TOP-2

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

Pasco County Schools
Hudson Elementary School

Due-October 1

Purpose

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 form for each school that is required to implement a district-managed turnaround plan. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org no later than October 1. The subject line of the email must include district name, school name and TOP-2.

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
Hudson Elementary School 0301

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. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district, and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

> **Describe the methodology used for needs assessment, including 3-year data trends from the state, district, and school levels.**
>
> Pasco County Schools begins with a Comprehensive Needs Assessment (CNA) as part of the district's continuous improvement model. This needs assessment includes analysis of student performance, analysis of stakeholder feedback, self-assessment, and site visits. Student Performance is analyzed by reviewing current and trend data by subgroup and school. Data sources include Florida Standards Assessment (FSA), Statewide Science Assessment, and district developed quarterly check results. Stakeholder feedback is analyzed by reviewing results from both the student and staff Gallup polls, staff and parent surveys and focus groups. Multiple tools are used to conduct a self-assessment. Each school and the district rates themselves on the AdvancED Standards for systems accreditation (Standard One: Purpose and Direction, Standard Two:

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Governance and Leadership, Standard Three: Teaching and Assessing for Learning, Standard Four: Resources and Support Systems and Standard Five: Using Results for Continuous Improvement). Pasco County Schools also reviews and evaluates its progress toward goals set using the Best Practices in Inclusive Education (BPIE). Instructional Practice Observations, Professional Learning Community (PLC) rubrics, and Tiers of Support rubrics are also completed by each school to gain insight into instructional and support practices. An Assistant Superintendent, Multi-Tiered System of Support (MTSS) Specialist, and District personnel engage in site visits with school leadership at the school during the needs assessment process to gain insight into the school's unique needs as well as identify foci for school improvement efforts and needs for implementing the plan. The conclusion of the CNA results in the identification of the root causes of barriers, the development of a school improvement plan to overcome/reduce barriers to improvement, and the allocation of supports needed to implement each school's improvement plan.

Three Year Data Trends for school, district, and state:

School Grade Component	2019			2018			2017		
	School	District	State	School	District	State	School	District	State
ELA	30%	58%	57%	32%	56%	56%	38%	56%	55%
ELA LG	46%	56%	58%	32%	51%	55%	58%	53%	54%
ELA LG LQ	64%	54%	53%	51%	45%	48%	63%	43%	43%
Math	29%	60%	63%	30%	59%	62%	32%	57%	57%
Math LG	37%	61%	62%	30%	57%	59%	42%	56%	55%
Math LG LQ	49%	50%	51%	24%	44%	47%	40%	41%	43%
Science	22%	53%	53%	32%	56%	55%	29%	56%	56%
% Pts	40%	58%	58%	33%	57%	56%	43%	56%	56%
School Grade	D			D			C		

Beginning of the Year Projection Data from NWEA Measure of Academic Progress (MAP)
Reading:

Projected to: **Florida Standards Assessments** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/florida-linking-study/

Grade	Student Count	Level 1		Level 2		Level 3		Level 4		Level 5	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	91	27	29.7%	28	30.8%	19	20.9%	13	14.3%	4	4.4%
4	66	17	25.8%	22	33.3%	20	30.3%	6	9.1%	1	1.5%
5	88	25	28.4%	19	21.6%	23	26.1%	18	20.5%	3	3.4%
Total	245	69	28.2%	69	28.2%	62	25.3%	37	15.1%	8	3.3%

Science:

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Projected to: **Florida Statewide Science Assessments** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/florida-linking-study/

Grade	Student Count	Level 1 Count	Level 1 Percent	Level 2 Count	Level 2 Percent	Level 3 Count	Level 3 Percent	Level 4 Count	Level 4 Percent	Level 5 Count	Level 5 Percent
5	89	20	22.5%	38	42.7%	28	31.5%	1	1.1%	2	2.2%
Total	89	20	22.5%	38	42.7%	28	31.5%	1	1.1%	2	2.2%

Mathematics:

Projected to: **Florida Standards Assessments** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/florida-linking-study/

Grade	Student Count	Level 1 Count	Level 1 Percent	Level 2 Count	Level 2 Percent	Level 3 Count	Level 3 Percent	Level 4 Count	Level 4 Percent	Level 5 Count	Level 5 Percent
3	90	32	35.6%	20	22.2%	24	26.7%	10	11.1%	4	4.4%
4	66	22	33.3%	19	28.8%	17	25.8%	8	12.1%	0	0.0%
5	89	35	39.3%	19	21.3%	24	27.0%	9	10.1%	2	2.2%
Total	245	89	36.3%	58	23.7%	65	26.5%	27	11.0%	6	2.4%

Beginning of the Year Performance Data from NWEA Measure of Academic Progress (MAP)
Grade 1 Reading

	Lo %ile < 21 count	%	HiAvg %ile 21-40 count	%	Avg %ile 41-60 count	%	HiAvg %ile 61-80 count	%	Hi %ile > 80 count	%	Mean RIT (+/- Smp Err)	Std Dev
Overall Performance													
Growth: Reading K-2 FL 2014 / FL Language Arts: 2014	32	44%	13	18%	11	15%	13	18%	3	4%	149-151-152	12.6
Goal Area													
Foundational Skills	31	43%	18	25%	9	13%	11	15%	3	4%	149-151-152	12.4
Language and Writing	30	42%	20	28%	8	11%	12	17%	2	3%	148-150-151	13.2
Literature and Informational	31	43%	13	18%	10	14%	13	18%	5	7%	149-151-153	14.6
Vocabulary Use and Functions	32	44%	13	18%	8	11%	13	18%	6	8%	149-150-152	15.7

Grade 1 Mathematics

	Lo %ile < 21 count	%	HiAvg %ile 21-40 count	%	Avg %ile 41-60 count	%	HiAvg %ile 61-80 count	%	Hi %ile > 80 count	%	Mean RIT (+/- Smp Err)	Std Dev
Overall Performance													
Growth: Math K-2 FL 2014 / FL Mathematics: 2014	24	33%	16	22%	20	28%	8	11%	4	6%	152-153-155	13.4
Goal Area													
Operations and Algebraic Thinking	18	25%	14	20%	17	24%	16	23%	6	8%	154-156-158	15
Number and Operations	28	39%	12	17%	18	25%	11	15%	3	4%	151-153-154	13.9
Measurement and Data	28	39%	16	22%	18	25%	8	11%	2	3%	149-151-153	13.7
Geometry	23	32%	9	13%	20	28%	12	17%	7	10%	153-155-157	15

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Grade 2 Reading

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 FL 2014 V2 / FL Standards Language Arts: 2014	44	43%	17	17%	17	17%	15	15%	10	10%	165-166-168	14.9
Goal Area												
Informational Text: Key Ideas and Details	49	48%	18	17%	16	16%	12	12%	8	8%	160-162-164	18.5
Vocabulary: Acquisition and Use	40	39%	13	13%	21	20%	13	13%	16	16%	165-166-168	19.2
Literary Text: Language, Craft, and Structure	29	28%	27	26%	15	15%	17	17%	15	15%	168-169-171	15.1
Literary Text: Key Ideas and Details	35	34%	25	24%	13	13%	18	17%	12	12%	166-168-169	16.7
Informational Text: Language, Craft, and Structure	32	31%	22	21%	23	22%	18	17%	8	8%	165-168-169	14.1

Grade 2 Mathematics

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math 2-5 FL 2014 / FL Mathematics: 2014	43	41%	19	18%	22	21%	13	12%	8	8%	165-167-168	15.3
Goal Area												
Operations and Algebraic Thinking	40	38%	22	21%	21	20%	13	12%	9	9%	163-165-167	16.7
Number and Operations	40	38%	25	24%	15	14%	18	17%	7	7%	164-166-167	16.8
Measurement and Data	39	37%	22	21%	23	22%	16	15%	5	5%	165-166-168	15.1
Geometry	38	36%	16	15%	15	14%	17	16%	19	18%	168-170-171	16.8

Grade 3 Reading

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 FL 2014 V2 / FL Standards Language Arts: 2014	23	25%	22	24%	19	21%	17	19%	10	11%	181-183-185	16.2
Goal Area												
Informational Text: Key Ideas and Details	27	30%	24	26%	15	16%	16	18%	9	10%	179-181-183	17.5
Vocabulary: Acquisition and Use	22	24%	15	16%	18	20%	23	25%	13	14%	183-185-187	18.6
Literary Text: Language, Craft, and Structure	29	32%	14	15%	16	18%	15	16%	17	19%	182-184-186	18.9
Literary Text: Key Ideas and Details	26	29%	14	15%	19	21%	20	22%	12	13%	181-183-185	17.9
Informational Text: Language, Craft, and Structure	26	29%	22	24%	23	25%	9	10%	11	12%	179-181-183	17.6

Grade 3 Mathematics

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math 2-5 FL 2014 / FL Mathematics: 2014	35	39%	19	21%	20	22%	11	12%	5	6%	180-181-183	14.1
Goal Area												
Operations and Algebraic Thinking	29	32%	18	20%	19	21%	16	18%	8	9%	180-182-184	16.6
Number and Operations	38	42%	14	16%	21	23%	10	11%	7	8%	178-179-181	16.8
Measurement and Data	34	38%	16	18%	23	26%	7	8%	10	11%	180-182-183	15.5
Geometry	31	34%	19	21%	23	26%	11	12%	6	7%	181-183-184	13.9

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Grade 4 Reading

Overall Performance	Lo %ile < 21 count	%	LoAvg %ile 21-40 count	%	Avg %ile 41-60 count	%	HiAvg %ile 61-80 count	%	Hi %ile > 80 count	%	Mean RIT (+/- Smp Err)	Std Dev
Growth: Reading 2-5 FL 2014 V2 / FL Standards Language Arts: 2014	15	23%	19	29%	14	21%	12	18%	6	9%	192-194-195	12.8

Goal Area												
Informational Text: Key Ideas and Details	13	20%	22	33%	16	24%	11	17%	4	6%	190-192-193	14.7
Vocabulary: Acquisition and Use	15	23%	16	24%	11	17%	15	23%	9	14%	193-195-197	15
Literary Text: Language, Craft, and Structure	17	26%	11	17%	14	21%	15	23%	9	14%	191-193-195	16.8
Literary Text: Key Ideas and Details	15	23%	16	24%	17	26%	10	15%	8	12%	191-193-195	15.9
Informational Text: Language, Craft, and Structure	15	23%	12	18%	18	27%	16	24%	5	8%	193-195-197	13.6

Grade 4 Mathematics

Overall Performance	Lo %ile < 21 count	%	LoAvg %ile 21-40 count	%	Avg %ile 41-60 count	%	HiAvg %ile 61-80 count	%	Hi %ile > 80 count	%	Mean RIT (+/- Smp Err)	Std Dev
Growth: Math 2-5 FL 2014 / FL Mathematics: 2014	20	31%	14	22%	14	22%	14	22%	3	5%	194-196-197	11.2

Goal Area												
Operations and Algebraic Thinking	19	29%	18	28%	12	18%	10	15%	6	9%	193-195-197	14.1
Number and Operations	19	29%	18	28%	15	23%	13	20%	0	0%	191-193-195	12.8
Measurement and Data	19	29%	14	22%	11	17%	16	25%	5	8%	195-196-198	13.1
Geometry	12	18%	17	26%	17	26%	14	22%	5	8%	197-199-200	11

Grade 5 Reading

Overall Performance	Lo %ile < 21 count	%	LoAvg %ile 21-40 count	%	Avg %ile 41-60 count	%	HiAvg %ile 61-80 count	%	Hi %ile > 80 count	%	Mean RIT (+/- Smp Err)	Std Dev
Growth: Reading 2-5 FL 2014 V2 / FL Standards Language Arts: 2014	21	24%	15	17%	17	19%	23	26%	12	14%	202-203-205	15

Goal Area												
Informational Text: Key Ideas and Details	22	25%	14	16%	19	22%	17	19%	16	18%	201-203-205	17.3
Vocabulary: Acquisition and Use	12	14%	18	20%	26	30%	21	24%	11	13%	203-204-206	14.5
Literary Text: Language, Craft, and Structure	20	23%	16	18%	17	19%	23	26%	12	14%	201-203-204	17
Literary Text: Key Ideas and Details	21	24%	18	20%	13	15%	19	22%	17	19%	201-203-205	16.7
Informational Text: Language, Craft, and Structure	22	25%	15	17%	16	18%	16	18%	19	22%	202-204-206	18.3

Grade 5 Mathematics

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math 2-5 FL 2014 / FL Mathematics: 2014	34	38%	17	19%	18	20%	16	18%	4	4%	201-203-204	15

Goal Area												
Operations and Algebraic Thinking	39	44%	15	17%	14	16%	15	17%	6	7%	199-201-203	17.1
Number and Operations	32	36%	21	24%	14	16%	14	16%	8	9%	201-203-205	17.4
Measurement and Data	34	38%	17	19%	17	19%	18	20%	3	3%	200-202-204	15.4
Geometry	23	26%	16	18%	30	34%	15	17%	5	6%	203-204-206	15

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

Part of the grade decrease from a C in 2016-2017 to a D in 2017-2018, was the result of low learning gains with the low 25ile in ELA and Math. In response, during the 2018-2019 school year, efforts were made to address the drops in learning gains. There were significant improvements in intervention and monitoring, through improved Tier 2 and 3 structures. This focus on addressing gaps in academic areas did result in learning gains overall and for the lowest 25% in English Language Arts and Mathematics. While the school did not earn enough points to earn a C, there was an increase in points within a D, as a result of that student learning.

These efforts will be continued this year, supplemented by additional staff and resources to support this work. District has continued to allocate an intervention teacher specifically trained to support students in grades 3-5 with foundational learning gaps in reading, with specialized intervention materials also provided by the district. Grant funds have been used to add an additional teacher to provide academic services to students with disabilities and students who are part of the lowest 25% in any area, as well as an MTSS coach to assist all staff with data literacy and analysis. District content specialists (ELA, Math, Science, MTSS) are assigned to Hudson Elementary weekly to ensure that all staff are highly trained, using quality instructional resources and strong planning and problem-solving practices.

This year, there will also be an increased focus on core instruction that is standards aligned, data driven and instructional relevant for the students. Grant funds also are planned to continue the allocation of school-based coaches for ELA and Math, as well as to equip an engaging science lab and fund a science interventionist, whose primary purpose is to ensure science content is prioritized as part of student learning.

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

Instructional staffing has been an issue for the last several years. Some cohorts of students did not have full-time, qualified teachers for large portions of their 4th and 5th grade years, which likely resulted in low instruction quality. Using substitute teachers with side by side coaching from district and school content experts did not yield positive results or sustained learning for students.

This year, significant time and effort has been spent in recruitment and retention of teachers. Very few staff from previous years remain at Hudson, and all teachers who did not have an Effective or Highly Effective state VAM rating were removed. Advertisements for positions between (8-21-19 to 8-25-19) specifically included language to recruit impactful teachers to this school. As of 9/24/19, we have a School Counselor, fourth grade teacher, and Learning Design Coach positions not yet filled.

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Implementation Plan

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

1. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment.

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

Part A. 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

The needs assessment results indicate a strong need for the leaders at Hudson Elementary School to focus on ensuring high impact core instruction is occurring in every classroom and that responsive efforts are also aimed at building strong systems of support for learning gaps. To support the new leaders at Hudson Elementary School, and build the capacity of the School Leadership Team to engage in the turnaround plan, several key levers have been identified and are in place. The district team supporting the principal daily includes a peer mentor, the Chief Academic Officer, and a systems specialist. The mentor is a proven elementary leader who has also served at the district level, coached other turnaround leaders, and has maintained one of the highest school grades for a Title 1 school. He is an expert in developing the systems needed to prioritize principal time on the instructional core. The majority of his time is spent with the principal.

The Chief Academic Officer has guided the district to develop a Common Vision of Instructional Excellence for every school, driven by the Key Priorities of High Impact Instruction, Collaborative Culture and Data Driven Decisions, as well as and successfully supported other principals in turnaround work. Her time is spent in guiding and supporting the decision making of the school leaders, assisting to remove barriers in the implementation of this plan, and ensuring alignment in all efforts.

The systems specialist has deep knowledge of building, strengthening and maintaining Multi-tiered Systems of Support, and has also assisted several schools in the turnaround process. His work focuses on providing professional learning to the leadership teams and collaborating with the school leaders as they build the required instructional systems.

Together, this district team is focused on supporting the principal and assistant principal as they engage in the hard work of improving instruction and ensuring students who struggle have certain and immediate access to tiered supports. This district team will also ensure that the School Leadership Team members, including the principal and assistant principal, are accountable and carry the mission of the work forward to their peers. Each of the district team members have a specific role in this process, and meet regularly to ensure that their supports are aligned.

An additional lever is a layer of support through a yearlong plan with TNTP. This plan includes onsite professional learning, improvement planning and consultation regularly through the school year. The TNTP

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support has become a key team member of the School Leadership Team and meets periodically with the Chief Academic Officer to ensure alignment and coordination of the work.

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

High quality, high impact instruction that leads to strong student learning starts with engaged teachers and leaders who understand the state standards, are deeply rooted in the instructional shifts, leverage the curriculum resources, and employ instructional pedagogy that leads to deep student engagement within a compassionate school environment. To that end, specialized professional learning plans have been developed for teachers and leaders at Hudson Elementary that will be delivered, supported, coached and monitored by the large district team that includes the above leaders as well as district content specialists assigned to the school. This professional learning plan includes:

Curriculum focus
- Planning from standards
- Unpacking and planning with each curriculum resource (ELA-ReadyGEN, Math-Eureka, Science-Discovery Education)

Instructional Focus
- Integrating Social Emotional Learning competencies
- Trauma Informed Care
- Teach Like a Champion
- CHAMPS and Positive Behavior Supports (behavior management strategies)
- Using student data to respond to student needs

Due to the number of teachers new to the profession, a district Professional Learning Specialist has been assigned to Hudson Elementary and had created a specialized plan of onsite support for these teachers to limit their time out of the classroom and to ensure necessary capacity is built.

In addition to ensure that students are deeply engaged with grade level standards aligned curriculum and instruction, the learning plan for students includes opportunities to extend their learning to the real world and beyond the school day. These experiences include:
- Hands on, connected learning in a specialized STEM lab weekly
- Aligned and meaningful field trips for each grade level to build knowledge through real world experiences
- Opportunities to continue the learning process during Saturday school

3. Positive Culture and Environment

Teachers and leaders perform best they are supported and engaged. One of our district goals is to increase staff engagement, and at Hudson Elementary, because of recent staff turnover, and the instability in the community, building and maintaining and positive culture and compassionate environment for staff will also lead to an increase in student achievement and well-being.

Teacher wellness will be addressed in two ways, self-care and Trauma Informed Care strategies. In an effort to build awareness of the importance of self-care, teachers will have access to a licensed adult counselor onsite, on a regular schedule. They will also have input into the development of a mindfulness room that will be available to them during the school day. Teachers will also be equipped to address the trauma they encounter in the Hudson community and with the students they serve through Trauma Informed Care

sessions. These sessions will assist teachers in recognizing how they cope with their own trauma and learning the importance of addressing trauma in their students.

This positive culture will extend to students and families through the implementation of a positive behavior system, rooted in CHAMPS behavior strategies and bolstered by the district Social Emotional Learning standards. Positive recognition for meeting behavior expectations and clear, consistent responses for not meeting expectations will lead to increased feelings of safety and trust. Families will also supported through a weekly family dinner, Cougar Café, when they can receive a free meal, coupled with learning that will supplement student learning during the day, like visits from the Museum of Science and Industry reinforcing in school science instruction, as well as learning that can help reinforce the importance of strong family bonds, like the 7 Habits of Highly Effective Families.

To further build the positive environment, efforts will extend beyond the school walls to invite and include Community Members into this important work through the Community Assessment Team, as well as the School Advisory Council and the Parent Teacher Association. The Community Assessment Team includes parents, school staff, community members and high school students who mentor and volunteer at the school site. This team met August 27 and September 23, and will continue to meet for the purpose of monitoring this plan at least quarterly.

Part B.
Verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

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 development 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. Pasco County Schools' district-based leadership team is comprised of the Superintendent of Schools; Chief Academic Officer; the Assistant Superintendents of elementary and high schools; the Director of Leading and Learning; a supervisor from the Office for Accountability, Research, and Measurement; a Senior Supervisor from the Office for Student Support Programs and Services, The Title I Supervisor, a Human Capital Partner from Human Resources and Educator Quality, and an Multi-Tiered System of Supports (MTSS) Specialist.

The district shall ensure that instructional programs align to Florida's Standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide evidence that shows instructional programs to be effective with high-poverty, at-risk students and how these programs are different from the previous programs. The district shall demonstrate Florida's Standards alignment across grade levels to improve background knowledge in social studies, science and the arts. Hudson Elementary School implements the American Reading Company's Independent Reading Level Assessment framework (IRLA), ReadyGen, and Great Minds' *Eureka Math* to provide high quality resources and professional development to ensure a rigorous Tier 1 level of instruction. The school personnel also have partnered with TNTP to develop support systems to help teachers make necessary instructional changes so that all students have access to more rigorous content. *Eureka Math* has been named the leader among twenty reviewed math curricula for its focus/coherence, rigor, and usability. IRLA allows the staff to determine a student's current level of reading proficiency, diagnose areas of strength and weakness, formulate an action plan for next steps, and track

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progress while becoming experts in reading and the Florida Standards. This framework, tailored to identify and target student strengths and deficiencies, will address the needs of all subgroups in the school and will include intensive support for struggling readers. According to TNTP, ReadyGen, the elementary ELA curriculum implemented at Hudson Elementary, is well-aligned to the demands of the new Florida Standards. Discovery Education Science Tech Book is our adopted Instructional Resource. It was selected from the State approved Adoption list after a year-long vetting process. It is aligned to the Florida Science standards. Elementary schools in Pasco County Schools utilize TCI, Social Studies Alive! as a resource for social studies curriculum.

The district shall prescribe and require progress monitoring assessments that are aligned to Florida's 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. Students in grades 1-5 take NWEA's Measures of Academic Progress (MAP) three times per year. MAP assessments are computer adaptive interim tests aligned to the Florida Standards for ELA and Mathematics and the NGSSS for Science. Results of the MAP tests allow educators and parents to determine if a student is on track in their learning to meet state standards by the end of the year. Furthermore, MAP measures what students know and informs what they are ready to learn next allowing educators to pinpoint and diagnose specific instructional areas. Another important use of the MAP results is to predict a student's performance on the state's summative assessments.

The district shall ensure the school has effective leaders and educators capable of improving student achievement. The District's Leadership Development Coordinator, in collaboration with Harvard Graduate School of Education, work to build and host face to face and virtual learning opportunities for Turnaround Leaders using the Harvard Turnaround Leader Institute Framework. This learning focuses on Leading Change, Leading Learning, Excellence in Equity and Social Emotional Learning. Along with focused professional development, Turnaround Leaders are also provided an additional layer of coaching, mentoring and support from experienced and proven school leaders.

The district leadership team, in collaboration with the school, shall develop an annual professional development plan that provides ongoing tiered support to increase leadership and educator quality. Together, the district leadership team is focused on supporting the principal and assistant principal as they engage in the hard work of improving instruction and ensuring students who struggle have certain and immediate access to tiered supports. This district team will also ensure that the School Leadership Team members, including the principal and assistant principal, are accountable and carry the mission of the work forward to their peers. Each of the district team members have a specific role in this process and meet regularly to ensure that their supports are aligned. An additional lever is a layer of support through a yearlong plan with TNTP. This plan includes onsite professional learning, improvement planning and consultation regularly through the school year. The TNTP support has become a key team member of the School Leadership Team and meets periodically with the Chief Academic Officer to ensure alignment and coordination of the work.

The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served. Adrian Anthony, principal of Hudson Elementary, started on June 19, 2019. Principal Adrian Anthony is a result orientated leader with a proven track record of data driven success in organizational reform through teacher recruitment and retention, curriculum development, culture creation, progress monitoring, community engagement, business alliances and professional development. Principal Anthony supported multiple schools as a teacher, leader, and, administrator, each leading to school improvement at Spoto High School from a D to an A, East Bay High School from a D to an A, Lakewood Elementary School from an F to a D, and Sunlake High School from a B

to an A. Assistant Principal, Clare Ennis, was a Literacy Coach at Anclote Elementary School that improved its school grade from a D to a C. During that year, Clare was able to plan and implement weekly professional development around student engagement, tools that operationalized the instructional shifts, positive behavior structures, and lesson planning. Clare engaged teachers in coaching cycles that ensured increases in student achievement. Clare also set up and began implementing a capacity building structure for IRLA (reading assessment) and PLC Facilitators in the beginning of the 2019-2020 school year, prior to transferring to Hudson Elementary School. Prior to her time at Anclote Elementary School, Clare was an impactful teacher in several Title 1 schools for 10 years.

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. Principal Anthony began work at Hudson Elementary June 19, 2019.

The district shall ensure the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data. This year, significant time and effort has been spent in recruitment and retention of teachers. Very few staff from previous years remain at Hudson, and all teachers who did not have an Effective or Highly Effective state VAM rating were removed. Advertisements for positions between (8-21-19 to 8-25-19) specifically included language to recruit impactful teachers to this school. As of 9/24/19, we have a School Counselor, fourth grade teacher, and Learning Design Coach positions not yet filled.

For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a Differentiated Accountability (DA) school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state Value-added Model (VAM), is less than the district average. Please see above assurance and VAM table at the end of this plan.

The district shall ensure the instructional personnel who do not have a state VAM rating and who do not show evidence of increasing student achievement are not rehired at the school. Please see above assurance and VAM table at the end of this plan.

Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified instructional personnel, instructional personnel in need of improvement or out-of-field instructional personnel assigned to the school is not higher than the district average. Please see above assurance and VAM table at the end of this plan.

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.

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Correlation between SIP and TOP-2:

The HES needs assessment conducted at the school and with the CAT resulted in the focus on building stability with strong strategies. Three core commitments were developed: 1) Building successful scholars through exceptional curriculum and experiences, 2) Supporting safe and productive scholars through high expectations, and 3) Engaging families and the community through meaningful exposure and opportunities. These three school core commitments are reflected in the listed below School Improvement Plan strategies grouped by Accountable and Shared Leadership, Standards based Instruction and Learning, and Positive Culture and Environment.

SIP:

Accountable and Shared Leadership

1. Excelular will guide the leadership team and staff in data analysis, as well as creation, implementation, and monitoring of turnaround plan. (Tier 1)
2. Excelular will guide staff in providing extended learning opportunities such as math intervention, Saturday School and Extended School Day. (Tier 2/Tier 3)
3. Leadership Team will work to increase communication and collaboration among staff and support the usage of best instructional practices.
4. MTSS Coach will create a framework for collecting and analyzing data in order to develop a multi-tiered approach for student learning and behavior needs. Additionally, supporting teachers and staff with professional development as determined during data collection and analysis. (Tier1/Tier 2/Tier 3)
5. Weekly operational meetings will be conducted to progress monitor the current status of all stakeholders, interventions, and school-wide priorities under a Just-In-Time (JIT) framework.

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

Priority standards are a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course. (Ainsworth Rigorous Curriculum Design, 2010). A guaranteed and viable curriculum based on a clear list of essential outcomes is the number one opportunity to raise the level of student achievement. (Marzano, What Works in Schools, 2003).
Research indicates that ensuring a focused and specific curriculum for all students is one of the most effective means of increasing student achievement. A monitoring plan will be established to ensure fidelity in implementation and learning acquisition and to make decisions regarding adjustments to any of the strategies.
1. Academic coaches will work with PLCs to identify focus standards for each content area, analyze data, design instruction and provide intervention (Tier 1/Tier 2)
2. IPG walkthroughs (Tier 1)
3. Create a science STEM lab that incorporates technology and engineering. (Tier 1/Tier 2)
4. Hire a science interventionist to create cross-curricular scientific labs to enhance higher-order thinking. (Tier 1/Tier 2)
5. The master schedule includes dedicated time for PLCs (Tier 1) and intervention (Tier 2/Tier 3)
6. An academic interventionist will identify at-risk students in grades 3-5 for intensive intervention (Tier 2/Tier 3)
7. Purchase an additional ESE support facilitator to increase support for SWD across grades K-5.
8. TNTP will support staff in analyzing data, designing rigorous lessons and executing quality instruction, and guide leaders/coaches in monitoring the effectiveness of the implemented work.
9. Weekly instructional meetings will be conducted to progress monitor the current status of all stakeholders, interventions and school-wide priorities under a JIT framework.
10. Professional development will be provided to staff monthly.

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11. Staff will attend conferences to support our school-wide focus areas (i.e., ASL, AVID, PBIS, Solution Tree, Science, ELA, Math).

12. Purchase ASL curriculum and use signs to support common language across campus and in the community. (Tier 1)

Positive Culture and Environment

Research shows positive trends in the academic and behavioral growth of students in schools within districts with systematic SEL approaches. (Kendziora & Yoder, 2016). The Centers for Disease Control determined that trauma is the single largest crisis facing our nation. By investing in the social emotional health of our students and staff and creating a school-wide system for positive behavior supports aligned with structured classroom management, we will create an environment that fosters positive relationships and structures that support academic achievement.

1. TIC/SEL staff training implemented monthly using the district protocol. (Tier 1/Tier 2)

2. CHAMPS curriculum and materials will be used to support classroom management and increase consistency (Tier 1/Tier 2)

3. Behavior specialist will support schoolwide PBIS including updating signage throughout the campus. BS will also provide professional development for staff as needed. (Tier1/Tier 2/Tier 3)

4. Discipline IA will assist with classroom management by supporting professional development and use of the ATOS framework. (Tier 2/Tier 3)

5. PBIS Rewards App will be used school-wide to increase consistency across campus and promote communication between school and home. (Tier 1/Tier 2)

6. Behavior specialist and discipline IA will support restorative practices. (Tier 2/Tier 3)

7. Continue Cougar Cafe weekly with a deliberate focus on increasing parent engagement in their child's education through book study (i.e., 7 Habits of Highly Effective Families, STEM activities (ie MOSI), American Sign Language and PBIS/CHAMPS behavior support.

8. Parent involvement coordinator will communicate with stakeholders about the school and upcoming events to increase parent participation.

Describe how the district and school leadership team are working together to implement the plans to improve the school.

The district leadership team is working to support the school by providing:

Intensive support that includes
- Two school-based coaches
- District Supports Weekly: Math, ELA, MTSS
- District Supports Bi-Weekly: Science
- Student Support Programs and Services support as needed for specialized programs
- Two priority substitutes

Capacity building that includes
- District Content Professional Development provided on site
- 3 days of Summer Professional Development
- Priority School Principal Meetings

Intensive Monitoring that includes
- Data Meeting by Assistant Superintendent – Monthly through April
- Priority School Walk Through – 4 times (August, October, December, February)

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District-Managed Turnaround Plan Assurances

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

Assurance 1: District Capacity and Support

☒ The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional development 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 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 high-poverty, at-risk students and how they are different from the previous programs. The district shall demonstrate alignment of Florida's 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 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 Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.
4. Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.
5. 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.
6. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
7. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.

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8. 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

Pasco County Schools' district-based leadership team is comprised of the Superintendent of Schools; Chief Academic Officer; the Assistant Superintendents of elementary and high schools; the Director of Leading and Learning; a supervisor from the Office for Accountability, Research, and Measurement; a Senior Supervisor from the Office for Student Support Programs and Services, The Title I Supervisor, a Human Capital Partner from Human Resources and Educator Quality, and an Multi-Tiered System of Supports (MTSS) Specialist.

Principals have autonomy and flexibility in several areas including hiring, scheduling, determining School-based Leadership Team (SLT) composition, and budgeting. Principals and their SLT collaborate with their Assistant Superintendent and district support personnel as they engage in the decision-making process.

To plan for the 2019-2020 year, the District Leadership Team identified dates beginning in April, running up to Together We Lead in June, and continuing throughout the year for systems calibration and alignment of all district resources to meet the needs of students and maximize desired student outcomes. Days set aside include Together We Lead in June, Calibration for Success Planning and District Success Plan reviews in June and July, and five other multi-day calibration and alignment sessions throughout the year. The Superintendent's Staff compiled data on each school to include student achievement data, leadership data, staff engagement, and instructional staffing to determine which schools were in greatest need of support within the system. Multiple levels of support were created and an accompanying guide for delivery of supports was also made. The levels include DA schools, Priority Schools, Former DA Schools, and Core Schools. In addition to the basic alignment of district wide resources, The Title I Program Coordinator works to coordinate supplemental state and federal grants including Title I Part A, Title I Part C, Title I Part D, IDEA, Title X, Title II, Title III, SIG(a), SIG(g), and SAI funds. Each year near the beginning of the second semester, the Title I Coordinator hosts a meeting with representatives from the grants referenced above to review current collaborative efforts and to begin to plan for future collaborative efforts. Following the initial collaboration meeting, individual meetings are set with the Title I Program Coordinator and the managers of each of the referenced grants to further discuss current progress and future efforts.

Quarterly progress monitoring meetings are held to track progress toward the expected results and adjust the supports if needed. Additional collaboration occurs among the District Leadership Team, the Regional Executive Director, and the DA Team. These groups of people meet during the summer and at the beginning of the year to plan upcoming supports and establish a strong communication loop. The DA team has shared its menu of supports with the district. Meetings are held monthly with the District Leadership Team and the DA Team to share progress on meeting goals and to determine what, if any, additional supports are needed for schools. The focus of the district's collaborative efforts is to provide aligned supplemental supports to schools. Data is collected regularly throughout the year on both student achievement and the fidelity of the supplemental supports to determine the effectiveness of the support and whether the supports need to continue, intensify, modify or terminate.

Hudson Elementary School implements the American Reading Company's Independent Reading Level Assessment framework (IRLA), ReadyGen, and Great Minds' *Eureka Math* to provide high quality

resources and professional development to ensure a rigorous Tier 1 level of instruction. The school personnel also have partnered with TNTP to develop support systems to help teachers make necessary instructional changes so that all students have access to more rigorous content. *Eureka Math* has been named the leader among twenty reviewed math curricula for its focus/coherence, rigor, and usability. IRLA allows the staff to determine a student's current level of reading proficiency, diagnose areas of strength and weakness, formulate an action plan for next steps, and track progress while becoming experts in reading and the Florida Standards. This framework, tailored to identify and target student strengths and deficiencies, will address the needs of all subgroups in the school and will include intensive support for struggling readers. According to TNTP, ReadyGen, the elementary ELA curriculum implemented at Hudson Elementary, is well-aligned to the demands of the new Florida Standards.

The Independent Reading Level Assessment (IRLA) is a K-12 developmental scope and sequence for reading acquisition that prepares all students for success in college, career, and life, as articulated by the Language Arts Florida Standards. The IRLA includes every Reading standard, as well as those Language standards key to reading success, for students in grades PreK to 12. Each reading level represents a new threshold concept/skill that was not required to read text at the level below. Teachers use the IRLA to locate each student on this standards continuum to:
- identify a baseline reading level;
- match reader with appropriate texts, leveled to the same IRLA system;
- identify which skills/Standards and in what order (including foundational skills) are the most crucial for each student/reader/individual to learn next;
- design individual, small-group, and whole-group instruction targeted to the development of specific skills; and
- monitor progress through the standards/reading levels in real-time, to ensure all students are on-track to make sufficient reading growth or intervene early.

ReadyGEN has a strong alignment to the Language Arts Florida Standards and the ELA Instructional Shifts. ReadyGEN's overall progression of complexity of text within and across grades, facilitates students' learning of academic vocabulary, close reading, and foundational skills, and further deepens content knowledge and comprehension. Teachers are provided with a variety of scaffolding strategies that promote instructional equity and access to rigorous text for all students. The materials include texts that are worthy of students' time and attention and provide many opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Students have opportunities to build skills in reading, writing, speaking and listening, and they integrate language work throughout.

Discovery Education Science Tech Book is our adopted Instructional Resource for elementary science. It was selected from the State approved Adoption list after a year-long vetting process. It is aligned to the Florida Science standards. The resource itself provides a variety of formats with which students engage in learning including a full online digital curriculum, bound text collection and a consumable student workbook. The design of the resource supports the CASEL standards for Social Emotional Learning and provides a variety of modalities for learning to ensure that all learners are engaged, regardless of prior knowledge. The resource also provides teacher background information in common student misconceptions and support diverse learners for each concept. This Instructional resource is used on conjunction with the Pasco County Science Curriculum maps.

Elementary schools in Pasco County Schools utilize TCI, Social Studies Alive! as a resource for social studies curriculum. Based on proven teaching strategies and practices, our K-12 programs bring learning alive and achieve consistent, positive classroom results. TCI's curriculum has been specially curated to

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meet state standards, create engagements in lessons and help students better understand the content through hands-on and experiential exercises.

Students in grades 1-5 take NWEA's Measures of Academic Progress (MAP) three times per year. MAP assessments are computer adaptive interim tests aligned to the Florida Standards for ELA and Mathematics and the NGSSS for Science. Results of the MAP tests allow educators and parents to determine if a student is on track in their learning to meet state standards by the end of the year. Furthermore, MAP measures what students know and informs what they are ready to learn next allowing educators to pinpoint and diagnose specific instructional areas. Another important use of the MAP results is to predict a student's performance on the state's summative assessments.

A practice that continues to be refined relates to instructional staffing and support. Instructional staffing has been an issue for the last several years. Due to the number of teachers new to the profession, a district Professional Learning Specialist has been assigned to Hudson Elementary and has created a specialized plan of onsite support for these teachers to limit their time out of the classroom and to ensure necessary capacity is built.

The MTSS Coach, in collaboration with the MTSS Specialist, will create a framework for collecting and analyzing data from all stakeholders in order to develop a multi-tiered approach for student learning, student behavior needs, and staff needs. Support will be provided to teachers and staff in response to data collection and analysis. Weekly operational meetings will be conducted to progress monitor the current status of all stakeholders, interventions, and school-wide priorities under a Just-In-Time (JIT) framework.

The district team's focus is on supporting the principal and assistant principal as they engage in the hard work of improving instruction and ensuring students who struggle have certain and immediate access to tiered supports. This district team will also ensure that the School Leadership Team members, including the principal and assistant principal, are accountable and carry the mission of the work forward to their peers. Each of the district team members have a specific role in this process and meet regularly to ensure that their supports are aligned.

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 development plan that provides ongoing tiered support to increase leadership and educator quality.

☒ The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served.

☒ 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.

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Educators

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

☒ For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a Differentiated Accountability (DA) school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state Value-added Model (VAM), is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a DA school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.

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

☒ Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified teachers, teachers in need of improvement or out-of-field teachers assigned to the school is not higher than the district average.

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 and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community 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

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Adrian Anthony, principal of Hudson Elementary, started on June 16, 2019. Principal Adrian Anthony is a result orientated leader with a proven track record of data driven success in organizational reform through teacher recruitment and retention, curriculum development, culture creation, progress monitoring, community engagement, business alliances and professional development. Principal Anthony supported multiple schools as a teacher, leader, and, administrator, each leading to school improvement, including: Spoto High School from a D to an A, East Bay High School from a D to an A, Lakewood Elementary School from a F to a D, and Sunlake High School from a B to an A.

He is experienced in developing strategic plans to meet the needs of diverse staff and students to increase educational productivity. His initiatives have Increased graduation outcomes to outperform the state average for persons with disabilities through differentiated instruction, interventions, remediation systems, universal design for learning, pedagogical and andragogical learning theories, and curriculum design. Principal Anthony is a critical thinker who has lead large turnaround teams and mitigated school reform intricacies.

While working at Anclote Elementary in 2018-2019, a Title 1 Pasco County school under the State's Differentiated Accountability model, Clare was the Literacy Coach. During this year, the school grade improved from a D to a C. Clare was able to plan and implement weekly professional development around student engagement, tools that operationalized the instructional shifts, positive behavior structures, and lesson planning. Clare engaged teachers in coaching cycles that ensured increases in student achievement. Clare also set up and began implementing a capacity building structure for IRLA (reading assessment) and PLC Facilitators in the beginning of the 2019-2020 school year, prior to transferring to Hudson Elementary School. Prior to her time at Anclote Elementary School, Clare was an impactful teacher in several Title 1 schools for 10 years.

Although the district does not provide monetary incentives to principals leading turnaround schools, it supports their work in several ways. The District's Leadership Development Coordinator, in collaboration with Harvard Graduate School of Education, work to build and host face to face and virtual learning opportunities for Turnaround Leaders using the Harvard Turnaround Leader Institute Framework. This learning focuses on Leading Change, Leading Learning, Excellence in Equity and Social Emotional Learning. Along with focused professional development, Turnaround Leaders are also provided an additional layer of coaching, mentoring and support from experienced and proven school leaders.

Principals have autonomy and flexibility in several areas including hiring, scheduling, determining School-based Leadership Team (SLT) composition, and budgeting. Principals and their SLT collaborate with their Assistant Superintendent and district support personnel as they engage in the decision-making process.

While Pasco County Schools recognizes the urgency of providing students in a struggling school rigorous learning opportunities, Pasco County Schools also believes that school improvement and school turnaround efforts are a continuous process which may take between three to five years. Intensive progress monitoring, under the supervision of the Chief Academic Officer, will provide a basis from which to make decisions regarding the leaders currently in place. Final decisions will be made by the Superintendent after careful consideration of all the variables and data collected.

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

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and retention incentives and professional development and coaching support provided by the district. At a minimum, reply to the following:

1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?
2. How does the district ensure students at this school are instructed by a 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 Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

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?
Currently, our Human Capital Partner Team is working with the administration at Hudson Elementary to recruit and obtain qualified, certified personnel. During the summer through the beginning of the school year, we have assisted on site with interviews, phone screening and reference checks. Our district does not currently have an MOU/agreement that turnaround school positions are filled first.

How does the district ensure students at this school are instructed by a certified instructional personnel when unexpected vacancies arise?
Hudson Elementary has a strong coaching and leadership team. Much of this team is comprised of Highly Effective Math, Science and Literacy Instructional Trainer Coaches. These coaches have immersed themselves in the coaching, mentoring, training and direct teaching when needed.

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?

The following language was included in the advertisement for instructional positions: Position may qualify for a UniSIG Supplemental Teacher Allocation bonus of up to $10,000. Eligibility for bonus requires certain criteria being met including:

- Must have a 2019 3-Year aggregate state VAM classified as Highly Effective or Effective (SBE Rule 6A-5.0411, FAC). Interested applicants may contact ARM for verification of 3-year VAM classification.
- Must teach at a Title 1 school identified with a 2019 school grade of D or F as of August 30, 2019.

Position may also qualify for an additional TSSSA bonus (based on the school's number of students). The two bonuses may be combined.

Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

Please see the incentive above.

Assurance 2: Verification-School Capacity- Educators

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

What actions have been taken to recruit with state VAM ratings of Highly Effective and Effective to this school?

We advertised on 8/21/19 until 8/25/19 for applicants with the following qualifications:
3 Intermediate and 1 Primary position available

Applicants must have a valid teaching certificate or current Statement of Eligibility issued by FLDOE. Recent college graduates may apply without having either document but will be required to apply for initial certification prior to being offered a position.

Position may qualify for a UniSIG Supplemental Teacher Allocation bonus of up to $10,000. Eligibility for bonus requires certain criteria being met including:

Must have a 2019 3-Year aggregate state VAM classified as Highly Effective or Effective (SBE Rule 6A-5.0411, FAC). Interested applicants may contact ARM for verification of 3-year VAM classification.

Must teach at a Title 1 school identified with a 2019 school grade of D or F as of August 30, 2019.

How many instructional personnel were reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory?

Four teachers were reassigned to other schools in the district due to state VAM ratings of Needs Improvement or Unsatisfactory.

Confirm that all reassigned instructional personnel were not reassigned to DA schools.

None of the reassigned teachers were assigned to DA schools in the district. Northwest Elementary, Calusa Elementary and Connerton Elementary were the receiving schools

How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

Current vacancies are being advertised for certified instructional personnel. The district is continuing to recruit certified applicants. As of 9/24/19, we have a School Counselor, one fourth grade and one Learning Design Coach we are still searching for. All new hires are certified.

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Fill out the table below to verify the most recent three-year aggregated state VAM classification data.

STATE VAM DATA- School % Compared to District and State%				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	1	5	0	0
School %	17	83	0	0
District %	13	59	16	12
State %	17	54	14	14

Acknowledgement

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 submission of the TOP-2
Suzanne St. Clair, Supervisor, Office for Accountability, Research, & Measurement
Contact information: email, phone number
sstclair@pasco.k12.fl.us   727-774-2347
Date submitted to the Bureau of School Improvement (due October 1)
October 1, 2019
Superintendent signature (or authorized representative)
Vanessa Hilton, Chief Academic Officer, Pasco County Schools

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