



TOP-2

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

Pasco County Schools
Chasco Elementary School

Due-October 1

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 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
Chasco Elementary School/0070

Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

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

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

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 or publisher developed curriculum module 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 Cognia Standards for systems accreditation and reviews and evaluates progress toward goals set using the

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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.

At the school level, the current methodology used for needs assessment are FSA data, district benchmark data from HMH module assessments and math module assessments, and DIBELS data. This year will add FAST data to this list. From 2019 to 2021 FSA assessments there was a significant decrease in scores in all subject areas. From 2021 to 2022 this decline continued in 4th grade ELA and Math. There was a slight increase in 5th grade ELA and 3rd grade Math from 2021 to 2022. In all 3 years, Chasco Elementary was significantly below district and state scores by 20 to 30 percentage points in each grade level and subject.

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

In past years, coaching strategies have shown to be successful at Chasco Elementary, though last year, not every position was filled with an effective coach. This year, we will continue to leverage coaches, through priority hiring of content experts, and have added even more supports to this team. We now have an LDC for math and science, a K-2 literacy specialist, a 3-5 literacy specialist, a 3-5 science resource teacher, and a K-5 MTSS resource specialist that work full time at the school. These individuals attend all PLC meetings, work in classrooms, provide intervention services, and conduct 1:1 coaching as needed. The science resource teacher works collaboratively with the science teachers in grades 3-5 to implement hands-on scientific lessons focusing on scientific inquiry and the scientific method.

Additionally, tiered interventions have shown to be successful. This year we have embedded a 40-minute intervention time into each grade level in a manner that is staggered throughout the day to allow for additional support from support facilitators, academic coaches, and ELL support staff. Students are grouped by need based on reading and math data and targeted interventions are provided using research-based resources. Students are assessed weekly to allow for regular progress monitoring. Adjustments to groups and resources are made as needed based on this data to ensure all students are showing growth. Enrichment groups are provided for ALL students that are meeting current benchmarks so they too can continue to grow in each subject area.

New this year is also a dedicated district support team for the school. District content specialists (ELA, Math, Science, MTSS) are assigned to Chasco Elementary weekly to ensure that all staff are highly trained, using quality instructional resources and strong planning and problem-solving practices.

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, or splitting classes among existing teachers, did not yield positive results or sustained learning for

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students and led to additional staff burnout. To address this issue, Chasco has moved to a specialization instructional model, with teachers only prepping for and delivering instruction in one content area, either ELA, Mathematics or Science. This will allow teachers to learn their content area more deeply and get to know their student strengths and areas for growth in this content, as well as reduce their teaching duties, thereby reducing stress.

Teachers providing interventions to only their own students was not effective. Teachers were not able to see each student regularly and were not able to target interventions to each student's specific need. Groups were too large and often did not happen with fidelity. This year we will share students among all grade level teachers, provide extra support through support facilitators, coaches, and ELL support staff, and implement a mandatory intervention time embedded in each grade level's schedule.

Lastly, teachers delivering instruction without an intentional focus on engagement was also ineffective and not only impacted student learning, but also student behaviors. This year, teachers at Chasco have been trained and will continue to receive coaching in Kagan Cooperative Learning strategies in order to increase engagement and excitement in learning.

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:

Accountable and Shared Leadership

The needs assessment results indicate a strong need for the leaders at Chasco 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 leaders at Chasco 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 principal supervisor, the Chief Academic Officer, and a systems specialist. The principal supervisor is a former elementary leader who has coached other turnaround leaders, and always maintained high student achievement at each school she led. She boasts 16 years of proven and successful leadership, and experience leading challenging populations.

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 guiding and supporting the decision making of the school leaders, assisting in removing barriers in the implementation of this plan, and ensuring alignment in all efforts.

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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. Her 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 layer of support this year includes intentional planning and connection between the district leadership team and the Bureau of School Improvement Regional Executive Director and her team. The BSI Team visited Pasco prior to the start of the school year to train the district support team in the state improvement plan and additional dates to identify trends in instructional needs across the district are scheduled.

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 and support plans have been developed for teachers and leaders at Chasco Elementary that will be supported, coached and monitored by the large district team in conjunction with the school leaders. This improvement plan includes:

Curriculum and Instructional Focus Areas

- Strengthen Professional Learning Communities to ensure consistency in standards aligned instruction and strong interventions
- Provide training, modeling and coaching around BEST to ensure students receive aligned instruction
- Training in Kagan cooperative learning strategies to increase student engagement in instruction

Culture Focus Areas

- Build a positive school environment through implementation of a HOUSE system within a strong positive behavior system
- 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 Chasco 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 ensuring that students are deeply engaged with grade level benchmark 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:

- Implement a STEM lab to increase student engagement
- Intensive Reading Pilot
- High Dose Tutoring

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- Extended School Day for student identified for a Progress Monitoring Plan

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 Chasco Elementary, because of recent staff turnover, and risk factors in the community, building and maintaining a 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 intentional efforts to ensure that they understand what is expected of them at work and that they feel their voice matters in their school. Pasco measures this district wide through a staff engagement survey, and all principals will be provided with professional learning resources to assist in their efforts to increase engagement and wellbeing.

This positive culture will extend to students and families through the implementation of a positive behavior system, rooted in the implementation of a HOUSE system within a strong positive behavior system. 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 be supported through family and community events.

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 has already met to review data and analyze trends and will continue to meet quarterly to monitor the school improvement plan.

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 Benchmarks for Excellence in Student Thinking for ELA and mathematics, as well as the Florida Standards for 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 BEST alignment across grade levels to improve background knowledge in social studies, science and the arts.

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The instructional programs for Math and ELA have been revised in order to align to the new ELA and Math benchmarks. Curriculum units and individual lessons have been adapted or rewritten in order to ensure alignment to new state standards. In English Language Arts there is a strong emphasis on foundational skill instruction in the science of reading for all students in grades K-2. The revised literacy block elevates the importance of this instruction and provides clear teacher and student look fors.

In the area of mathematics, the new instructional model leverages the BEST math benchmarks through small group instruction with a focus on concept development and procedural skill and fluency. In addition to targeted instruction that is standards aligned, students spend time each day engaged in blended learning where they have the chance to see standards specific tutorials along with multiple opportunities for practice that is aligned to their day-to-day learning. The 50/50 instructional model is aimed at accelerating learning for all students and developing their skills in grade level benchmarks.

Science instruction is prioritized in all grade levels. Students have access to daily instruction using a blended learning model that is built upon the “5 E” model of science instruction. Students have the opportunity to utilize a wide variety of resources in hands-on labs as well as virtual simulations all aligned with state standards. The addition of Pasco Investigates hands-on learning labs and the use of student facing Canvas courses for engaging instruction helps to ensure teachers have the tools and resources necessary to provide quality learning experiences.

Social studies instruction is prioritized using available curriculum resources that are provided to all teachers. There is intentional planning and alignment with ELA instruction in order to support the building of knowledge around important social studies concepts and maximize instructional time. In addition to the curricular resources, a year-long plan for Required Instruction topics has been developed and provided for each grade level. This planning tool assists in providing quality learning experiences that are aligned to grade level 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.

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 K-8 will be administered the FAST in ELA and Mathematics three times per year. Students in grades 3-8 will be administered the NWEA in Science three times per year. Quarterly Checks will be administered in Civics three times per year. Additional unit assessments will be available in ELA, Math, Science, and Social Studies for ongoing monitoring at the classroom and team level. Each assessment is aligned to the B.E.S.T. standards.

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 the Chief Academic Officer will facilitate quarterly Priority Improvement Workshops for BSI principals and members of their coaching team. This support will delve into the systems required for school improvement, specifically related to ensuring each student access to high quality core instruction and certain, urgent access to just-in-time interventions to fill learning gaps. Additionally, these sessions will require principals to bring evidence of implementation of their SIP and evidence of the impact of their actions on student learning, in conjunction with our state BSI Team.

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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.

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.

Mr. Johnson began his administrative career in Hillsborough County Schools at Sulphur Springs Elementary in 1997, which had similar demographics and community needs, and was instrumental in transformational change leading to an improvement in the school grade from an F to a C. After several additional assistant principal positions, Mr. Johnson was placed at Palm River Elementary School in 2007, where he was able to maintain a grade of a B or C at this challenging Title 1 school. In 2012, he became the leader of Mort Elementary, and Mr. Johnson was able to create improvements not only in student achievement, moving the school from a D to a C grade, he also increased staff retention, developed positive community partnerships, and improved the school culture. Mr. Johnson was then the Director of Federal Programs from 2019-2021, when he moved to Pasco County Schools to lead Chasco Elementary.

Mr. Johnson's Assistant Principal is Michael Tonich, who spent eight years of his career as an ESE Instructional Assistant in both Title I and Non-Title 1 elementary self-contained settings. He then began his teaching career, teaching 5th grade elementary with ESE inclusion for three years and gifted inclusion for two years. He then moved to 2nd grade to gain experience in early literacy education. Mr. Tonich began his administrative career at Chasco Elementary in January 2020. He has served the school as the leader who has stayed to support the teachers and students through the transition to a new principal with turnaround experience. At the current time his role is to support math and science and ESE Inclusion in grades 3rd -5th as he has experience in these areas.

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.

In accordance with State Rule 6A-1.099811, and in response to the designation of the F grade for Chasco Elementary School for the 2021-2022, Pasco County Schools appealed and recommended the retention of the current principal at the school, William Woodland Johnson, as his leadership at the school was only 23 weeks prior to state testing. Mr. Johnson is a proven turnaround leader and has the leadership experience needed to ensure that Chasco Elementary improves. This request was approved by the BSI Team.

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.

Currently, we have a Human Capital Partner assigned to Chasco Elementary to assist in the recruitment in order to obtain qualified, certified personnel. During the summer throughout the school year, we have assisted on site with interviews, phone screening and reference checks. Our hiring process for BSI schools includes a

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careful review by the Human Resources team and an approval process through our Accountability Research and Measurement Department to ensure that all new hires do not have less than an Effective VAM.

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.

This year, significant time and effort has been spent in recruitment and retention of teachers. Despite this, significant hiring gaps and staff vacancies exist in each school. Because of this barrier, staff from previous years who remained at the school, and who did not have an Effective or Highly Effective state VAM rating were either moved to instructional positions that did not directly impact student learning or were required to be placed on an Academic Improvement Plan and receive mentoring from an Effective or Highly Effective teacher or coach to ensure improvement in student outcomes. This plan will be monitored by the Chief Academic Officer, as well as the district Director for Employee Relations. Additionally, targeted and frequent recruitment efforts are continuously occurring for all BSI schools, led by the district Human Resources department.

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.

This year, significant time and effort has been spent in recruitment and retention of teachers. Despite this, significant hiring gaps and staff vacancies exist in each school. Because of this barrier, staff from previous years who remained at the school, and who did not show evidence of increasing student achievement were either moved to instructional positions that did not directly impact student learning or were required to be placed on an Academic Improvement Plan and receive mentoring from an Effective or Highly Effective teacher or coach to ensure improvement in student outcomes. This plan will be monitored by the Chief Academic Officer, as well as the district Director for Employee Relations. Additionally, targeted and frequent recruitment efforts are continuously occurring for all BSI schools, led by the district Human Resources department.

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.

The department of Human Resources carefully monitors the hiring and placement of any teachers who hold temporary certifications or are out of field and has ensured that the number of such personnel assigned to Chasco Elementary is not more than the district average.

Ensure that K-12 intensive reading instruction is provided by teachers certified or endorsed in reading.

The department of Human Resources carefully monitors the assignment of any teachers to courses with students identified as needing intensive reading intervention and does not approve any such assignments for teachers who do not hold a certification or endorsement in reading.

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

Correlation between SIP and TOP-2:

The CHES needs assessment conducted at the school and with the CAT resulted in the focus on building stability with strong strategies. The SIP strategies were designed to support these identified causes of low performance:

- Lack of teacher knowledge of BEST
- Lack of support for struggling students
- Student engagement in instruction
- Lack of student behavior expectations
- Teacher/staff vacancies

SIP:

Accountable and Shared Leadership

Strengthen Professional Learning Communities to ensure consistency in standards aligned instruction and strong interventions

- Leadership Team will work to increase communication and collaboration among staff through PLCs and support the implementation of benchmark aligned tasks and engaging instructional strategies (Kagan).
- MTSS specialist will create a framework for collecting and analyzing data in order to develop a multi-tiered approach for student learning and behavior needs. Additionally, she will support teachers and staff with professional development as determined during data collection and analysis. (Tier 1/Tier 2/Tier 3)

Benchmark Aligned Instruction and Learning (for student and adult learners)

Priority benchmarks are a carefully selected subset of the total list of the grade-specific and course-specific benchmarks 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.

- Academic coaches will provide training, modeling and coaching around BEST to ensure students receive aligned instruction
- Academic coaches with PLCs to identify focus benchmarks for each content area, analyze data, design instruction and provide intervention (Tier 1/Tier 2)
- Leadership team will monitor for evidence of implementation through weekly IPG walkthroughs (Tier 1)
- Principal will create a science STEM lab that incorporates technology and engineering. (Tier 1/Tier 2)
- Principal will hire a science interventionist to create cross-curricular scientific labs to enhance higher-order thinking. (Tier 1/Tier 2)

Positive Culture and Environment

Research shows positive trends in the academic and behavioral growth of students in schools within districts with systematic character-building approaches. (Kendziora & Yoder, 2016). The Centers for Disease Control determined that trauma is the single largest crisis facing our nation. By investing in the mental 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.

- Principal will build a positive school environment through implementation of a HOUSE system within a strong positive behavior system, involving students and staff

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- 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 support team members for Chasco Elementary meet with the school leadership team weekly to get feedback on what specific supports are needed in each content area based on walkthrough data, assessment data, PLC planning sessions, and identified teacher deficits. The MTSS support specialist coordinates the response, records the response, and plans for the next steps. The district support team also meets biweekly with assistant superintendent/principal supervisor to discuss implementation of improvement plans and student data points.

The district support team also is working to align their supports directly to the findings and action plan from the BSI Instructional Review to reduce any disparate inputs for the school and ensure that all supports are creating effective improvement efforts.

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, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. 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

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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. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
5. Identify progress monitoring and summative assessments aligned to Florida’s 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.
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

Describe the district leadership team and its role in implementing the DMT plan.

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.

To plan for the 2022-2023 year, the District Leadership Team identified dates beginning in April 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 Learn in July, 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 Turnaround BSI schools, Priority BSI Schools, Focus 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

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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.

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.

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.

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.

The instructional programs for Math and ELA have been revised in order to align to the new ELA and Math benchmarks. Curriculum units and individual lessons have been adapted or rewritten in order to ensure alignment to new state standards. In English Language Arts there is a strong emphasis on foundational skill instruction in the science of reading for all students in grades K-2. The revised literacy block elevates the importance of this instruction and provides clear teacher and student look fors.

In the area of mathematics, the new instructional model leverages the BEST math benchmarks through small group instruction with a focus on concept development and procedural skill and fluency. In addition to targeted instruction that is standards aligned, students spend time each day engaged in blended learning where they have the chance to see standards specific tutorials along with multiple opportunities for practice that is aligned to their day-to-day learning. The 50/50 instructional model is aimed at accelerating learning for all students and developing their skills in grade level benchmarks.

Science instruction is prioritized in all grade levels. Students have access to daily instruction using a blended learning model that is built upon the “5 E” model of science instruction. Students have the opportunity to utilize a wide variety of resources in hands-on labs as well as virtual simulations all aligned with state standards. The addition of Pasco Investigates hands-on learning labs and the use of student facing Canvas courses for engaging instruction helps to ensure teachers have the tools and resources necessary to provide quality learning experiences.

Social studies instruction is prioritized using available curriculum resources that are provided to all teachers. There is intentional planning and alignment with ELA instruction in order to support the building of knowledge around important social studies concepts and maximize instructional time. In addition to the curricular resources, a year-long plan for Required Instruction topics has been developed and provided for each grade level. This planning tool assists in providing quality learning experiences that are aligned to grade level standards.

Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).

All intervention programs and instructional strategies used are evidence-based and target students with significant reading deficiencies. The strategies and programs focus on explicit, systematic phonemic awareness and phonics instruction in a manner that includes multi-sensory learning methods. Each

program used with students meets the requirements established in the K-12 Comprehensive Evidence-Based Reading Program and is provided by a reading endorsed and/or specially trained teacher.

Identify progress monitoring and summative assessments aligned to Florida’s Standards that will be used in the school.

Students in grades K-8 will be administered the FAST in ELA and Mathematics three times per year. Students in grades 3-8 will be administered the NWEA in Science three times per year. Quarterly Checks will be administered in Civics three times per year. Additional unit assessments will be available in ELA, Math, Science, and Social Studies for ongoing monitoring at the classroom and team level. Each assessment is aligned to the B.E.S.T. standards.

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.

Based on walkthroughs and initial beginning of the year assessments, it is evident that what is being planned in PLCs is not yet being instructionally delivered with efficacy. This shifted the district ELA support team member to providing side by side coaching and support for the school ELA coaches during the PLCs. She is also conducting weekly walkthroughs of the ELA classrooms with the leadership team so that she may provide relevant, timely feedback to teachers and identify the implementation barriers to provide immediate problem solving in planning.

The district math support team member is working with the teachers and coach in the PLC planning cycles to help teachers plan units that meet the rigor of the benchmarks. She is also providing ongoing onsite professional development in the mathematics BEST standards. The math support specialist conducts weekly walkthroughs of the math classrooms with the leadership team so that she may provide relevant, timely feedback to teachers and identify the implementation barriers to provide immediate problem solving in planning.

The MTSS specialist is recording all walkthrough data, supports provided by the district support team and meets with the principal weekly to ensure that supports are timely and in response to identified needs. Additionally, she conducts weekly walkthroughs and provides feedback to district and school leadership team. All members of the district support team participate in weekly classroom walkthroughs, leadership meetings, and PLCs at the school site.

Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.

As an additional layer of support, this school is assigned a district math, literacy and MTSS specialist that provides weekly on-site support to the School Leadership Team members, instructional coaches and teacher teams. Bi-weekly support in science and social studies is provided by district curriculum specialists along with monthly support with academic and social behaviors.

Each new teacher is provided a school-based mentor along with a year-long induction program aimed and helping new teachers learn instructional and classroom management strategies that support student learning.

New leaders (principals and/or assistant principals) are assigned a mentor who schedules dedicated time monthly to check-in and support. In addition to strong mentoring supports, new leaders participate in a focused year-long induction program that is aligned to the Florida Principal Leadership Standards and focused on enhancing technical and adaptive leadership skills.

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.

Remedial and supplemental instruction resources are prioritized for K-3 students in a variety of ways. All students have access to high quality instructional materials within a minimum of 120 min. of ELA instruction daily. Using beginning of the year FAST data, DIBELS assessment data and other information from beginning of the year screeners, teachers will determine the additional layers of support that are needed to assist students. Students who are identified with a substantial deficiency in reading are provided with additional layers of intervention during tier III intervention time using evidence-based intervention programs (Lexia, SIPPS, etc.). Along with intervention, students are also provided the opportunity to engage in supplemental support to accelerate learning through academic tutors who are trained to support literacy with a focus on students in grades K-3. Students in kindergarten have additional support via a kindergarten assistant who is trained in the evidence-based intervention program (Sound Partners). Kinder IAs work under the direction of the classroom teacher and receive ongoing training and support for the District Intervention Services team.

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

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 the school 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.

Describe the system that the district will put in place to review and monitor the effectiveness of the support.

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 BSI 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 BSI team has shared its menu of supports with the district. Meetings are held monthly with the District Leadership Team and the BSI 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.

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.

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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 complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

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

Educators

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

For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a School Improvement (SI) 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 SI 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.

Ensure that K-12 intensive reading instruction is provided by teachers certified or endorsed in reading.

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?

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

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

Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.

In accordance with State Rule 6A-1.099811, and in response to the designation of the F grade for Chasco Elementary School for the 2021-2022, Pasco County Schools appealed and recommended the retention of the current principal at the school, William Woodland Johnson, as his leadership at the school was only 23 weeks prior to state testing. Mr. Johnson is a proven turnaround leader and has the leadership experience needed to ensure that Chasco Elementary improves. This request was approved by the BSI Team.

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.

Mr. Johnson began his administrative career in Hillsborough County Schools at Sulphur Springs Elementary in 1997, which had similar demographics and community needs, and was instrumental in transformational change leading to an improvement in the school grade from an F to a C. After several additional assistant principal positions, Mr. Johnson was placed at Palm River Elementary School in 2007, where he was able to maintain a grade of a B or C at this challenging Title 1 school. In 2012, he became the leader of Mort Elementary, and Mr. Johnson was able to create improvements not only in student achievement, moving the school from a D to a C grade, he also increased staff retention, developed positive community partnerships, and improved the school culture. Mr. Johnson was then the Director of Federal Programs from 2019-2021, when he moved to Pasco County Schools to lead Chasco Elementary.

Mr. Johnson is already active in the community and feels that it is an integral part of change needed in school transformation. In his short time in the community, he has hosted family events and worked with the community to gain input on the areas of need and school improvement plan. He has also engaged the staff to build their capacity to help lead this school improvement effort and has gotten to know their strengths and needs.

Mr. Johnson's Assistant Principal is Michael Tonich, who spent eight years of his career as an ESE Instructional Assistant in both Title I and Non-Title 1 elementary self-contained settings. He then began his teaching career, teaching 5th grade elementary with ESE inclusion for three years and gifted inclusion for two years. He then moved to 2nd grade to gain experience in early literacy education. Mr. Tonich began his administrative career at Chasco Elementary in January 2020. He has served the school as the leader who has stayed to support the teachers and students through the transition to a new principal with turnaround experience. At the current time his role is to support math and science and ESE Inclusion in grades 3rd -5th as he has experience in these areas.

Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.

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Principal Johnson had the opportunity to determine if any changes were needed to the leadership team, including whether to change or add members. He was allocated an additional layer of support with an Administrative Intern, who functions as an Assistant Principal in training. In addition, for this new school year, he was able to hire every instructional coach, as well as a Science Intervention Teacher to join his leadership team. These staff are new to their roles, but have experience as quality teachers in our district, and earned Effective or Highly Effective VAM scores in their former positions.

Coaches at this school will also receive an additional layer of support to build their expertise in school turnaround. The district Program Coordinator for Coaching is working directly with the coaching expert on our BSI team to develop and deliver this critical support.

Does the district offer incentives to attract and retain principals willing to lead a turnaround school?

The district is utilizing the UniSIG Supplemental Teacher and Administrator Allocation to recruit and retain principals to lead turnaround schools. The qualifications for the principals at these schools align with the requirements of this funding to provide an allocation of up to \$15,000 for these leaders.

How does the district build the capacity of turnaround leaders?

To build the capacity of turnaround leaders the district partners with the Harvard Turnaround Leadership program and leverages courses focused on Leading Learning, Developing Oneself, Driving Change, Leading for Excellence in Equity and Managing Evidence to develop and enhance the instructional leadership skills of school-based principals and assistant principals. A combination of self-paced coursework along with an annual Turnaround Leader conference are intended to develop strong leadership skills that leaders can apply in their schools to support improvement. Along with the coursework and Harvard partnerships, leaders in Turnaround schools are brought together each quarter to engage in school improvement clinics. These clinics target specific instructional leadership skills and provide leaders the opportunity to learn, reflect and action plan based on their school's needs.

What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?

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 this decision-making process.

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?

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.

If, after an appropriate period of time for school improvement, Mr. Johnson and his leadership team do not succeed in improving student outcomes at Chasco Elementary School, Pasco County Schools will seek to partner with an external operator to provide additional support.

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

Assurance 2: Narrative of School Capacity- Educators

In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment and retention incentives and professional development and coaching support provided by the district. At a minimum, reply to the following:

1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?
2. How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?
3. Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?
4. Does the district offer incentives to 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?

The district hosted specific hiring events at each of our turnaround schools. These schools were given priority during the hiring process. The schools are responsible for the hiring process, but the school administration works closely with their District recruiter who prioritizes candidates for their school. HR also prioritizes turnaround schools through social media advertising.

Additionally, as a new strategy, the district partnered with TPG, an international cultural exchange program, to hire certified international teachers. Our turnaround schools were a priority for this initiative. The district has also contracted with several staffing agencies for substitutes and provides ensures that these school vacancies and openings are prioritized in the assignment process.

Currently, our Human Capital Partner Team is working with the administration at Chasco Elementary to continue 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 certified instructional personnel when unexpected vacancies arise?

The district is experiencing unprecedented numbers of vacancies in every school. Despite this challenge, Human Resources tracks vacancy data and prioritizes sending qualified candidates to turnaround schools. The district partnered with TPG an international cultural exchange program to hire certified international teachers. Our turnaround schools were a priority for this initiative. The district has also contracted with several staffing agencies for certified ESE teachers at these priority schools

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?

For the 2022-2023 school year, Pasco schools will not offer a bonus for teachers at turnaround schools. We anticipate being able to utilize Turnaround School Supplemental Services funds for the 2023-2024

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

school year to offer a \$2,000 bonus based on student growth shown by the state FAST assessments. The criteria for this bonus will be negotiated with BSI and the United School Employees of Pasco. An MOU will be developed.

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

Pasco Schools utilizes the UniSIG Supplemental Teacher and Administrator allocation to recruit and retain personnel at turnaround schools. Based on 2022 VAM, teachers at a turnaround school as of September 15, 2022, with an effective VAM rating are eligible for an allocation of up to \$7,500. Additionally, those with a highly effective VAM rating are eligible for an allocation of up to \$15,000.

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 SI 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?

Human Resources has engaged in specific job fairs, social media posts, and videos to attract and recruit Highly Effective and Effective teachers. These videos and social media posts targeted advertising programming at these schools as well as the monetary incentive. See video here: <https://youtu.be/8ROToGNXGqA>. This year, the transfer window was also extended only for teachers moving to these BSI schools from other schools in the district.

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

No instructional staff members were re-assigned this year due to the unprecedented number of staff and teacher vacancies across our district in every school. Any such staff are required to engage in an Academic Improvement Plan and receive mentoring support from an Effective or Highly Effective teacher or coach.

Two of the instructors with a less than Effective VAM are in non-classroom roles. One of the instructors is a part time employee, now working in a non-instructional role.

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

No instructional staff members were re-assigned this year due to the unprecedented number of staff and teacher vacancies across our district in every school.

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

The district is experiencing unprecedented numbers of vacancies at every school. Due to this challenge, not all vacancies have been filled. The district continues to prioritize filling vacancies at turnaround schools utilizing the strategies listed above.

Current vacancies that remain include:

Kindergarten teacher
ESE Support Facilitator
School Counselor

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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	0	7	4	3
School %	0	50	28.57	21.43
District %	6.7	60.8	19.6	12.9
State %	9.9	64.8	14.4	10.8

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
Vanessa Hilton, Chief Academic Officer
Contact information: email, phone number
vhilton@pasco.k12.fl.us , 813-794-2650
Date submitted to the Bureau of School Improvement (due October 1)
10/10/22
Superintendent signature (or authorized representative)
