



TOP-2

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

Pasco County Schools
Anclothe Elementary School

Due: October 1

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective November 2024

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 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
Anclote Elementary School/0901

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 Learning 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.

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

Anclote Elementary School (AES) conducted a comprehensive review of the following data sources to inform the school improvement planning process:

- 3- year Florida Assessment of Student Thinking (FAST) assessment results for English Language Arts (ELA), mathematics and science
- Every Student Succeeds Act (ESSA) Subgroup performance analysis (Exceptional Student Education (ESE), English Language Learners (ELL), L25)
- Attendance, behavior and Early Warning System (EWS) indicators
- Teacher distribution (VAM and certification)
- Staff and student engagement survey results
- Instructional walkthroughs and classroom observation data
- Planning artifacts and BSI-provided feedback from the previous school year
- Family/community input via Community Assessment Team (CAT) meetings, surveys and Title I parent feedback

Needs Assessment

Over the past three years, Anclote Elementary School (AES) has shown persistent academic challenges despite pockets of progress. FAST data indicate that overall, ELA proficiency averages around 32%, while math remains at 28%, both below district and state averages. Subgroup analysis reveals that students in the lowest quartile, ELL and Students with Disabilities (SWD) continue to underperform compared to peers, highlighting gaps in differentiated instruction and early interventions.

Attendance has improved through incentives, but chronic absenteeism remains a barrier, especially among students in the lowest quartile for academic performance. Discipline referrals decreased after the adoption of Positive Behavioral Interventions and Supports (PBIS), but disruptive behaviors in Grades 3-5 continue to interrupt instructional time. Teacher VAM distribution shows progress, with AES maintaining a higher percentage of Highly Effective teachers than the district average. However, turnover in upper-grade ELA has reduced instructional continuity.

Community and family feedback collected through surveys and SAC meetings, confirms concerns around math rigor, teacher turnover and the need for consistent behavior expectations. Walkthrough data further reveals misalignment between instructional tasks and Florida's BEST standards, especially in mathematics. Collectively, these findings establish a clear need for strengthened Tier 1 instruction, enhanced coaching and planning structures, consistent behavior systems and deeper family engagement.

Strategic Priorities Aligned to Turnaround Domains

Transformational Leadership

AES benefits from the stability of Principal Jennifer Jaworski and Assistant Principal, Jennifer Candaloro, both of whom bring strong instructional leadership credentials. With support from district Curriculum Specialists in ELA and Math, the leadership team ensures unified expectations around lesson planning, feedback cycles and walkthroughs. Leadership coaching is embedded through the Opportunity Schools framework, supported by bi-weekly district visits and quarterly Community Assessment Team (CAT) monitoring. This distributed leadership model leverages teacher leaders and PLC leads, ensuring accountability at all levels.

Standards-Based Instruction and Learning

Instruction is being strengthened through the Opportunity Schools-aligned lesson plan template emphasizing explicit instruction, checks for understanding and alignment to tested benchmarks. In K-2, the University of Florida Literacy Institute (UFLI) provides a research-based foundation for early literacy. All grades use iReady to drive differentiated intervention in reading and math. The master schedule has been strategically revised to

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

protect instructional blocks and reduce unnecessary transitions. Additionally, the placement of a Math Interventionist in Grades 4-5 is designed to accelerate recovery for struggling learners. Instructional assistants are strategically scheduled to support fluency practice and skills application. Professional Learning Communities (PLCs) now focus on task alignment, standards internalization and student work analysis.

Positive Student-centered Environment

AES has adopted a schoolwide PBIS framework anchored in clear Tier 1 expectations, reteaching protocols and a behavior matrix distinguishing classroom-managed versus office-managed behaviors. The behavior team shifted to a push-in model, providing proactive coaching and in-the-moment support for teachers. Attendance is addressed through mentoring, incentives and parent outreach, while family engagement nights reinforce literacy and math practices at home. Together, these efforts foster a more consistent, student-centered environment of high expectations.

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

- Implementation of foundational reading skills (phonics routines, small-group intervention).
- PLC structure with lesson internalization and standards alignment.
- Attendance incentives and PBIS structures.

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

- Inconsistent Tier 1 math alignment to BEST standards.
- Staff turnover impacting continuity of instruction.
- Prior interventions without fidelity monitoring.
- Limited teacher planning time and coaching cycles, impacting consistency and rigor of Tier 1 instruction.
- Gaps in foundational skills, particularly in ELA and mathematics in early grades
- Disruptive behavior and lack of schoolwide consistency in Tier 1 expectations
- Inconsistent use of data to inform instruction, interventions and feedback.
- Walkthroughs revealed misalignment between instructional tasks and state benchmarks in mathematics, partly due to curriculum resources not aligned to Florida's BEST benchmarks and progress monitoring intervals that did not allow timely adjustments.
- High turnover in upper grade English Language Arts (ELA) teachers, including new-to-grade-level teachers, resulted in instructional inconsistency and reduced learning outcomes.

Recommendations for school improvement

To address these challenges, Anclote Elementary will implement the following strategies:

Instructional Improvement

- Strengthen Tier 1 instruction through structured, benchmark-aligned planning protocols and coaching.
- Continue professional learning on explicit instruction with an emphasis on the gradual release model, coherence and feedback.
- Focus Professional Learning Communities (PLCs) on lesson development, task alignment and student work analysis.
- Provide protected, weekly collaborative planning time, supported by administration, interventionists, instructional assistants and Curriculum Specialists.
- Utilize dedicated Math and ELA Curriculum Specialists to enhance content-specific coaching, professional learning and progress monitoring practices.

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

- Provide paid planning time for teachers to collaboratively develop Tier 1 instructional plans outside of regular contract hours.

Data-Informed Instruction

- Implement structured data PLC cycles that incorporate formative assessments, intervention planning and instructional adjustments.
- Require classroom walkthroughs following each planning cycle to evaluate fidelity of instructional implementation.
- Utilize data tracking systems maintained by instructional teams to monitor Common Formative Assessments (CFA) results and inform differentiated instruction.
- Hold monthly Monitoring for Assessment and Differentiation (MFAD) meetings to review schoolwide trends and target student support.

Staffing and Capacity Building

- Transitioned ELA and Math Instructional Trainer Coach (ITC) roles to Curriculum Specialists, hiring candidates with deep expertise in instruction and standards.
- Collaborated with Human Resources to strategically reassign or exit teachers with unsatisfactory or needs improvement ratings and recruit more effective educators.
- Unified school-wide systems for coaching, monitoring and instructional walkthroughs, supported by a dedicated district 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 environment 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 – Domains

Accountable and Shared Leadership

AES leadership operates under a shared accountability model. The principal, assistant principal and Curriculum Specialists collaborate with district turnaround leaders in monthly data reviews. Distributed leadership empowers PLC leads and instructional coaches to guide planning and monitoring. Quarterly CAT meetings ensure district and community accountability, while monthly Monitoring for Assessment and Differentiation (MFAD) sessions track fidelity of instructional implementation.

Standards-Based Instruction and Learning

AES uses BEST-aligned curriculum resources (ELA: HMH and UFLI with phonics; Math: Savaas enVision) supported by explicit instructional frameworks. Tutoring in reading and math provides targeted acceleration, while bi-weekly data reviews guide instructional adjustments. Walkthroughs following each planning cycle monitor alignment and rigor. Professional learning emphasizes gradual release of responsibility, coherence and feedback. Paid collaborative planning time enables teachers to internalize lessons with coaching support.

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

Positive environment & Environment

The PBIS framework drives consistent Tier 1 behavior expectations, supported by reteaching and recognition systems. Attendance action plans use incentives, mentoring and family communication to reduce chronic absenteeism. Schoolwide celebrations and engagement events strengthen the sense of belonging for students and families. These systems build on resilience standards and promote a positive, safe and student-centered environment.

Part B -Assurances

The district has ensured that each assurance outlined in the TOP-1 for district-managed turnaround is fully addressed within this plan. Staffing flexibility is provided through early hiring priority and the ability to strategically assign or reassign personnel to meet the needs of Anclote Elementary. In alignment with state requirements, all intensive reading instruction is delivered by certified or endorsed teachers and tutoring supports are embedded in reading and mathematics to provide acceleration for students in the lowest quartile and those demonstrating substantial deficiencies.

The district maintains close oversight and monitoring of turnaround implementation through weekly leadership check-ins, FAST progress monitoring cycles and quarterly CAT meetings. These systems not only address TOP-1 assurances but also align directly with the school's SIP goals and the broader Opportunity Schools Compass framework, which emphasizes strong leadership, rigorous instruction, supportive environments and effective systems of accountability. By integrating district-level commitments with school-level strategies, this TOP-2 plan ensures that the assurances in the TOP-1 are operationalized in ways that are measurable, sustainable and responsive to student needs.

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.

The SIP outlines annual, classroom-level actions, while the TOP-2 commits the district to sustained staffing, funding and coaching over two years. For example, the SIP calls for stronger small-group phonics in K-2; the TOP-2 expands this with UFLI training, school-based literacy curriculum specialists and walkthrough monitoring. Similarly, the SIP highlights the need for math alignment; the TOP-2 supplements this with a dedicated Math Specialist, interventionist and district coaching.

Implementation of school improvement goals and turnaround strategies is collaborative. The leadership team at Anclote Elementary School and members of the Opportunity Schools team meet weekly to plan, monitor progress and problem-solve together, while monthly CAT meetings provide accountability with the broader community. This alignment ensures the SIP's short-cycle actions are reinforced by the district's systemic turnaround support under the TOP-2.

District-Managed Turnaround Plan Assurances

The district must agree to ALL 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,

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

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 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.

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

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

Anclote Elementary's turnaround is guided by the Pasco County Schools Opportunity Schools framework, led by the Assistant Superintendent for Opportunity Schools. This district team includes senior instructional specialists for ELA, Math, Science, Social Studies and MTSS/PBIS/Resiliency, as well as ESE/ELL intervention. They provide embedded weekly coaching, planning support and monitoring to ensure fidelity of turnaround implementation.

AES receives early hiring priority and recruitment/retention stipends. Teachers rated Needs Improvement or Unsatisfactory were exited prior to the start of the year and all replacements were certified Highly Effective/Effective teachers. Budgeting flexibility allows AES to fund curriculum specialists, extend collaborative planning time and implement extended learning/tutoring.

Instructional programs are fully aligned to the BEST standards and supported by research in similar demographics, including HMH, UFLI (K-2), i-Ready and Savaas enVision. These differ from prior programs by embedding explicit instruction, gradual release and rigorous task alignment. Reading interventions comply with F.S. 1001.215(8).

Progress monitoring includes FAST (three times annually), NWEA MAP, iReady diagnostics, CFAs and district interims in ELA, math and science. Data are reviewed through dashboards and Monitoring for Assessment and Differentiation (MFAD) meetings to drive reteaching and intervention. K-3 reading interventions are prioritized through the district's Comprehensive Evidence-Based Reading Plan.

Analysis of progress monitoring data drives continuous instructional adjustments. Following each FAST cycle and formative data review, leadership and teachers participate in data meetings to identify trends, reteach standards and adjust interventions. Based on recent data, the district is increasing coaching support in math alignment, embedding reteaching protocols into PLC cycles and extending tutoring to cover foundational numeracy gaps in Grades 3-5.

The district has strategically allocated staffing and funding to meet AES's identified needs. Early hiring priority was granted to AES to fill core vacancies with certified staff before the general hiring cycle. Two Instructional Trainer Coach positions (ELA and Math) were upgraded to Curriculum Specialists to provide an elevated level of professional learning, modeling, coaching and support. Retention incentives, paid planning time and embedded district coaching are funded through UniSIG and Opportunity Schools allocations. These resources directly target areas identified in the needs assessment: inconsistent Tier 1 instruction, staff turnover and student absenteeism.

Remedial and supplemental resources are prioritized for K-3 students with reading deficiencies under the district's K-12 Comprehensive Evidence-Based Reading Plan. At AES, this includes intensive small-group phonics intervention, UFLI implementation in K-2 and daily fluency routines. For K-4 mathematics, students identified through FAST and CFA data receive targeted intervention supported by the Math Curriculum Specialist, instructional assistants and extended-day tutoring. Tutoring supports are deployed specifically to support students in the lowest quartile and those with the greatest instructional gaps.

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

The district has reviewed staffing flexibility policies to ensure that turnaround schools like AES can recruit earlier than traditional schools. HR practices have been adjusted to strengthen reassignment processes so that teachers with Needs Improvement or Unsatisfactory ratings are not placed in other SI-designated schools. In addition, scheduling policies have been reviewed to ensure uninterrupted instructional blocks and consistent use of progress monitoring tools.

The Opportunity Schools team maintains an ongoing monitoring system for AES. Weekly meetings occur between school leadership and the district team to engage in a variety of support services including analyzing student progress, participating in classroom walkthroughs and reviewing coaching needs. FAST results are reviewed through a district dashboard, allowing the superintendent and district leadership to track progress in real time. Quarterly CAT meetings provide accountability to stakeholders, including families and community representatives. This system ensures that interventions are not only implemented but continuously assessed for effectiveness, with adjustments being made immediately in response to emerging data. Monthly updates to Superintendents' Staff ensure continuous progress is being made, barriers are addressed, and the needs of Opportunity Schools are prioritized.

Assurance 2: School Capacity-Leaders and Educators

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

Leaders

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

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

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

Educators

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.

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

- ☒ 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?
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

Principal Jennifer Jaworski has been retained following her appointment in May 2024. She brings extensive Pasco leadership experience, including successful leadership at Pine View Elementary (earning a "B" and "C" in consecutive years). Under her leadership at AES, the school rapidly transitioned to structured PLCs, consistent walkthroughs and benchmark-aligned planning. Despite disruptions from hurricanes and increased mobility of students, she stabilized staffing, instituted instructional coaching and achieved strong growth on module assessments during the 2024-2025 school year.

The assistant principal and two curriculum specialists provide distributed leadership, ensuring coverage in planning, coaching and monitoring. Leadership stipends, targeted professional learning and coaching cycles build leadership capacity. The principal has full operational flexibility in staffing, scheduling, Title I/UniSIG allocations and intervention assignments, subject to alignment with district priorities.

Key operational responsibilities, including instructional staffing, Title I and UniSIG plan development, master scheduling, coordination of academic interventions, use of intervention staff and instructional assistants and the assignment of coaching roles and planning protocols will be executed by the principal under the guidance and approval of district leadership to ensure alignment with broader improvement goals.

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

If AES does not demonstrate improvement by 2025-2026, the district is prepared to restructure the leadership team or partner with an external operator, however, current evidence supports maintaining stable leadership.

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 learning 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

Anclote Elementary School is prioritized in staffing. Mid-year transfers are permitted to ensure that needs are met. Five teachers rated less than Effective were reassigned prior to 2025-2026. None were reassigned to other SI schools.

All intensive reading instruction is provided by certified or endorsed teachers. Recruitment and retention are supported through stipends, STAA/UniSIG incentives and paid collaborative planning time. These strategies reduce turnover and build instructional stability.

The district offers incentives to instructional personnel with VAM ratings of Highly Effective or Effective through STAA funding as part of its strategy to recruit and retain teachers in turnaround schools. In addition, UniSIG funds are used to provide student achievement incentives for teachers without a State VAM, but who have a District growth score. Pasco County Schools was the first district to have such a plan approved by the state to provide these incentives, designed to reduce turnover by rewarding strong instructional performance and acknowledging the critical role that effective teachers play in accelerating student outcomes. This approach reflects the district's commitment to retaining highly effective staff across all roles that directly support student learning in turnaround schools, while also ensuring fiscal responsibility and alignment with budgetary guidelines.

For verification, the district has submitted staff rosters. A VAM distribution table has also been completed to show how teacher effectiveness at this school compares with district and state averages.

Assurance 2: Verification-School Capacity- Educators

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

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 district has made a concerted effort to ensure that this school is staffed with instructional personnel whose past performance demonstrates the ability to drive student learning gains. During the summer staffing cycle, the district leveraged both internal transfers and external recruitment channels, including partnerships with universities and teacher preparation programs, to secure certified teachers with a record of strong performance.

As part of this same process, the district reviewed the VAM ratings of all instructional personnel assigned to the school. Teachers with ratings of Needs Improvement or Unsatisfactory were provided with the opportunity to be reassigned to schools that are not identified for school improvement. A total of five instructional personnel were moved through this process. The district confirms that none of these teachers were reassigned to other SI schools.

The vacancies that resulted from these transfers were filled through a combination of internal transfers, district recruitment fairs and postings on state and national platforms designed to attract qualified candidates to high-need schools. Each hire was required to meet state certification requirements, and the district can verify that all positions were ultimately filled with certified instructional personnel.

For verification, the district has submitted staff rosters. A VAM distribution table has also been completed to show how teacher effectiveness at this school compares with district and state averages.

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

VAM DATA – School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	2	5	1	1
School %	22%	56%	11%	11%
District %	8.76%	65.51%	15.04%	10.69%
State %	11.82%	68.21%	12.29%	7.69%

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

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
Dr. Shana 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 October 1)
9/9/25
Superintendent signature (or authorized representative)
<i>Elizabeth P. Kuhl, Deputy Superintendent per authority</i>
Local School Board Chair Signature (or authorized representative)
<i>Cynthia Carter</i>
Date local school board approved
10/21/25



Pasco County Schools

Dr. John Legg, Superintendent of Schools

7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638

To Whom It May Concern:

Elizabeth Kuhn, Deputy Superintendent of Pasco County Schools, is hereby authorized to sign any and all documentation on behalf of the agency head, John Legg, Ed.D., Superintendent of Schools.

Sincerely,

John Legg, Ed.D.
Superintendent of Schools