



TOP-2

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

Pasco County Schools
Rodney B. Cox Elementary School

Due-October 1

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 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
Rodney B. Cox Elementary School/0021

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.

Pasco County Schools begins with a Comprehensive Needs Assessment (CNA) 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. Student Performance is analyzed by reviewing current and trend data by subgroup and school. Data sources include Florida Standards Assessment (FSA), Statewide Science Assessment, and district or publisher developed curriculum module results. 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 rates themselves on the Cognia Standards for systems accreditation and reviews and evaluates progress toward goals set using the Best Practices in Inclusive Education (BPIE). Instructional Practice Observations, Professional Learning Community (PLC) rubrics, and Tiers of Support rubrics are also completed by each school to gain insight into

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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 foci for school improvement efforts and needs for implementing the plan. The conclusion of the CNA results in the identification of the root causes of barriers, the development of a school improvement plan to overcome/reduce barriers to improvement, and the allocation of supports needed to implement each school's improvement plan.

At the school level, the leadership carefully reviewed module, district and state benchmark data to determine trends and areas of needed growth. We also reviewed data from our district comprehensive needs assessment process that occurs throughout the school year. Post pandemic, ELA and Mathematics achievement scores dropped. In ELA, scores increased from 20-21 to 21-22, however, learning gains increased, outpacing both the district and the state. Mathematics achievement also increased from 20-21 and 21-22, and learning gains also increased at the same rate as both the state and district. Overall, achievement and growth increased during the 21-22 school year in every content area, including science. These results were used to determine trends of necessary support. The findings indicated there was a need to further strengthen the multi-tiered system of student supports and problem-solving process that was used for all students to build upon this growth.

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

During the 21-22 school year, with the support of the BSI Team, focus on creating a strong benchmark aligned planning and instruction planning process using the PLC structure began to yield positive results. This will continue, with the addition of a consistent before/during/after planning protocol for the collaborative teacher teams. Building upon the positive trends in student data from last year, school administrators will regularly monitor core instruction to ensure that it is benchmark aligned, data driven and instructionally relevant for the students.

Additionally, the multi-tiered system of supports process assisted teacher teams in using all available data for analysis and problem solving in order to plan tiered instruction for students not meeting grade level expectations. The leadership team will ensure this process continues and is reinforced by funding additional instructional coaches and intervention teachers.

District content specialists (ELA, Math, Science, MTSS) will continue to be assigned to Rodney B. Cox Elementary weekly to ensure that all staff are highly trained, using quality instructional resources and strong planning and problem-solving practices.

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

In previous years, teachers delivering instruction without an intentional focus on engagement was ineffective and not only impacted student learning, but also student behaviors. This year, teachers at Rodney B. Cox have been trained and will continue to receive coaching in Kagan Cooperative Learning strategies in order to increase engagement and excitement in learning. Instructional strategies related to student engagement and specifically to implement student discourse within all contents will be a focus for this school.

Additionally, teacher burnout and turnover has been a recent concern at Cox. To address this issue, the school has moved to a specialization instructional model, with teachers only prepping for and delivering instruction in one content area, either ELA, Mathematics or Science for most grade levels. This will allow teachers to

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learn their content area more deeply and get to know their student strengths and areas for growth in this content, as well as reduce their teaching duties, thereby reducing stress.

Lastly, in previous years, instructional coaches took most of the responsibility for prepping for Professional Learning Communities and collaborative planning sessions. This prevented named teacher leaders from truly accepting and leveraging their leadership roles. Teacher participated in planning sessions but did not necessarily have shared ownership or knowledge of the content and curriculum resources, thereby reducing buy in and intentionality in planning and teaching. This year, the school has shifted away from coaches leading this work, instead empowering teachers to not only take responsibility for their content planning, but also adding them as members of the school leadership team.

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.

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 in each of these three domains:

1. Accountable and Shared Leadership

The needs assessment results indicate a strong need for the leaders at Rodney B. Cox Elementary School to focus on ensuring high impact core instruction is occurring in every classroom and that responsive efforts are also aimed at building strong systems of support for learning gaps. To support the new leaders at Rodney B. Cox Elementary School and build the capacity of the School Leadership Team to engage in the turnaround plan, several key levers have been identified and are in place. The district team supporting the principal daily includes a principal supervisor, the Chief Academic Officer, and a systems specialist. The principal supervisor is a former proven elementary leader and coached other turnaround leaders. She is an expert in building successful systems to promote a positive culture and family engagement.

The Chief Academic Officer has guided the district to develop a Common Vision of Instructional Excellence for every school, driven by the Key Priorities of High Impact Instruction, Collaborative Culture and Data Driven Decisions, as well as and successfully supported other principals in turnaround work. Her time is spent guiding and supporting the decision making of the school leaders, assisting in removing barriers in the implementation of this plan, and ensuring alignment in all efforts.

The systems specialist has deep knowledge of building, strengthening and maintaining Multi-tiered Systems of Support, and has also assisted several schools in the turnaround process. Her work focuses on providing professional learning to the leadership teams and collaborating with the school leaders as they build the required instructional systems.

Together, this district team is focused on supporting the principal and assistant principal as they engage in the hard work of improving instruction and ensuring students who struggle have certain and immediate access to tiered supports. This district team will also ensure that the School Leadership Team members, including the principal and assistant principal, are accountable and carry the mission of the work forward to their peers.

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Each of the district team members have a specific role in this process and meet regularly to ensure that their supports are aligned.

An additional layer of support this year includes intentional planning and connection between the district leadership team and the Bureau of School Improvement Regional Executive Director and her team. The BSI Team visited Pasco prior to the start of the school year to train the district support team in the state improvement plan and additional dates to identify trends in instructional needs across the district are scheduled.

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

High quality, high impact instruction that leads to strong student learning starts with engaged teachers and leaders who understand the state standards, are deeply rooted in the instructional shifts, leverage the curriculum resources, and employ instructional pedagogy that leads to deep student engagement within a compassionate school environment. To that end, specialized professional learning and support plans have been developed for teachers and leaders at Rodney B. Cox Elementary that will be supported, coached and monitored by the large district team in conjunction with the school leaders. This improvement plan includes:

Curriculum and Instruction Focus Areas

- Strengthen Professional Learning Communities to ensure consistency in benchmark aligned instruction
- Provide training, modeling and coaching around a structured planning protocol to ensure aligned instruction
- Provide training in the WIDA framework and use to target appropriate instructional strategies for ELLs

Engagement and Culture Focus Areas

- Implement Kagan cooperative learning strategies to increase student engagement in instruction
- Build a positive school environment through implementation of Conscious Discipline with staff, students and families
- Using student data to respond to student needs

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:

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

3. Positive Culture and Environment

Teachers and leaders perform best they are supported and engaged. One of our district goals is to increase staff engagement, and at Rodney B. Cox Elementary, because of recent staff turnover, and risk factors in the community, building and maintaining and positive culture and compassionate environment for staff will also lead to an increase in student achievement and well-being.

Teacher wellness will be addressed in intentional efforts to ensure that they understand what is expected of them at work and that they feel their voice matters in their school. Pasco measures this district wide through a staff engagement survey, and all principals will be provided with professional learning resources to assist in their efforts to increase engagement and wellbeing.

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This positive culture will extend to students and families through the implementation of a positive behavior system, rooted in Conscious Discipline, a cognitive approach to behavior education. Proactive teaching of expected behaviors, the necessary cognitive states for learning, and clear, consistent responses for not meeting expectations will lead to increased feelings of safety and trust. Families will also be supported through an intentional plan to improve family access to academic information, connections with teachers and engagement in the school environment.

To further build a positive environment, efforts will extend beyond the school walls to invite and include Community Members into this important work through the Community Assessment Team, as well as the School Advisory Council. The Community Assessment Team includes parents, school staff, community members and high school students who mentor and volunteer at the school site. This team has already met to review data and analyze trends and will continue to meet quarterly to monitor the school improvement plan.

Part B.

Verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

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; a 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 an Multi-Tiered System of Supports (MTSS) Specialist.

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 and ELA have been revised in order to align to the new ELA and Math benchmarks. Curriculum units and individual lessons have been adapted or rewritten in order to ensure alignment to 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 literacy block elevates the importance of this instruction and provides clear teacher and student look fors.

In the area of mathematics, the new instructional model leverages the BEST math benchmarks through small group instruction with a focus on concept development and procedural skill and fluency. In addition to targeted instruction that is standards aligned, students spend time each day engaged in blended learning where they have the chance to see standards specific tutorials along with multiple opportunities for practice that is aligned to their day-to-day learning. The 50/50 instructional model is aimed at accelerating learning for all students and developing their skills in grade level benchmarks.

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Science instruction is prioritized in all grade levels. Students have access to daily instruction using a blended learning model that is built upon the “5 E” model of science instruction. Students have the opportunity to utilize a wide variety of resources in hands-on labs as well as 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 helps to ensure teachers have the tools and resources necessary to provide quality learning experiences.

Social studies instruction is prioritized using available curriculum resources that are provided to all teachers. There is intentional planning and alignment with ELA instruction in order to support the building of knowledge around important social studies concepts and maximize instructional time. In addition to the curricular resources, a year-long plan for Required Instruction topics has been developed and provided for each grade level. This planning tool assists in providing quality learning experiences that are aligned to grade level standards. This framework, tailored to identify and target student strengths and deficiencies, will address the needs of all subgroups in the school and will include intensive support for struggling readers.

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

Students in grades K-8 will be administered the FAST in ELA and Mathematics three times per year. Students in grades 3-8 will be administered the NWEA in Science three times per year. Quarterly Checks will be administered in Civics three times per year. Additional unit assessments will be available in ELA, Math, Science, and Social Studies for ongoing monitoring at the classroom and team level. Each assessment is aligned to the B.E.S.T. standards.

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

The District's Leadership Development Coordinator, in collaboration with the Chief Academic Officer will facilitate quarterly Priority Improvement Workshops for BSI principals and members of their coaching team. This support will delve into the systems required for school improvement, specifically related to ensuring each student access to high quality core instruction and certain, urgent access to just-in-time interventions to fill learning gaps. Additionally, these sessions will require principals to bring evidence of implementation of their SIP and evidence of the impact of their actions on student learning, in conjunction with our state BSI Team.

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.

Together, the district leadership team is focused on supporting the principal and assistant principal as they engage in the hard work of improving instruction and ensuring students who struggle have certain and immediate access to tiered supports. This district team will also ensure that the School Leadership Team members, including the principal and assistant principal, are accountable and carry the mission of the work forward to their peers. Each of the district team members have a specific role in this process and meet regularly to ensure that their supports are aligned.

The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served.

Under Mrs. Natal’s leadership, Cox Elementary experienced tremendous growth during the first three quarters of the 2019-2020 school year, her first full year as principal. She was able to shift the culture to be

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more welcoming of families and the community, and experienced significant staff retention the summer before and during this school year. Prior to the shutdown of schools due to the pandemic, Cox was projected to increase their school grade, as measured by local assessments. During the pandemic, the community surrounding Cox experienced great fear, in particular after the loss of life of one staff member. This kept many students learning from home for much of the 2020-2021 school year, creating instructional gaps.

During the 2021-2022 school year, significant work was done to overcome the learning loss and gaps. The school received support from the BSI team and changed their instructional planning practices and instructional routines to meet state expectations. Teachers focused on standards-based instruction and the modeling of strategies for students to ensure they were learning. Tremendous growth can be noted from the FSA data in 2020-2021 to this year's student outcome results, increasing in each of the seven cells, resulting in 79 more points earned overall. RBCES moved from 195 total points in 2021 to 274 total points in 2022. The school also increased the percentage of points earned to 39% overall in 2022 from 21% overall in 2021, just one year. While this was not enough to earn a C grade, it represents improvement and positive change.

Mrs. Natal is a committed and highly effective leader for Pasco Schools. Prior to joining our team, she spent eight years supporting schools "in need of improvement" in Lake County, as a teacher, interventionist, school level coach and district ELA supervisor, before coming to Pasco in the summer of 2013. While in Pasco, she successfully served in the capacity of an ELA content specialist on the East Region Team for two years, providing professional development and coaching to teachers, academic coaches and administrators, including those working at Cox Elementary at the time. Furthermore, she specifically worked with DA /BSI schools on the planning and execution of focused goals connected to school and district improvement plans and served as the School Advisory Council (SAC) Liaison at Cox Elementary. From this district-level position, she moved on to become the assistant principal at Quail Hollow Elementary School, also a Title 1 school, where the school maintained an A or B grade under her leadership. She was named principal of Rodney B. Cox Elementary School in late January of 2019.

Mrs. Natal is well-connected in the Dade City community, where she and her adult children live and work. She is also a member of the "Make a Difference" community group aimed to connect business partners around the common goal of helping to grow and improve the community together. She is devoted to the families, students, and staff of Cox Elementary and it is evident to all who work with her. She is committed to continuing the work started, with the goal of increasing overall proficiency in each academic area, while also ensuring learning gains for each student.

As the district reviewed the needs of Cox Elementary at the end of this school year, we determined that a change was needed in the administrative team to ensure that Mrs. Natal had a partner dedicated as an instructional leader and change agent. Therefore, a new assistant principal has been appointed, Bailey Morris. While Ms. Morris has only been with Pasco for one school year, she has previous experience in Texas as a school leader in a school with similar demographics as Cox for four years. During that time, a failing school close by was closed and her school welcomed some of the students, along with other local schools. In the subsequent years, the surrounding schools began to fail, and Ms. Morris and her team were able to keep her school out of improvement status, creating positive experiences and learning outcomes for their students. With this experience, she will be instrumental in assisting Mrs. Natal in the continued turnaround of Cox.

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

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similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

In accordance with State Rule 6A-1.099811, and in response to the designation of the second D grade for Rodney B. Cox Elementary School for the 2021-2022, Pasco County Schools appealed and requested the retention of the current principal at the school, Kimberly Natal, as her leadership at the school was only 14 weeks prior to state testing during the 18-19 school year, when the school received the initial grade of D. Mrs. Natal has created significant change at Cox Elementary, and her leadership has led to increases in staff culture, community engagement and student learning. This request was approved by the BSI Team.

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.

Currently, we have a Human Capital Partner assigned to Rodney B. Cox Elementary to assist in the recruitment in order to obtain qualified, certified personnel. During the summer throughout the school year, we have assisted on site with interviews, phone screening and reference checks. Our hiring process for BSI schools includes a careful review by the Human Resources team and an approval process through our Accountability Research and Measurement Department to ensure that all new hires do not have less than an Effective VAM.

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, significant 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.

This year, significant time and effort has been spent in recruitment and retention of teachers. Despite this, significant 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.

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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 Rodney B. Cox is not more than the district average.

Ensure that K-12 intensive reading instruction is provided by teachers certified or endorsed in reading.
The department of Human Resources carefully monitors the assignment of any teachers to courses with students identified as needing intensive reading intervention and does not approve any such assignments for teachers who do not hold a certification or endorsement in reading.

Explain the correlation between the Schoolwide 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 RBCES 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:

- Student behavior
- New/inexperienced teachers
- Student engagement in instruction
- Not meeting needs of struggling learners, specifically ELL

SIP:

Accountable and Shared Leadership

- Strengthen Professional Learning Communities to ensure consistency in standards aligned instruction
- Provide training, modeling and coaching around a structured planning protocol to ensure aligned instruction
- Provide training in the WIDA framework and use to target appropriate instructional strategies for ELLs

Benchmark Aligned Instruction and Learning (for student and adult learners)

Priority benchmarks are a carefully selected subset of the total list of the grade-specific and course-specific benchmarks within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course. (Ainsworth Rigorous Curriculum Design, 2010). A guaranteed and viable curriculum based on a clear list of essential outcomes is the number one opportunity to raise the level of student achievement. (Marzano, What Works in Schools, 2003).

Research indicates that ensuring a focused and specific curriculum for all students is one of the most effective means of increasing student achievement. A monitoring plan will be established to ensure fidelity in implementation and learning acquisition and to make decisions regarding adjustments to any of the strategies.

- Academic coaches will provide training, modeling and coaching the new planning protocol, in conjunction with district support team (Tier 1)
- Academic coaches will work with PLCs to identify focus benchmarks for each content area, analyze data, design instruction and provide intervention (Tier 1/Tier 2)
- ELL instructional coach, with the support of the district supervisor, will provide training in the WIDA framework to improve the implementation of appropriate instructional strategies and interventions (Tier 2/3)
- Leadership team members will monitor the implementation of benchmark aligned tasks and engaging instruction through IPG walkthroughs (Tier 1)

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Positive Culture and Environment

Research shows positive trends in the academic and behavioral growth of students in schools within districts with systematic character-building approaches. (Kendziora & Yoder, 2016). The Centers for Disease Control determined that trauma is the single largest crisis facing our nation. By investing in the mental health of our students and staff and creating a school-wide system for positive behavior supports aligned with structured classroom management, we will create an environment that fosters positive relationships and structures that support academic achievement.

- Teachers will implement Kagan cooperative learning strategies to increase student engagement in instruction
- Leadership team will build a positive school environment through implementation of Conscious Discipline with staff, students and families
- Parent involvement coordinator will communicate with stakeholders about the school and upcoming events to increase parent participation.

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

The district support specialists at Rodney B. Cox Elementary are focused on ensuring solid plans are in place for implementation of and monitoring for high impact instruction. 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 development and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall

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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 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 high-poverty, at-risk students, 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 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 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 Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; 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 Standards that will be used in the school.
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

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; a 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 an Multi-Tiered System of Supports (MTSS) Specialist.

To plan for the 2022-2023 year, the District Leadership Team identified dates beginning in April and continuing throughout the year for systems calibration and alignment of all district resources to meet the needs of students and maximize desired student outcomes. Days set aside include Together We Learn in July, Calibration for Success Planning and District Success Plan reviews in June and July, and five other multi-day calibration and alignment sessions throughout the year. 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 BSI Schools, Focus Schools, and Core Schools. 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.

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.

Identify how the new or revised instructional programs align to Florida's Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

The instructional programs for Math and ELA have been revised in order to align to the new ELA and Math benchmarks. Curriculum units and individual lessons have been adapted or rewritten in order to ensure alignment to 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 literacy block elevates the importance of this instruction and provides clear teacher and student look fors.

In the area of mathematics, the new instructional model leverages the BEST math benchmarks through small group instruction with a focus on concept development and procedural skill and fluency. In addition to targeted instruction that is standards aligned, students spend time each day engaged in blended learning where they have the chance to see standards specific tutorials along with multiple opportunities for

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practice that is aligned to their day-to-day learning. The 50/50 instructional model is aimed at accelerating learning for all students and developing their skills in grade level benchmarks.

Science instruction is prioritized in all grade levels. Students have access to daily instruction using a blended learning model that is built upon the “5 E” model of science instruction. Students have the opportunity to utilize a wide variety of resources in hands-on labs as well as 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 helps to ensure teachers have the tools and resources necessary to provide quality learning experiences.

Social studies instruction is prioritized using available curriculum resources that are provided to all teachers. There is intentional planning and alignment with ELA instruction in order to support the building of knowledge around important social studies concepts and maximize instructional time. In addition to the curricular resources, and year-long plan for Required Instruction topics has been developed and provided for each grade level. This planning tool assists in providing quality learning experiences that are aligned to grade level standards.

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

All intervention programs and instructional strategies used are evidence-based and target students with significant reading deficiencies. The strategies and programs focus on explicit, systematic phonemic awareness and phonics instruction in a manner that includes multi-sensory learning methods. Each program used with students meets the requirements established in the K-12 Comprehensive Evidence-Based Reading Program and is provided by a reading endorsed and/or specially trained teacher.

Identify progress monitoring and summative assessments aligned to Florida’s Standards that will be used in the school.

Students in grades K-8 will be administered the FAST in ELA and Mathematics three times per year. Students in grades 3-8 will be administered the NWEA in Science three times per year. Quarterly Checks will be administered in Civics three times per year. Additional unit assessments will be available in ELA, Math, Science, and Social Studies for ongoing monitoring at the classroom and team level. Each assessment is aligned to the B.E.S.T. standards.

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 Rodney B. Cox, a clear plan for connected, tiered instruction was identified as a need. The 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 for teachers. Support during instructional planning is being provided, including modeling of intentional questions to think through when planning effective lessons. This will be monitored through regularly scheduled walkthroughs, where "look-fors" for successful implementation and impact on student learning are noted.

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

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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.

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.

Remedial and supplemental instruction resources are prioritized for K-3 students in a variety of ways. All students have access to high quality instructional materials within a minimum of 120 min. of ELA instruction daily. Using beginning of the year FAST data, DIBELS assessment data and other information from beginning of the year screeners, teachers will determine the additional layers of support that are needed to assist students. Students who are identified with a substantial deficiency in reading are provided with additional layers of intervention during tier III intervention time using evidence-based intervention programs (Lexia, SIPPS, etc.). Along with intervention, students are also provided the opportunity to engage in supplemental support to accelerate learning through academic tutors who are trained to support literacy with a focus on students in grades K-3. Students in kindergarten have additional support via a kindergarten assistant who is trained in the evidence-based intervention program (Sound Partners). Kinder IAs work under the direction of the classroom teacher and receive ongoing training and support for the District Intervention Services team.

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.

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 supports if needed. 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 supports 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

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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 development plan that provides ongoing tiered support to increase leadership and educator quality.

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

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

Educators

The district shall ensure 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 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. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a SI school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.

The district shall ensure the instructional staff who do not have a state 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 certified or endorsed in reading.

Assurance 2: Narrative of School Capacity-Leaders

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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 and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community 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

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 Rodney B. Cox Elementary School for the 2021-2022, Pasco County Schools appealed and requested the retention of the current principal at the school, Kimberly Natal, as her leadership at the school was only 14 weeks prior to state testing during the 18-19 school year, when the school received the initial grade of D. Mrs. Natal has created significant change at Cox Elementary, and her leadership has led to increases in staff culture, community engagement and student learning. This request was approved by the BSI Team.

Provide evidence that indicates the principal and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community served.

Under Mrs. Natal's leadership, Cox Elementary experienced tremendous growth during the first three quarters of the 2019-2020 school year, her first full year as principal. She was able to shift the culture to be more welcoming of families and the community, and experienced significant staff retention the summer before and during this school year. Prior to the shutdown of schools due to the pandemic, Cox was projected to increase their school grade, as measured by local assessments. During the pandemic, the community surrounding Cox experienced great fear, in particular after the loss of life of one staff member. This kept many students learning from home for much of the 2020-2021 school year, creating instructional gaps.

During the 2021-2022 school year, significant work was done to overcome the learning loss and gaps. The school received support from the BSI team and changed their instructional planning practices and instructional routines to meet state expectations. Teachers focused on standards-based instruction and the modeling of strategies for students to ensure they were learning. Tremendous growth can be noted from the FSA data in 2020-2021 to this year's student outcome results, increasing in each of the seven cells, resulting in 79 more points earned overall. RBCES moved from 195 total points in 2021 to 274 total points in 2022. The school also increased the percentage of points earned to 39% overall in 2022 from

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21% overall in 2021, just one year. While this was not enough to earn a C grade, it represents improvement and positive change.

Mrs. Natal is a committed and highly effective leader for Pasco Schools. Prior to joining our team, she spent eight years supporting schools "in need of improvement" in Lake County, as a teacher, interventionist, school level coach and district ELA supervisor, before coming to Pasco in the summer of 2013. While in Pasco, she successfully served in the capacity of an ELA content specialist on the East Region Team for two years, providing professional development and coaching to teachers, academic coaches and administrators, including those working at Cox Elementary at the time. Furthermore, she specifically worked with DA /BSI schools on the planning and execution of focused goals connected to school and district improvement plans and served as the School Advisory Council (SAC) Liaison at Cox Elementary. From this district-level position, she moved on to become the assistant principal at Quail Hollow Elementary School, also a Title 1 school, where the school maintained an A or B grade under her leadership. She was named principal of Rodney B. Cox Elementary School in late January of 2019.

Mrs. Natal is well-connected in the Dade City community, where she and her adult children live and work. She is also a member of the "Make a Difference" community group aimed to connect business partners around the common goal of helping to grow and improve the community together. She is devoted to the families, students, and staff of Cox Elementary and it is evident to all who work with her. She is committed to continuing the work started, with the goal of increasing overall proficiency in each academic area, while also ensuring learning gains for each student.

As the district reviewed the needs of Cox Elementary at the end of this school year, we determined that a change was needed in the administrative team to ensure that Mrs. Natal had a partner dedicated as an instructional leader and change agent. Therefore, a new assistant principal has been appointed, Bailey Morris. While Ms. Morris has only been with Pasco for one school year, she has previous experience in Texas as a school leader in a school with similar demographics to Cox for four years. During that time, a failing school close by was closed and her school welcomed some of the students, along with other local schools. In the subsequent years, the surrounding schools began to fail, and Ms. Morris and her team were able to keep her school out of improvement status, creating positive experiences and learning outcomes for their students. With this experience, she will be instrumental in assisting Mrs. Natal in the continued turnaround of Cox.

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

Principal Natal had the opportunity to determine if any changes were needed to the leadership team, including whether to change or add members. At this time, there is a new Assistant Principal and a new instructional coach for English Language Arts, both members of the leadership team.

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 is working directly with the coaching expert on our BSI team to develop and deliver this critical support.

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

The district is utilizing the UniSIG Supplemental Teacher and Administrator Allocation to recruit and retain principals to lead turnaround schools. The qualifications for the principals at these schools align with the requirements of this funding to provide an allocation of up to \$15,000 for these leaders.

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How does the district build the capacity of turnaround leaders?

To build the capacity of turnaround leaders the district partners with the Harvard Turnaround Leadership program and leverages courses focused on Leading Learning, Developing Oneself, Driving Change, Leading for Excellence in Equity and Managing Evidence to develop and enhance the instructional leadership skills of school-based principals and assistant principals. A combination of self-paced coursework along with an annual Turnaround Leader conference are intended to develop strong leadership skills that leaders can apply in their schools to support improvement. Along with the coursework and Harvard partnerships, leaders in Turnaround schools are brought together each quarter to engage in school improvement clinics. These clinics target specific instructional leadership skills and provide leaders the opportunity to learn, reflect and action plan based on their school's needs.

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.

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 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, Mrs. Natal and her leadership team do not succeed in improving student outcomes at Rodney B. Cox Elementary School, Pasco County Schools will seek to partner with an external operator to provide additional support.

Assurance 2: Narrative of School Capacity- Educators

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 Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

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 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.

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.

Currently, our Human Capital Partner Team is working with the administration at Cox Elementary to continue to recruit and obtain qualified, certified personnel. During the summer through the beginning of the school year, we have assisted on site with interviews, phone screening and reference checks. Our district does not currently have an MOU/agreement that turnaround school positions are filled first.

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

The district is experiencing unprecedented numbers of vacancies in every school. Despite this challenge, Human Resources tracks vacancy data and prioritizes sending qualified candidates to turnaround schools. 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 certified ESE teachers at these priority schools

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?

For the 2022-2023 school year, Pasco schools will not offer a bonus for teachers at turnaround schools. We anticipate being able to utilize Turnaround School Supplemental Services funds for the 2023-2024 school year to offer a \$2,000 bonus based on student growth shown by the state FAST assessments. The criteria for this bonus will be negotiated with BSI and the United School Employees of Pasco. An MOU will be developed.

Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

Pasco Schools utilizes the UniSIG Supplemental Teacher and Administrator allocation to recruit and retain personnel at turnaround schools. Based on 2022 VAM, teachers at a turnaround school as of September 15, 2022, with an effective VAM rating are eligible for an allocation of up to \$7,500. Additionally, those with a highly effective VAM rating are eligible for an allocation of up to \$15,000.

Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with state VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with state VAM ratings of Needs Improvement and Unsatisfactory

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to a school not in SI and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

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

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. See video here: <https://youtu.be/8ROToGNXGqA>. This year, the transfer window was also extended only for teachers moving to these BSI schools from other schools in the district.

How many instructional personnel were reassigned or non-renewed due to state 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.

Two of the instructors with less than Effective VAM scores are not in classroom roles. Two of the instructors have been moved from tested grades to primary grade levels where they have proven successful experiences.

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.

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

The district is experiencing unprecedented numbers of vacancies at every school. Due to this challenge, not all vacancies have been filled. The district continues to prioritize filling vacancies at turnaround schools utilizing the strategies listed above.

Current vacancies at the school include:

- Speech and Language Pathologist
- First grade teacher

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Fill out the table below to verify the most recent three-year aggregated state VAM classification data.

STATE VAM DATA- School % Compared to District and State%				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	7	3	1
School %	0	63.64	27.27	9
District %	6.7	60.8	19.6	12.9
State %	9.9	64.8	14.4	10.8

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)
10/10/22
Superintendent signature (or authorized representative)
