabilize their instructional focus and show consistent growth in student data. Leveraging these strengths is part of our plan as we close HES and transition students to neighboring schools that are part of Project RISE. Assigning students to these higher-performing schools will provide the students more educational opportunities and keeps students within the feeder pattern for which they have familiarity. Families at Hudson Elementary School are already choosing neighboring schools, with 35% of them submitting school choice applications annually. Several neighboring elementary schools as well as HES are under capacity, so the closure of HES will allow the district to consolidate and reallocate resources. Parents may also take advantage of school choice options through Pasco Pathways: Innovative Programs and School Choice. The district will also communicate directly with HES families to apprise them of other opportunities for which they may be eligible, such as the Opportunity Scholarship Program and the Reading Scholarship.

The district shall ensure that students are not assigned to instructional personnel rated as Unsatisfactory or Needs Improvement based on both the three-year aggregated state Value-added Model (VAM) rating, if applicable, and the district evaluation system.

To ensure students are not assigned to instructional personnel rated as Unsatisfactory or Needs Improvement on VAM and the district evaluation system, the Offices for Human Resources and Educator Quality (HREQ); Accountability, Research, and Measurement (ARM); and Technology and Information Services (OTIS) will collaborate to develop, implement, and maintain systems and procedures that safeguard this practice.

ARM and OTIS will ensure that that VAM ratings and district evaluation results are current and accessible to principals so that student placement decisions can be made and monitored. HREQ will work with school administrators to make hiring and personnel decisions. Student placement decisions will be made in phases based upon current data. That is, preliminary placements will be made during the summer before the August release of VAM ratings and finalization of district evaluation results. After the August updates, the placement decisions will be adjusted, if needed, and finalized. Throughout the school year and subsequent years of monitoring OTIS, ARM, and HREQ will monitor student placements.

To ensure all students have access to a high quality teacher, any teacher hired for schools receiving HES students will have a VAM rating of effective or highly effective and a district evaluation rating of effective or highly effective. Teachers without a VAM rating would also be eligible for hire. In order to verify these ratings, HREQ and ARM will work together and follow outlined procedures. HREQ will ensure the Human Capital Partner (HCP) assigned to the building will prescreen applicants and send a list of candidates (including full name and certificate number) to ARM to verify the VAM scores of each candidate, and ARM will send the score report back to the HCP assigned to the school. The HCP will communicate to the school principal a list of applicants eligible for hire and will also communicate to the On-Boarding Representative assigned to the school. The building administrator will interview and offer the position to an eligible applicant. The On-Boarding Representative will verify with the HCP that the recommended applicant is on the approved list for hire upon receiving the employment offer request from the building principal.

Turnaround Option Plan—Step 2 (TOP-2) Closure

Assurance 2: Monitoring Reassigned Students

The district shall monitor the reassigned students and report their progress to the department for three years on a quarterly basis. Reports shall include attendance, grades and progress monitoring data aligned to Florida's Standards, the type of intervention and instruction provided to students to address deficiencies (if applicable), as well as the record of all instructional personnel assigned to the students (three-year aggregated state VAM rating, if applicable, and district evaluation rating). The district shall provide quarterly reports to the RED.

Description of how the district will address Assurance 2: Monitoring Reassigned Students

The district shall monitor the reassigned students and report their progress to the department for three years on a quarterly basis. Reports shall include attendance, grades and progress monitoring data aligned to Florida's Standards, the type of intervention and instruction provided to students to address deficiencies (if applicable), as well as the record of all instructional personnel assigned to the students (three-year aggregated state VAM rating, if applicable, and district evaluation rating). The district shall provide quarterly reports to the RED.

While we are closing HES in Cycle 1 of the District Managed Turnaround, Pasco County Schools is committed to monitoring the progress of Hudson Elementary School students for a three-year period. The Offices for Human Resources and Educator Quality (HREQ); Accountability, Research, and Measurement (ARM); and Technology and Information Services (OTIS) will collaborate to develop, implement, and maintain systems and procedures that safeguard this practice. Pasco County Schools currently utilizes robust systems (FOCUS, Performance Matters, and an internally developed Early Warning System) for student information and data management and analysis that will be leveraged to build necessary reports for the monitoring and reporting of Hudson Elementary School students' progress to the department for three years on a quarterly basis.

The Superintendent and his Cabinet will hold quarterly data reviews to monitor all HES students' academic progress in reading, mathematics, and science standards mastery as they progress through their new assigned school starting at the beginning of the 2020-21 school year. Additionally, students' attendance, discipline, and course performance will also be monitored for three years. As part of Pasco County Schools' Multi-tiered System of Support, this data will be used to further identify necessary supports to provide targeted remediation and/or enrichment for the former HES at their new school site. Administrators, instructional coaches, and instructional staff at schools receiving HES students will receive training and support in how to collect and analyze data garnered from the newly developed reports for the former HES students.

Assurance 3: Reassignment of Instructional Personnel and Administrators

The district shall ensure that instructional personnel rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state VAM rating are not reassigned to other School Improvement (SI) schools within the district.

The district shall ensure that administrators from a school closed through selection of this turnaround option are not reassigned to other SI schools within the district.

**Turnaround Option Plan—Step 2 (TOP-2)
Closure**

Description of how the district will address Assurance 3: Reassignment of Unsatisfactory Instructional Personnel and Administrators.

The district shall ensure that instructional personnel rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state VAM rating are not reassigned to other School Improvement (SI) schools within the district.

Hudson Elementary School has one Temporary service Contract teacher with a VAM rating of unsatisfactory. Should Pasco County Schools have SI schools in the upcoming school year or subsequent school years, this teacher will not be reassigned to any of them. All HES instructional personnel will receive specialized support and continued monitoring as they transition to their new assignments.

ARM and OTIS will ensure that that VAM ratings and district evaluation results are current and accessible to principals so that instructional personnel placement decisions can be made and monitored should Pasco County Schools have SI schools. HREQ will work with school administrators to make hiring and personnel decisions. Throughout the upcoming school year and subsequent years, OTIS, ARM, and HREQ will monitor instructional personnel placements.

Should Pasco County Schools have SI schools in the upcoming school year or subsequent school years, any teacher seeking reassignment at an SI school will have a VAM rating of effective or highly effective and a district evaluation rating of effective or highly effective. Teachers without a VAM rating would also be eligible for reassignment. In order to verify these ratings, HREQ and ARM will work together and follow outlined procedures. HREQ will ensure the Human Capital Partner (HCP) assigned to the building will prescreen applicants and send a list of candidates (including full name and certificate number) to ARM to verify the VAM scores of each candidate, and ARM will send the score report back to the HCP assigned to the school. The HCP will communicate to the school principal a list of applicants eligible for hire and will also communicate to the On-Boarding Representative assigned to the school. The building administrator will interview and offer the position to an eligible applicant. The On-Boarding Representative will verify with the HCP that the recommended applicant is on the approved list for hire upon receiving the employment offer request from the building principal.

The district shall ensure that administrators from a school closed through selection of this turnaround option are not reassigned to other SI schools within the district.

While we are closing HES in Cycle 1 of the District Managed Turnaround, the Chief Academic Officer will monitor the placement of the Hudson Elementary School principal and assistant principal to ensure that they are not assigned to any SI school in the upcoming school year and subsequent years of monitoring.

Acknowledgement

Check the box that applies to the district selection of RC.

**Turnaround Option Plan—Step 2 (TOP-2)
Closure**

- For Cycle 1, the district acknowledges that the plan is due to the Department by October 1.
- For Cycle 2-4, the district acknowledges that the plan is due to the Department by January 31.

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| Name and title of person responsible for completion and submission of TOP-1 |
| Suzanne St. Clair, Supervisor, Office for Accountability, Research, & Measurement |
| Contact information: email, phone number |
| sstclair@pasco.k12.fl.us 727-774-2347 |
| Date submitted to the Bureau of School Improvement (due September 1) |
| February 3, 2020 |
| Superintendent signature (or authorized representative) |
|  Vanessa Hilton, Chief Academic Officer, Pasco County Schools |



Pasco County Schools

Kurt S. Browning, Superintendent of Schools
7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638

Hudson Elementary School Addendum to Turnaround Option Plan

Transition Planning

In order to ensure that students and families from Hudson Elementary have a smooth transition to their new school environments, a Transition Team will be convened to plan necessary activities and services. Team members will include key district staff, principals from each impacted school, teacher leaders and parents from each school community. This team will be charged with planning:

- Necessary and timely communication about transition events and timelines
- Student and family connection activities during Spring 2020
- Academic and social supports for HES students during the Spring and Summer of 2020
- Staff retreats and supports for Summer of 2020

As HES students transition into their new school environments, families will receive ongoing communication regarding additional school choice options, including Family Empowerment Scholarships and Opportunity Scholarships, as well as academic supports through the Reading Scholarship Program.

Hudson Elementary School Facility Use

The preliminary plan for the use of the closed HES campus is to create a robust educational service center geared toward supporting students needing alternative instructional environments, as well as offering adult and community programs to this challenged area. This effort would allow for the expansion of our alternative school population, and thus provide engaging opportunities for secondary students who struggle to learn in traditional classrooms, need flexible scheduling options and even those transitioning from juvenile detention centers. Adult programs will be aimed at providing GED and continuing education assistance, as well as career pathways that will allow access to high skill, high wage and high demand jobs. As Pasco County government and local businesses work to recreate and re-envision this area, these programs can serve to ensure that our school district is building a pipeline to meet the needs of this quickly changing market.