



# TOP-2

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

Pasco County Schools  
Chester Taylor 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](mailto: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
Chester Taylor Elementary School/0060

### 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.

### 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 Every Student Succeeds Act (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

### Needs Assessment

Over the past three years, Chester W. Taylor Elementary (CWTES) has faced persistent academic and behavior challenges that have limited student achievement growth. Florida Assessment of Student Thinking (FAST) data reveals that English Language Arts (ELA) and mathematics proficiency consistently trail district and state averages. Subgroup analysis shows that Exceptional Student Education (ESE), English Language Learner (ELL) and students in the lowest quartile perform below their peers, indicating significant disparities in outcomes. Attendance and mobility trends compound these challenges: chronic absenteeism rates remain high and frequent student movement disrupts instructional continuity.

Instructional walkthroughs and curriculum audits reveal inconsistent alignment between daily instruction and Florida's B.E.S.T. standards. Previously, students were not engaged with rigorous, grade-level tasks. Fidelity of curriculum use varied, further limiting impact. Teacher VAM distribution shows most staff are rated Effective, but a lack of Highly Effective teachers narrows the capacity to accelerate outcomes.

Despite these barriers, bright spots exist. Positive Behavior Interventions and Supports (PBIS) Tier 1 routines have improved school climate, small-group ELA interventions have produced growth in grades K-2 and reading coaching has positively influenced instructional delivery. Families participating in School Advisory Committee (SAC) meetings and surveys noted appreciation for stronger behavior systems but expressed concern about mobility transitions and inconsistent math rigor. These insights reinforce the urgency of improving Tier 1 instruction, stabilizing staffing and building systems to better support student mobility and attendance.

### Strategic Priorities Aligned to Turnaround Domains

#### Transformational Leadership

A new turnaround principal, Dr. Rick Saylor as well as a new assistant principal, Kathryn Veber were appointed for the 2025-2026 school year. Both bring demonstrated records of improving student outcomes in high-need settings. To ensure consistent implementation, CWTES hired Curriculum Specialists in ELA and Math to provide coaching, model best practices and monitor fidelity of instruction. The leadership team has established clear expectations for planning, walkthroughs and progress monitoring, aligning all systems with district turnaround protocols.

#### Standards-Based Instruction and Learning

All teachers now follow an Opportunity Schools-adopted planning template aligned with B.E.S.T. benchmarks and the explicit instruction model. Instructional strategies integrate the gradual release of responsibility model and include frequent checks for understanding. University of Florida Literacy Institute (UFLI) provides foundational literacy instruction and iReady provides adaptive intervention in reading and math, while the master schedule has been restructured to maximize uninterrupted core instruction. Instructional assistants (IAs) are strategically deployed to deliver scaffolding and fluency practice in small groups, extending teacher impact.

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Weekly Professional Learning Communities (PLCs) focus on task alignment, standards internalization and student work analysis to ensure consistency and rigor across classrooms.

### Positive Student-Centered Environment

The PBIS framework is fully implemented, clarifying classroom versus office-managed behaviors and providing reteaching protocols aligned to resiliency standards. The behavior team has shifted to a proactive push-in model, supporting teachers with Tier 1 classroom management. Student recognition systems celebrate attendance, positive behavior and academic growth. Attendance mentoring, home visits and parent liaisons reinforce the importance of daily attendance, while family literacy and math nights strengthen the home/school connection.

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

- Implementation of small-group ELA intervention cycles
- PBIS Tier 1 routines improving school climate
- Coaching support in reading, leading to growth for K-2 students

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

- Inconsistent Tier 1 math instruction and alignment to benchmarks.
- Chronic absenteeism impacting subgroup progress.
- Limited teacher planning structures and feedback systems, hindering instructional quality.
- 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.

### Recommendations for school improvement:

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

#### Instructional Planning and Implementation

- 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.

#### Instructional Monitoring and Data Use

- 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.

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### Staffing and Capacity Building

- 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 reassigned and higher-performing replacements were recruited to bring the school into compliance with VAM requirements.
- 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.

### 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 Learning 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

Dr. Saylor and the leadership team are supported through leadership coaching cycles facilitated by the district Opportunity Schools team. Decision-making flexibility in staffing and scheduling allows the principal to build a team aligned to turnaround goals. Quarterly Community Assessment Team (CAT) meetings, attended by the Assistant Superintendent and other Opportunity Schools team members, provide shared accountability with families and the community. District leaders conduct bi-weekly check-ins to review progress, ensuring alignment with turnaround expectations.

##### Standards-Based Instruction and Learning

Instruction is anchored in BEST-aligned programs, with fidelity monitored through lesson plan reviews and structured walkthroughs. Tutoring is targeted for students in the lowest quartile to address unfinished learning. PLCs use FAST progress monitoring, common formative assessments and intervention data to guide reteaching and instructional adjustments. Coaches and administrators embed professional learning within planning cycles, focusing on modeling, corrective feedback and student engagement strategies.

##### Positive Student-Centered Learning Environment

Tiered PBIS supports and resiliency lessons provide consistent expectations and reteaching routines. Attendance action plans include parent liaisons, incentives and direct communication with families to reduce chronic absenteeism. Family engagement events in literacy and math build capacity for at-home support, while student celebrations reinforce the link between effort, attendance and achievement.

#### 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

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strategically assign or reassign personnel to meet the needs of Chester W. Taylor 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 sets annual, teacher-facing instructional targets, while the TOP-2 establishes a two-year district-managed framework with systemic staffing, budget and coaching commitments. For example, the SIP calls for improvements in small-group ELA instruction; the TOP-2 expands this with additional Curriculum Specialists, paid planning time and district-monitored walkthroughs.

The district and CWTES leadership team collaborate on a weekly basis to monitor progress, while quarterly CAT meetings ensure that SIP actions are reinforced by the district's structural commitments outlined in the TOP-2. Together, these documents provide a cohesive plan, linking classroom strategies with district-level systems and accountability.

### 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, 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

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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

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Chester W. Taylor Elementary’s turnaround is anchored in the Pasco County Schools Opportunity Schools framework, under the leadership of the Assistant Superintendent for Opportunity Schools. The district team includes senior instructional specialists in ELA, mathematics, science, social studies and MTSS/PBIS/Resiliency, as well as ESE/ELL supports. This team provides weekly on-site coaching, facilitated planning and progress monitoring reviews.

Chester W. Taylor Elementary receives early hiring priority, targeted retention stipends and budget autonomy to fund Curriculum Specialists and extended planning structures. Several teachers rated Needs Improvement or Unsatisfactory have been reassigned to bring the school into compliance with VAM requirements and positions were filled with certified and effective educators.

Instructional programs are aligned to the BEST standards and supported by evidence in similar demographics, including iReady, UFLI for foundational literacy and Savaas enVision Math. Fidelity monitoring is emphasized to ensure curriculum alignment, a clear improvement from prior inconsistent implementation.

Progress monitoring includes FAST (PM1-PM3), NWEA MAP, iReady diagnostics, CFAs and district-created interim assessments. Data are analyzed in weekly leadership meetings and monthly data reviews, ensuring real-time adjustments. K-3 reading interventions are prioritized under 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 CWTES’s identified needs. Early hiring priority was granted to CWTES 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 and elevate the 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 CWTES, 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 Common Formative Assessment (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.

The district has reviewed staffing flexibility policies to ensure that turnaround schools like CWTES can recruit earlier than traditional schools. Human Resources 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.

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The Opportunity Schools team maintains an ongoing monitoring system for CWTES. 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.

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

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

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal 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

Dr. Rick Saylor was appointed as the principal of Chester W. Taylor Elementary School in June of 2025 following a successful tenure at Centennial Middle School, where he led the school out of turnaround and secured significant gains across ESSA subgroups. At Centennial MS, his leadership drove a 60-point increase in school grade calculations in one year, including notable gains in ELA learning gains and social studies proficiency.

Dr. Saylor brings over two decades of turnaround experience, a doctorate in Organizational Leadership and a proven track record of building sustainable professional environments. His operational autonomy includes hiring, scheduling, instructional coach deployment and development of supplemental plans, under alignment with district priorities.

He is supported by two assistant principals, Kathryn Veber and Leslie Kirkley, as well as curriculum specialists in ELA and mathematics, who ensure planning, coaching and progress monitoring are embedded across grade levels. Leadership development is reinforced through stipends, targeted professional learning and coaching from the Opportunity Schools team.

If the school does not improve by 2025–26, the district will review leadership assignments and consider additional restructuring.

### 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:

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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

Chester W. Taylor Elementary has been prioritized for staffing. Vacancies are filled prior to other schools, with access to district and state recruitment pipelines. While two teachers with Unsatisfactory ratings remain, two others were reassigned to bring the school into compliance with VAM requirements and Highly Effective and Effective educators were secured. None of the teachers were reassigned to other SI schools. The two Unsatisfactory teachers that remain at the school have been designated to receive Tier 3 coaching support through weekly coaching cycles with content specific Curriculum Specialists. They also receive additional walkthrough feedback and targeted professional learning.

Two teachers with Unsatisfactory ratings were exited, while Highly Effective and Effective replacements were secured. None were reassigned to other SI schools. Retention stipends, UniSIG-funded incentives and paid collaborative planning time help reduce turnover. All intensive reading instruction is delivered by certified or endorsed teachers.

The VAM staffing table shows that 75% of teachers at CWTES are rated Effective, though Highly Effective teachers remain underrepresented. With the addition of new Curriculum Specialists and increased monitoring, the district is investing in strengthening instructional capacity.

### 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?

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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 4 instructional personnel were moved through this process to bring the school into compliance with VAM requirements. 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	0	8	0	2
School %	0%	80%	0%	20%
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.

<b>Name and title of person responsible for completing and submitting the TOP-2</b>
Dr. Shana Rafalski, Assistant Superintendent for Opportunity Schools
<b>Contact information: email, phone number</b>
<a href="mailto:srafalsk@pasco.k12.fl.us">srafalsk@pasco.k12.fl.us</a> (813)794-2272
<b>Date submitted to the RED and the Bureau of School Improvement (due October 1)</b>
9/9/25

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Superintendent signature (or authorized representative)
<i>Elizabeth G. Kule, Deputy Superintendent per authority</i> <i>Dr. Jan - left</i>
Local School Board Chair Signature (or authorized representative)
<i>Cynthia Carter</i>
Date local school board approved
<i>10/21/25</i>



# Pasco County Schools

Dr. John Legg, Superintendent of Schools

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

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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