TOP-2

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

Hendry County School District
Digital Academy of Florida

Due: October 1

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 required to implement a district-managed turnaround plan. The district must submit this plan to the Regional Executive Director (RED) for review and feedback before submitting it to 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 October 1. The subject line of the email must include the district name, school name and TOP-2 (DMT).

Districts must update this Step 2 form as an addendum to the Charter School Turnaround Option Plan TOP-2 form for sustained operation of the school when a Charter School Turnaround Option Plan is selected in the TOP-1 form. The plan must be submitted following the above guidelines.

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
Digital Academy of Florida   7001

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.

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

The Hendry County School District did not thoroughly manage and align district expectations with the Digital Academy of Florida, specifically regarding school data, targeting district professional learning initiatives to strengthen benchmark-aligned instruction and maintaining stringent enrollment, attendance and engagement policies for the online platform.

In an effort to create a District Managed Turnaround Plan that correlates to the improvement efforts that must happen, the Hendry County School District (HCSD) has conducted an analysis of the data for the Digital Academy of Florida (DAOF) as a part of our commitment to their continuous improvement. The District met with the administration for DAOF to review the performance data, determine causes for the school's performance, and determine the interventions and procedural changes needed for school improvement/turnaround.

The Digital Academy of Florida is a Kindergarten through 12th grade school that provides virtual learning to all students in both a synchronous and asynchronous way. DAOF has approximately 7,000 students enrolled. The students are located across the state of Florida in almost every county. DAOF has approximately 35% White, Non-Hispanic, 29% Hispanic, and 23% Black, Non-Hispanic, and approximately 50% males and females.

The Digital Academy of Florida's platform allows students who are not otherwise successful to fully engage in their learning through an online environment. This school encourages parents as partners (learning coaches) in each child's education, giving full access to parents to help guide their student's learning.

The scores for the Digital Academy of Florida, in all academic areas, have fluctuated or remained the same throughout the years since the inception of the FLDOE monitoring of this school. These scores were reviewed and discussed to determine reasons for the instability in the scores, and the inability to substantially improve scores. The Hendry County School District has experienced the monitoring of 4 schools since 2017/2018 that required intervention by the Bureau of School Improvement (BSI): Eastside Elementary School (EES), Clewiston Middle School (CMS), Westside Elementary School (WES), and LaBelle Elementary School (LES). With District intervention (and BSI), these schools have improved their school grades. EES is currently an "A" rated school, CMS is currently a "C" rated school, WES is currently an "A" rated school, and LES is currently a "B" rated school. The District grade is currently a "B". The District scores have increased through continued monitoring of data and continued intervention by the District. HCSD has opted, based on this data, to intervene as a "District Managed Turnaround" deployment.

School Grade Component	DAOF K-12		
	2022-2023	2023-2024	2024-2025
ELA Achievement - School	39	41	42
ELA Achievement - 3rd Grade	NA	41	40
ELA Learning Gains	NA	47	48
ELA Learning Gains - L25%	NA	46	46
Mathematics Achievement	23	24	24
Math Learning Gains	NA	39	36
Math Learning Gains - L25%	NA	52	39
Science Achievement	30	33	36

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Social Studies Achievement	33	48	50
MS Acceleration	17	17	39
Graduation Rate	NA	59	74
College & Career Acceleration	46	46	44
Points	NA	493	518
Components	NA	12	12
Percent of Points	NA	41	43
Grade	NA/D	D	D

School grade component data on the PM 3 assessments (ELA, Math, EOC) were reviewed and evaluated for overall school ratings and school deficits. We reviewed the graduation rates and the acceleration data. The mathematics achievement and the middle school and high school acceleration points have the largest deficits and require direct and distinctive intervention for growth.

The systems that DAOF have in place were also evaluated and assessed by the District to determine needed changes for this school year, as well. The systems data reviewed were as follows:

- Open enrollment
- Attendance Policies
- Professional Learning (Administrators and Teachers)
- Test Administration
- Data Monitoring/Early Warning System
- Common Planning
- Coaching Cycles
- Early Warning System

Current Year 2025-26
Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	442	469	509	506	539	416	700	771	921	5,273
Absent 10% or more school days	87	89	57	45	33	50	74	99	108	642
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	12	15	10	27	12	8	22	13	67	186
Course failure in Math	7	11	8	7	12	8	100	64	79	296
Level I on statewide ELA assessment	44	64	114	199	183	206	191	193	287	1,481
Level I on statewide Math assessment	32	51	160	232	288	341	293	293	330	2,020
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	40	118	83	190	0	0	0	0	0	431
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	36	48	73	116	143	0	0	0	0	416

The Hendry County School District will oversee the academic alignment to Florida's academic standards in all content areas and student operations of the DAOF. Additionally, the district will manage the professional learning for the DAOF administrators, coaches and teachers to increase student performance and develop processes and procedures that will allow for their continuous improvement in the future.

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

DAOF provides synchronous and asynchronous learning in an online environment. The strategies used in both these methods will be improved and supplemented through benchmark aligned instruction and strategies with fidelity across the grade levels. The District and DAOF will monitor the instruction by providing walkthroughs and data to support areas of need surrounding instruction. DAOF implemented strategies last year. However, the alignment of those strategies to the rigor and level of learning will be the focus this year on a more continuous and pointed continuum.

The Digital Academy of Florida created pathways for every student in grades 7 – 12 for their work towards college and career acceleration. Every student in these grade bands is registered in at least one college and career readiness course where they are able to earn industry certifications. This push has increased the acceleration of the students, particularly in grades 6-8. HCSD and DAOF will reinforce these strategies for successful completion and academic acceleration at all levels for the 2025/2026 school year.

DAOF has fulfilled the hiring of multiple instructional coaches at each level to ensure the fidelity of learning and coaching the instructional staff with the oversight of the administrators. HCSD will reinforce and support the instructional coaches by aligning a tiered coaching model and providing training on supporting coaching best practices.

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

HCSD and DOAF are committed to ensuring an environment of standards-based planning and benchmark aligned instruction in every classroom. The district will support professional learning in these areas with consistent and continuous support and progress monitoring of instruction. The professional learning will include: goal setting, deconstructing standard and building learning scales, creating daily learning targets aligned to scales, instructional unit planning, and monitoring and sustainability.

The Digital Academy of Florida has had a rolling enrollment throughout the school year where they accepted all students at any point in the school year. This was deemed a contributing factor in their data, as students could not be tracked or monitored with the full fidelity of a system. Open enrollment for DAOF is now no later than October 1 each school year. This will allow systems of interventions and strategies for successful student learning within the virtual environment.

The Hendry County School District will provide continuous and consistent monitoring of student data through an Early Warning System (EWS) focus. The DAOF will create a system of continuous monitoring of student data, as well as warning signs centered around key areas including attendance, course completion, grades and assessment scores. This will be monitored throughout the school year.

The determination that attendance was not necessarily a requirement in the true form of being online with a camera on and participating in the virtual setting was also a system that needed a leveled change to DAOF's policy. The commitment of DAOF starting in the 2025/2026 school year is all students are required to attend all synchronous and asynchronous learning experiences throughout the school year. Prioritizing attendance allows the district to thoroughly track this data throughout the school year. Attendance is now a requirement and a procedure has been implemented for chronic absences/nonattendance that includes withdrawal for nonattendance with the expectation of the pursuit of a more suitable learning environment.

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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.

Accountable and Shared Leadership:

HCSD establishes a clear framework for accountable and shared leadership through direct district involvement, contract adjustments, and collaborative team structures. The District principal will work closely and collaboratively with the leadership at the Digital Academy of Florida and District Leadership. This collaboration and shared leadership allow us to address the needs of DAOF and adjust accordingly throughout. Bi-weekly meetings and instructional walkthroughs are now required and pivotal in addressing the data through a continuous needs' assessment for leadership and instruction. An identified cause of low performance was the Hendry County School District's insufficient management and alignment of district expectations with DAOF, particularly concerning school data, professional learning, and enrollment/attendance policies. The plan directly addresses this by significantly enhancing district oversight, as well as enhancing collaboration and accountability. The district has also adjusted its current contract with DAOF to include strict mandates for compliance with statutory requirements for underperformance. These mandates cover monitoring instruction, reporting, progress monitoring assessment data, and district-mandated professional learning for administrators and instructional staff. A Community Assessment Team (CAT) has been established and exemplifies shared leadership, including the Superintendent, Deputy Superintendent, DAOF directors, representatives from Stride, local community organizations, and parents. This membership also includes the Regional Executive Director (RED) or their designee. The plan ensures effective leaders and educators through an abundance of professional learning and training. Practices for hiring, recruitment, retention, and reassignment of instructional personnel will be reviewed with priority based on student performance data. The District accountability for DAOF is the centerpiece of the drive to improve the school and maintain great instruction and learning for our students.

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

HCSD prioritizes standards-based instruction and learning through comprehensive data analysis, curriculum alignment, and targeted professional development. The district analyzed a range of student data, including Florida Assessment of Student Thinking (FAST) ELA and Math (Grades 3-10), FAST EOC (Algebra I), graduation rates, acceleration data (Grades 6-12), and interim assessments (Progress Monitoring) data. The district will oversee the academic alignment to Florida's state academic standards across all content areas for DAOF. Instructional programs must align to state academic standards for ELA, mathematics, social studies, and science. The district will prescribe and require progress monitoring assessments aligned to state academic standards for all students and ensure the school utilizes the released state exams for planning and assessment creation. Continuous monitoring of these assessments will support intervention and acceleration for student learning. As for adult learners, a key cause of low performance was the lack of targeting district professional learning initiatives to strengthen benchmark-aligned instruction. This plan corrects that by including professional learning with a focus on standards-based planning, benchmark-aligned instruction, and tasks aligned to benchmarks. These initiatives will be supported by the consistent and continuous support and

progress monitoring of instruction. The district will coordinate and manage the professional learning for DAOF administrators, coaches, and teachers to increase student performance and foster continuous improvement for all.

Positive Culture and Environment:

While not explicitly named as a direct intervention, the plan's strategies implicitly contribute to fostering a more positive and supportive culture and environment within DAOF. The plan addresses the identified cause of low performance related to the district's failure to maintain "stringent enrollment, attendance and engagement policies for the online platform". By rectifying these policies and implementing continuous monitoring of student data, the plan aims to create a more structured and predictable learning environment, which can enhance student engagement. The implementation of a continuous and consistent monitoring of student data through an Early Warning System (EWS), tracking attendance, course completion, grades, and assessment scores, will allow for early identification of at-risk students and timely interventions. This proactive support system of comprehensive, collaborative leadership (shared ownership) will foster a more caring and supportive environment. The relationship between the District and DAOF fosters a positive and collaborative environment where everyone is recognized as important in the mission to improve the school and student learning. Involving the students in their learning journey, even in a virtual platform is a critical component to that learning. The professional learning focus areas target these initiatives. The inclusion of parents and various community members in the Community Assessment Team promotes a collaborative spirit, indicating a school environment that values diverse perspectives and collective problem-solving, which is a hallmark of a positive culture. Scheduled review meetings also reinforce ongoing engagement and support.

Part B.

The Hendry County School District has addressed all of the assurances outlined in the TOP-1 plan for district-managed turnaround, completed in August 2025. These are as follows:

Assurance 1: District Capacity and Support

The Hendry County School District originally appointed the Deputy Superintendent of Teaching and Learning to lead the turnaround efforts as the district-assigned principal of the Digital Academy of Florida. However, the District is in the process of hiring a District Principal for DAOF in order to remove Dr. Staley from the lead role. The District Principal will work with the District and DOAF to lead the turnaround efforts. A team of district leaders that include directors of curriculum, exceptional student education and student services, federal programs, and other relevant areas were assembled to support the turnaround efforts and the work of the leadership at DOAF. The district assures that instructional focus, interventions, and programs align to Florida's state academic standards for English Language Arts (ELA), mathematics, science, and social studies, and are consistent with Florida Statutes. The district is supporting a team to provide professional learning to administrators, coaches, interventionists, and instructional staff to include goal setting, deconstructing standard and building learning scales, creating daily learning targets aligned to scales, instructional unit planning, and monitoring and sustainability. The district is requiring consistent and continuous progress monitoring also aligned to the standards in ELA, mathematics, science, and social studies for all students and insuring that progress monitoring is analyzed for outcomes predictive of support of acceleration and intervention for students and teachers.

Assurance 2: School Capacity-Leaders and Educators

Leaders: The Hendry County School District was involved in the hiring of certain leadership positions at DOAF and collaborating on the remaining leadership team. These leaders are effective and capable of improving student achievement. In collaboration, the district and school leadership teams have determined a professional learning plan moving forward this school year that includes tiered support to increase leadership and educator quality. Each member of the leadership team at DOAF will manage changes and address the needs of the district, the team, the teachers, and the students. The district principal of DAOF, Dr. Angela Staley, has received state approval to lead the district-managed turnaround plan.

Educators: The Hendry County School District reviews and monitors the hiring, recruitment and retention of instructional personnel and assures they follow the district guidance and guidelines. DOAF does not currently hire any instructional personnel without a VAM score, or instructional personnel who are uncertified. This has resulted in no teachers on the DOAF roster, K-12, that are not currently certified, and only 1 teacher who is "out of field". Each candidate application is carefully reviewed prior to hiring, or offering a position. Each position will be carefully assessed at the end of each year to determine retention. The district also assures that DAOF does not exceed the district average of below effective or out of field instructional personnel, as verified in the data below.

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

Correlation between SIP and TOP-2:
The Digital Academy of Florida and the Hendry County School District collaborated and consulted on both the DAOF School Improvement Plan and the District-Managed Turnaround Plan documents, which have become companion documents that allow for the flow from one to the other and the focus to intertwine. DAOF's improvement needs and strategies are addressed, and the District provides a plan and a manner in which to intervene in those efforts of improvement. Each document supports the other in their focus, efforts, interventions, and supports. This allows for all data collected and supports provided based on that data to ebb and flow from the district to the school and the school to the district in the areas identified as significant needs. It aligns with all focus areas in support of a turnaround and improvement for DAOF.

Describe how the district and school leadership team are working together to implement the plans to improve the school.
The district and the school leadership understand the urgency surrounding these plans and continually and consistently work together to develop, teach, and lead interventions and strategies to be successful in the school's improvement. The collaborative team, along with members of the Bureau of School Improvement, meet no less than bi-monthly to review specific areas surrounding the leadership and instructional professional development, the attendance initiatives and strategies, and the college and career acceleration components of the school improvement efforts. The district leadership team is committed to attend all professional development provided to the leadership, coaches, and instructional staff at DOAF, as well as bi-monthly goal setting, walkthroughs, and data reviews on the instruction in each classroom. DAOF leadership is committed to scheduling professional learning and the follow-through in their own weekly walkthroughs to collect data, mentor, and coach their teachers and staff in the process of standards-based planning and benchmark aligned instruction, as well as the implementation of the difference-making changes to the systems address in the needs assessment.

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

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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 section 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 1: Narrative of District Capacity and Support

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

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

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

District Leadership Team Role and Flexibility:
The Hendry County School District leadership team, consisting of the Superintendent, Deputy Superintendent, the Director of Secondary, the Director of Elementary, the Director of Federal Programs, and the Director of Exceptional Student Education and Student Services, alongside the newly hired District Principal meets no less than bi-monthly to review data, participate in walkthroughs of classrooms, and meet with the administrators of DAOF (the Executive Director of Schools, Director of Schools, high school principal and assistant principal, middle school principal and assistant principal, and elementary school principal and assistant principal). The instructional coaches and interventionists for both the District and the school are invited to attend, as needed. These meetings target the areas of concern for improvement: understanding and utilizing the data, standards-based planning, benchmark-aligned instruction, and coaching cycle capacity. The District has assembled this team and allotted time for the flexibility of staffing, scheduling, and budgeting to ensure a comprehensive, district-led approach for the improvement of student achievement outcomes.

Instructional Program Alignment:
The instructional programs for the Digital Academy of Florida are aligned to Florida's state academic standards in ELA, mathematics, science, and social studies. The revision of these programs is targeted in the instructional approach of standards-based planning and benchmark aligned instruction. The district team requires thorough training for all administrators, coaches, and instructional staff in these targeted, research-based approaches to teaching. Professional learning is provided by the district, as such, in each of these areas on a weekly basis by a current team with a proven track record in school turnaround. Instruction will be monitored with the current curriculum and approaches in place with weekly walkthroughs, and necessary adjustments will be made to the platform and coaching, as needed.

Instructional and Intervention Programs for Reading:
The district has reading coaches who are certified to teach the reading endorsement and offer courses each semester. The DAOF will utilize those trainers, as needed, to build capacity and increase the number of teachers with a reading endorsement. The district will also utilize the micro-credentialing for reading. HCSD and DAOF will also utilize Reading Achievement Initiative for Scholastic Excellence (RAISE) Universal webinars and support to participate in professional learning and implementation support to our literacy leaders. Also, in alignment with section 1001.215(8), F.S., students with significant reading deficiencies have been identified. DAOF will support these students with individual and small group intervention through teachers and interventionists.

Progress Monitoring and Summative Assessments:
Student progress monitoring is multi-faceted to include regular classroom curriculum (standards-based) aligned progress monitoring, school-wide progress monitoring using iReady and district/school (standards-aligned) assessments, and FLDOE progress monitoring systems (PM-1, PM-2, and PM-3).

Implemented Changes for Continuous Support:
The most powerful change implemented by the Hendry County School District for the Digital Academy of Florida is the provision of a person for oversight in all aspects of the school's learning environment. The District Principal of HCSD will meet with the leadership of DAOF regularly (no less than weekly) to review of systems, procedures, instruction, and professional learning. This collaboration allows for the oversight and regular interactions between the two for trouble shooting and analysis in real time in order to make changes, as needed. The district team meets with the DAOF leadership no less than bi-monthly to ensure the same. Professional learning is provided to the administrators and/or staff on a weekly basis to

continuously support standards-based planning, benchmark aligned instruction, and building coaching capacity. The district will collaborate and train, as needed, for the implementation of common planning and Professional Learning Communities centered in understanding the standards and grade level, targeted instruction. The district will train and collaborate with the instructional coaches and interventionists at DAOF to support the weekly coaching efforts of the team in tiered instructional support. This support will target standards-based planning, benchmark aligned instruction, and planning for instruction at the appropriate grade level rigor, as well. Bi-monthly walkthroughs of classrooms, interventions, and analysis of data are implemented changes in providing continuous district support for the online platform. Walkthrough data, assessment data, and attendance data will be monitored throughout to provide specific feedback and intervention in needed areas based on our combined assessment. The DAOF, with the oversight of the district, will ensure that every student is housed in an Early Warning System (EWS) that will be monitored and managed throughout the year for differentiated targets of student support. The Hendry County School District and the Digital Academy of Florida are committed to the collaborative support of this school and to the implementation of changes that will provide our students from across the state a quality education through an online platform.

Allocation of Supports and Resources:
The district originally allocated the Deputy Superintendent to be the district principal of record for DAOF. The District is currently in the process of hiring a District Principal with sole responsibility of DAOF and the planned turnaround with District support. This allocation allows for the oversight of all functions of the district-managed turnaround of DAOF. The district support team is available to the District Principal and DOAF at all times, as needed. This includes all areas of the district function: Division of Learning, Instructional Technology, Finance, Exceptional Student Education and Student Services, Federal Programs, Workforce Development and CTE, and School Safety and Security. The district has enlisted our district turnaround team to provide needs assessment and training to DAOF and are providing that training on a weekly basis. Each of these areas provides immediate support that aligns to the needs of the school.

Remedial/ Instructional Resources-Substantial Deficiencies-Reading (K-3) and Mathematics (K-4):
The Hendry County School District recognizes that foundational skills are necessary in both reading and mathematics for early learners and is committed to maintaining allocated resources for those students with substantial deficiencies in one or both of these areas. The district and DAOF utilize the iReady curriculum and Progress Learning platform in support of those reading deficits and provide students with individual and small group support through both teachers and interventionists. Parents receive information and support/training to assist them in becoming a "Learning Coach" in order to support their students, especially in this online learning environment.

District Policies and Practices Needed to be Changed:
The contract between the Hendry County School District and the Digital Academy of Florida was amended to include all of the requirements of the Florida Statutes for an educational state of emergency and underperforming schools. The district practice also changed in the utilization of one district employed person to be in charge of the oversight of DAOF. No other policies or practices need to be changed to support the school.

System of Monitoring Effectiveness of Support:
As the school year progresses and with each assessment, the support from the district will also be monitored for effectiveness. The district leadership team will review progress monitoring data with the directors and the school leadership team monthly to target the ongoing needs of the school leadership team, the school, the teachers, and the students. The on-going needs will be addressed by areas of concern, interventions amended, and solutions/support provided.

Assurance 2: School Capacity-Leaders and Educators

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

Leaders

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

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

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

Educators

☒ The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.

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

☒ The district must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field teachers 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.

Assurance 2: Narrative of School Capacity-Leaders

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

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal has a proven record of success in turnaround schools and the qualifications to support the student population being served.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?

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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

The Hendry County School District Principal: District Academy of Florida (DOAF)

The Hendry County School District is in the process of hiring a full-time District principal who has experience in previous turnaround schools as a leader for the Digital Academy of Florida to replace Dr. Angela Staley as the lead in the District's turnaround efforts. The following is the expected timeline for placement of the new District principal.

Timeline:
October 2, 2025: The Hendry County School Board held a special meeting for the approval of the new allocation for the District Principal of DAOF.
October 2, 2025: District Principal for DAOF position was advertised.
October 2, 2025 - October 19, 2025: The District is actively searching for a person to fill this position through all of the channels, including possible candidates inside the District.
October 20, 2025 - October 24, 2025: Interviews will be scheduled and conducted for applicants meeting the qualifications needed for the principal position; including turnaround experience.
October 27, 2025: New principal hired. Principal Verification form sent to the FLDOE Bureau of School Improvement for approval.
Upon approval, the Hendry County School District leaders in tandem with the leaders of the Digital Academy of Florida will work with the newly appointed principal to begin orientation into the systems and instructional programs. This principal will lead the turnaround efforts of the District through direct interaction with all involved, including the Bureau of School Improvement, the District Leadership Team, and the Digital Academy of Florida Leadership Team.

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 instructional personnel with VAM ratings of Highly Effective or Effective to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

Due to the nature of the Digital Academy of Florida, as an online learning environment, the process for filling vacancies looks different than that of a typical brick and mortar school. The personnel at DAOF are virtual instructors that come from all over the state of Florida. These instructors follow the same certification requirements to teach in the state. The Hendry County School District does not give priority hiring due to the ability to fill instructional vacancies from a statewide pool of applicants. An MOU is unnecessary due to the fact that the DOAF is not a part of the Hendry County Teachers Union. Upon application, every instructional candidate is put through a vetting process in which certification, endorsements, and VAM scores are checked. No instructional staff can be hired without a Florida certificate in the necessary areas or with a VAM score that is below effective. This is a continual practice put in place for DAOF. The district does not offer bonuses to the staff at DOAF, nor any other incentives for the DAOF teachers.

Assurance 2: Verification-School Capacity- Educators

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

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

The Digital Academy of Florida does not hire any instructional personnel with a VAM rating below effective. The applicants for DAOF have been sufficient enough to allow for this rationale. The current needs improvement and unsatisfactory teachers were past hires for DAOF. These teachers were not moved to a different district school due to the online status of DAOF. The teachers remaining in these categories at this school are appropriately tiered for coaching support and coaching cycles, as well as professional learning for improvement in student learning and teaching capacity. Teaching vacancies are being filled by qualified teachers in areas of need. There are currently 7 vacancies (3 high school ELA and 4 elementary school positions) being advertised on the DOAF platform.

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

VAM DATA – School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)

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Number of instructional personnel	1	39	8	15
School %	1.59%	61.90%	12.70%	23.81%
District %	8.24%	53.16%	17.09%	21.52%
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 completing and submitting the TOP-2
Angela Staley, Deputy Superintendent
Contact information: email, phone number
Staleya@hendry-schools.net, 863-674-4550
Date submitted to the RED and the Bureau of School Improvement (due October 1)
Superintendent signature (or authorized representative)
Michael Swindle
Local School Board Chair Signature (or authorized representative)
Jon Basquin   Jon Basquin (Oct 23, 2025 15:56:14 PDT)
Date local school board approved
10/21/2025

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