



TOP-1

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

Pasco County Schools
Chester W. Taylor Elementary School

Due: September 1

Form Number DMT, TOP-1, incorporated in Rule 6A-1.099811, F.A.C., effective November 2024

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

Purpose

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

Directions

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

School

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

School Name/ MSID Number
Chester W. Taylor Elementary School / 0060

Stakeholder Engagement

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

Names and affiliation of CAT members:

Chester W. Taylor Elementary Principal – Dr. Rick Saylor
Chester W. Taylor Elementary Assistant Principal – Leslie Lynn
Chester W. Taylor Elementary Assistant Principal – Kathy Veber
Retired Pasco Schools Principal-Kara Smucker
Business Partner- Emmy Jacobs
Business Partner/Parent- Willie Marshall
Community Member - Billy Poe
Community Member -Susan Boyle
Parent -Sophia Marshall
Parent -Sarah Coleman
Instructional Staff Member - Emily Keys
Instructional Staff Member - Tia Johnson
Support Staff Member- Alyssa Rockhill

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Support Staff Member- Dina Kassymbekova
District Staff- Dr. Shana Rafalski, Assistant Superintendent for Opportunity Schools
District Staff – Sonsee Sanders, MTSS Specialist
District Staff – Danielle Biggs, Senior Instructional Specialist, Science
District Staff- Larry Porter,
State Regional Executive Director/BSI- Dr. Lucinda Thompson
State Assistant Director/BSI – Bianca Williams
State School Improvement Specialist/BSI- Rosetta Bailey

Dates of CAT meetings (held and upcoming meetings):

- August 25, 2025 8:30 am
- November 20, 2025 8:30 am
- February 26, 2026 8:30 am
- May 21, 2026 8:30 am

What school data was analyzed?

Chester W. Taylor Elementary conducted a robust analysis of multiple data sources to identify root causes of underperformance and inform school improvement strategies. These sources included:

- Three-year trend data from State Assessments and ESSA subgroup performance
- Early Warning System (EWS) indicators including attendance, behavior, and course performance
- Student and staff engagement surveys
- Instructional walkthrough data and curriculum usage audits
- Progress monitoring and formative assessment results

Identified causes of low performance:

The following barriers were identified as significant contributors to underperformance:

- Limited teacher planning structures and feedback systems, hindering instructional quality
- Foundational learning deficiencies in early grades, particularly in literacy and numeracy
- Disruptions due to Tier 1 behavioral expectations and systems
- Inconsistent use of data to inform lesson design, progress monitoring, and interventions
- Instructional observations indicated frequent misalignment with grade-level benchmarks, and students were not consistently engaged in rigorous, on-grade level tasks.
- A lack of curriculum fidelity and implementation monitoring were contributing factors.

Recommendations for school improvement:

To address these systemic issues, the school will implement the following strategies:

Instructional Planning and Capacity Building

- Building teacher capacity to deliver rigorous, benchmark-aligned Tier 1 instruction.
- Implement structured facilitated lesson planning led by administrators and coaches, using vetted protocols and materials aligned to Florida B.E.S.T. benchmarks.
- Require weekly submission of lesson plans and tasks for review prior to instruction. Administrators will provide feedback to ensure benchmark alignment and appropriate cognitive demand.
- Job-embedded professional learning into planning cycles, focusing on modeling, delivery practice, and use of corrective feedback strategies.
- Coaches and administrators will conduct regular classroom observations to monitor the transfer of planning into instructional delivery, providing targeted feedback and follow-up coaching.

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Instructional Monitoring and Data-Driven Decision Making

- Weekly administrative meetings will be used to analyze coaching logs, walkthrough data, and student outcomes.
- Professional Learning Communities (PLCs) will be used to review common formative assessments, FAST progress monitoring, and intervention data to determine instructional impact and guide next steps.
- Coaching schedules, Professional Learning (PL) calendars, and walkthrough cycles will be adjusted in response to these findings to ensure responsive support.

Staffing and Instructional Infrastructure

- ELA and Math Instructional Trainer Coach (ITC) positions were transitioned to Curriculum Specialist roles, ensuring a deeper focus on content expertise and pedagogy.
- In collaboration with the Human Resources department, teachers with Needs Improvement or Unsatisfactory evaluations were strategically exited or reassigned, and higher-performing replacements were recruited.
- The district has assigned a dedicated instructional support team to provide weekly on-site coaching, planning support, and progress monitoring reviews.
- A unified protocol for planning, coaching, walkthroughs, and feedback has been implemented to ensure consistency across grade levels and departments.

Other information:

Strategic Priorities Aligned to Turnaround Domains

Transformational Leadership

- Appointed a new turnaround principal and assistant principal with proven leadership experience and a track record of improving student outcomes.
- Hired Curriculum Specialists for ELA and Math to support the implementation of high-quality, standards-based instruction.
- Established clear expectations and systems for planning, coaching, and progress monitoring in alignment with district and state turnaround models.

Standards-Based Instruction and Learning

- Teachers will follow a district-adopted lesson planning template aligned to B.E.S.T. benchmarks and incorporating explicit instruction and the gradual release model.
- i-Ready will be implemented for adaptive intervention in reading and math across all grade levels.
- The master schedule has been redesigned to protect instructional time, limit transitions, and maximize academic engagement.
- Instructional assistants will be strategically deployed to provide small group instruction and scaffolded support during core blocks.

Positive Student-centered Environment

- Full implementation of a schoolwide Positive Behavior Interventions and Supports (PBIS) framework, including clearly defined classroom and office-managed behaviors.
- The behavior team has been restructured to provide proactive, in-class support and model Tier 1 behavior management strategies.
- A reteaching protocol aligned with state resiliency standards has been developed and integrated into the school's behavior system.
- New student recognition systems will be implemented to reinforce positive behavior, attendance, and academic growth.

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- Behavioral data will be reviewed monthly to guide Tier 2/3 supports and to ensure equitable outcomes.

District-Managed Turnaround Plan Assurances

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

Assurance 1: District Capacity and Support

- The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional learning and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.
- The district shall ensure that instructional programs align to Florida's state academic standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), F.S., as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading and for K-4 students with a substantial deficiency in mathematics. The district shall demonstrate alignment of Florida's state academic standards across grade levels to improve background knowledge in social studies, science and the arts.
- The district shall prescribe and require progress monitoring assessments that are aligned to Florida's state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 2: School Capacity-Leaders and Educators

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

Leaders

- The district leadership team, in collaboration with the school, shall develop an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.
- The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete

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a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

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

Educators

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

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

The district must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field instructional personnel assigned to the school is at least or at a minimum, not higher than the district average.

Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

Required Documentation

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

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

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

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The district must submit instructional rosters for this school no later than August 1. These lists are utilized to ensure that the most proven effective teachers are staffed at the most fragile schools and to verify rosters for teachers eligible to receive an additional district UniSIG allocation.

The district must complete the table below by providing the number and percentage of instructional personnel in each of the VAM ratings of Highly Effective, Effective, Needs Improvement and Unsatisfactory for this school and the district.

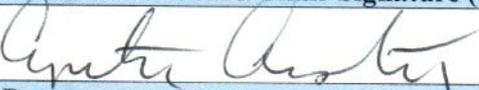
Elementary School employs 50 total instructional staff. Only 8 of these staff members have a state VAM as part of the data below:

VAM DATA – School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	6	0	2
School %	0	75%	0	25%
District %	8.76%	65.51%	15.04%	10.69%
State %	11.82%	68.21%	12.29%	7.69%

Acknowledgment

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 completion and submission of TOP-1
Dr. Shana H. Rafalski, Assistant Superintendent for Opportunity Schools
Contact information: email, phone number
srafalsk@pasco.k12.fl.us (813)794-2272
Date submitted to the RED and the Bureau of School Improvement (due September 1)
July 30, 2025
Superintendent signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date approved by local school board
August 19, 2025