



TOP-2

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

Pasco County Schools
Richey 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
Richey Elementary School/0271

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?

Richey Elementary 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, Richey Elementary School (RES) has experienced academic underperformance despite isolated areas of progress. FAST results indicate that ELA and mathematics proficiency remain well below district and state averages. Attendance and discipline data show recurring issues that disproportionately impact students most in need of consistent instructional support.

Instructional walkthroughs and planning reviews conducted in partnership with the Bureau of School Improvement (BSI) demonstrate inconsistent alignment between classroom tasks and the full rigor of Florida's B.E.S.T. standards. Lessons often lack explicit modeling, strategic cognitive demand and corrective feedback. High teacher turnover, particularly among newer educators, has disrupted instructional continuity and limited the development of robust Professional Learning Communities (PLC) structures.

Nonetheless, strengths are evident. Small group reading interventions and PLC protocols are building teacher capacity, while schoolwide PBIS expectations are positively influence the school's climate. Parent feedback collected through CAT meetings confirms support for behavior expectations but raises concerns about math rigor, teacher stability and student attendance. These findings substantiate the need to strengthen Tier 1 benchmark-aligned, explicit instruction, stabilize staffing, improve task alignment and deepen community partnerships.

Strategic Priorities Aligned to Turnaround Domains

Transformational Leadership

A new principal, Adam Wolin and assistant principal, Julie Devine, were appointed to lead RES with demonstrated success in leading school success. They are supported by ELA and Math Curriculum Specialists, both selected for their strong track records in improving outcomes. Leadership structures have been redefined to include clear expectations for planning, feedback and monitoring, aligning directly with district protocols. Distributed leadership now includes instructional coaches and teacher leaders, ensuring collective accountability.

Standards-based Instruction and Learning

Teachers implement a district lesson planning template that embeds explicit instruction, gradual release and checks for understanding. In K-2, University of Florida Literacy Institute (UFLI) serves as the foundational reading program, while iReady provides differentiated support in reading and mathematics across all grades. Instructional time has been protected by restructuring the master schedule to reduce interruptions and maximize

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core blocks. Instructional assistants are deployed during ELA and math to deliver fluency and targeted interventions, extending teacher capacity. Weekly PLCs focus on aligning tasks to benchmarks, analyzing student work and designing lessons that reflect the full rigor of state standards.

Positive Learning Environment

Richey Elementary has implemented a schoolwide PBIS framework with clear Tier 1 behavior expectations. The behavior support team was redesigned to proactively coach teachers and provide push-in assistance to classrooms, reinforcing consistent practice. Attendance mentoring, family outreach and student recognition events encourage daily attendance and engagement. Expanded family literacy and math nights strengthen the connection between home and school, while student celebrations promote an environment of achievement and belonging.

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

- Small group reading interventions with aligned resources
- Schoolwide PBIS implementation, resulting in improved student learning environments
- PLC protocols supporting common planning and data-driven instruction

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

- Inconsistent Tier 1 math instruction and alignment to BEST standards
- Gaps in teacher retention and reliance on inexperienced staff
- Attendance concerns affecting the lowest quartile subgroup
- Foundational skill deficits, particularly in early literacy and numeracy
- Behavioral interruptions, with inconsistencies in Tier 1 expectations and classroom management practices

Recommendations for school improvement

To address the identified root causes, Richey Elementary will implement the following strategies:

Instructional Planning and Implementation

- Reinforce benchmark-aligned instruction through structured Professional Learning Community (PLC) protocols focused on analyzing benchmarks and designing lessons that address the full rigor of state benchmark expectations.
- Ensure all lessons include explicit modeling, appropriate cognitive strategies and corrective feedback structures.
- Require weekly planning agenda submission to a central SharePoint folder. Instructional coaches will prepare and provide aligned resources (e.g., B1G-M, BEST books, Playbooks, ALDs) in advance of planning sessions.
- Facilitate collaborative lesson development through coach-led PLCs using vetted state and district resources.
- Increase monitoring of planning quality and instructional transfer through classroom walkthroughs, product reviews and feedback cycles conducted by administrators and coaches.

Instructional Monitoring and Data Use

- Hold regular Administration-Coach meetings to review coaching logs, walkthrough data and planning product quality.
- Use student performance data to assess the impact of Tier 1 instruction and inform adjustments to coaching support.

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- Integrate data analysis protocols into planning cycles to ensure instructional decisions are informed by real-time evidence of student learning.

Staffing and Capacity Building

- Transitioned the ELA and Math Instructional Trainer Coach (ITC) positions to Curriculum Specialists, prioritizing candidates with demonstrated success.
- Collaborated with Human Resources to reassign or replace educators with Needs Improvement or Unsatisfactory ratings, focusing on recruiting experienced, effective staff.
- Developed a unified protocol for planning, coaching and instructional walkthroughs to support fidelity across all instructional teams.
- Implemented ongoing support from a dedicated district team, providing weekly embedded professional learning, coaching and monitoring.

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

Principal Wolin, supported by the AP and Curriculum Specialists, leads with oversight from the Assistant Superintendent for Opportunity Schools. Leadership coaching cycles, frequent data reviews and quarterly CAT meetings provide layered accountability and ensure fidelity of implementation. Decision-making flexibility in staffing and scheduling allows the leadership team to strategically assign personnel and protect instructional priorities.

Standards-Based Instruction and Learning

Instruction is anchored in evidence-based practices aligned to the BEST standards. Supported by the Opportunity School team of Specialists, school Curriculum Specialists and coaches facilitate PLCs to guide teachers in lesson internalization, modeling strategies and analyzing student work. Student support groups provide targeted support for students in the lowest quartile in reading and math. Bi-weekly data reviews guide reteaching and instructional adjustments. Classroom walkthroughs following planning cycles ensure that planning quality transfers into instructional delivery.

Positive Learning Environment

The PBIS frameworks promote systemic and consistent behavioral expectations and resiliency supports. Attendance action plans include mentoring programs, incentives and proactive parent outreach and communication. Student recognition events highlight both academic progress and positive behavior. Family engagement initiatives focus on building capacity for at-home literacy and numeracy support, strengthening the partnership between school and families.

Part B -Assurances

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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 Richey Elementary School. 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 provides an annual plan with instructional targets and teacher-led strategies, while the TOP-2 expands this into a two-year framework that secures district-level commitments in staffing, funding and coaching. For example, while the SIP calls for improved small-group instruction, the TOP-2 describes how this will be accomplished through the addition of Curriculum Specialists, structured PLC and planning protocols and embedded professional learning.

Implementation of school improvement goals and turnaround strategies is collaborative. The leadership team at Richey 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 supports 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, 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-

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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

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Richey Elementary's turnaround implementation is guided by the Pasco County Schools Opportunity Schools framework, which provides targeted resources, staffing flexibility and intensive monitoring. The district leadership team, led by the Assistant Superintendent for Opportunity Schools, ensures alignment of support across curriculum, HR, student services and professional learning. The Opportunity Schools team consists of Senior Instructional Specialists in the areas of ELA, mathematics, science and social studies, as well as specialists for MTSS, PBIS/Resiliency and ESE/ELL Intervention. The team provides ongoing, weekly support to schools in support of continuous improvement in all areas of teaching, learning and student engagement.

Richey Elementary School receives staffing and budgeting flexibility, including early hiring priority and recruitment/retention incentives. Targeted recruitment efforts are ongoing to attract and retain teachers with Highly Effective and Effective VAM ratings, ensuring that the most impactful educators are placed in classrooms where they can accelerate student achievement. These efforts are supported by district policies that prevent teachers with Needs Improvement or Unsatisfactory ratings from being assigned to turnaround schools, thereby strengthening the quality of instruction. Budget flexibility allows the school to offer incentives, upgrade critical instructional coach positions to curriculum specialists and fund extended learning opportunities such as after-school tutoring. This combination of staffing and financial autonomy provides the principal and leadership team with the tools necessary to implement a comprehensive turnaround strategy tailored to the specific needs of students and staff.

Tier 1 instructional materials and programs are aligned to Florida's BEST standards, including Houghton Mifflin Harcourt, UFLI, i-Ready and Savaas enVision, all supported by research in similar demographics. Progress monitoring is conducted via FAST assessments, district dashboards and quarterly CAT reviews. K-3 reading and K-4 math interventions are prioritized per the district's Comprehensive Evidence-based Reading Plan (CERP) and aligned to F.S. 1001.215(8).

The school uses FAST progress monitoring three times annually in ELA and math as the primary measure of proficiency and growth. i-Ready diagnostic and growth checks supplement this data, providing predictive insights into statewide assessment outcomes. Common formative assessments (CFAs), aligned to the B.E.S.T. standards, are administered on a bi-weekly cycle within PLCs, while district-created interim assessments in ELA, math and science provide summative benchmarks for standards mastery. In addition, NWEA MAP is used to track student growth across nationally normed benchmarks, allowing teachers and leaders to compare local performance with national trends. These results are integrated into data chats with students, inform instructional grouping and guide differentiated supports, ensuring that interventions are targeted and responsive to each learner's needs.

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 RES's identified needs. Early hiring priority was granted to RES 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

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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 RES, 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 daily checks for understanding 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 RES can recruit earlier than schools not in turnaround. 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.

The Opportunity Schools team maintains ongoing monitoring system for RES. 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

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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?
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

At the end of the 2024-2025 school year, prior to the release of school grades, the district proactively made a leadership change at Richey Elementary. District leadership chose Adam Wolin from Trinity Elementary School for his strong and steady leadership and extensive leadership experience at multiple Pasco County schools and opted to also transfer Assistant Principal, Julie Devine as they have successfully worked cohesively together for many years.

During Mr. Wolin's tenure as the Principal of Trinity Elementary School, the school achieved exceptional academic success under his leadership. He cultivated a sustained environment of academic excellence, with performance consistently ranking among the highest in the district. Under his guidance, Trinity Elementary School earned the highest percentage of state school grade points in three of the last four

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years among all traditional K-5 elementary schools in the district. Mr. Wolin also prioritizes staff development and engagement. His leadership fosters a positive and supportive working environment, contributing to notably high staff retention rates throughout his time at the school.

Prior to being appointed to Trinity Elementary School, Mr. Wolin served as the principal of Mitty P. Locke Elementary School, leading transformation work resulting in improved student outcomes through instructional redesign, data-informed practices and targeted supports.

In addition to the transfer of Principal Wolin, Assistant Principal, Julie Devine, was chosen to be part of the RES leadership team. They are supported by both Math and ELA Curriculum Specialists, each selected for their strong track records. Leadership structures have been redefined to include clear expectations for planning, feedback and monitoring, aligning directly with district protocols. Distributed leadership now includes instructional coaches and teacher leaders, ensuring collective accountability.

Since their transfer to Richey Elementary School at the end of the 2024-2025 school year, the administrative team has hired over 15 new staff members, attended extensive summer professional development, laid the groundwork for a successful Tier 1 instructional, behavioral and attendance plan, developed an aggressive School Improvement Plan (SIP) and outlined the coaching and support for effective planning and lesson implementation. This is the type of leadership that will not only meet but exceed improvement expectations.

Distributed leadership through the AP, coaches and teacher leaders expands school-level capacity. Leadership development is supported by Opportunity Schools professional learning pathways and Senior Instructional Specialists are committed to being accountable for providing ongoing, just-in-time instructional coaching support to all Opportunity Schools.

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.

Should student outcomes not improve by the end of the 2025-2026 school year, the district is prepared to pursue further actions, including restructuring the leadership team or partnering with an external operator. However, based on current evidence of impact, strong community connections and demonstrated leadership capacity, Pasco County Schools supports Mr. Wolin remaining the principal at Richey Elementary School.

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

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- 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

Richey Elementary School is prioritized for staffing with dedicated and targeted recruitment. Transfers into Opportunity Schools are permitted at any time during the school year. Leading up to the start of the 2025-2026 school year, teachers rated Needs Improvement or Unsatisfactory were reassigned to bring the school into compliance with VAM ratios and no placements or hiring of NI or U staff is permitted.

Recruitment emphasizes Highly Effective and Effective teachers, supported by retention incentives. Each NI teacher has been designated to receive Tier 3 coaching support through weekly coaching cycles with content specific Curriculum Specialists. These teachers were each assigned a coach who supports them weekly with lesson planning, classroom walkthrough feedback, coaching cycles and ongoing feedback.

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.

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 four 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	1	11	4	0
School %	6%	69%	25%	0%
District %	8.76%	65.51%	15.04%	10.69%
State %	11.82%	68.21%	12.29%	7.69%

Acknowledgment

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

Name and title of person responsible for 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

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Superintendent signature (or authorized representative)
<i>Elizabeth P. Kuh Deputy Superintendent per authority</i>
Local School Board Chair Signature (or authorized representative) <i>Mr. John Lyle</i>
<i>Cynthia Anderson</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

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