



TOP-2

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

Pinellas County Schools
Tyrone Middle 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
Tyrone Middle School/ 4611

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.

Pinellas County Schools is committed to academic excellence in creating the highest possible performance outcomes for the students at Tyrone Middle School. As such, the district has conducted an extensive analysis of the supports and interventions in place at Tyrone Middle School as part of its annual review of student performance data and the district's commitment to continuous improvement. This review includes a longitudinal analysis of the interventions in place presently, as well as those piloted and modified at the school over the past five years.

A district team met with the school leadership team and the Community Assessment Team to review school data, determine causes related to the school's growth areas and make recommendations for improvement. A full rendering of our analysis and the substantive conclusions are offered via this

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document and are specific to the unique opportunities and challenges at Tyrone Middle School related to the following domains:

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

Pinellas County Schools is fully committed to supporting Tyrone Middle School as part of its differentiated system of supports for schools. The district's tiered-support model continues to evolve and mature as data are reviewed and best practices are identified. Based upon our analyses of the school's contemporary trends, we have concluded that the best solution in supporting Tyrone Middle School is to build upon the successes already in place via the district's Transformation Zone, and supplement those with additional resources considering the findings of this needs assessment.

The district is proud of its successful history of school improvement, and we recognize that our efforts at Tyrone Middle School must be executed and monitored even tighter to sustain the school's continuous instructional and leadership growth. As evidenced by the district's steady drop in D and F schools, the district's Transformation Zone has a strong record for supporting schools in turnaround and the assignment of Tyrone to the intensive supports provide within the zone ensures that improvement will continue. In fact, in 2021-2022, the district exited all schools from turnaround status, which is a testament to our School Board's willingness to do "whatever it takes" to ensure student achievement for all. Under the leadership of Superintendent Kevin Hendrick, Pinellas County Schools has a strong reputation for taking aggressive and proactive approaches to improving its local schools.

We believe that the actions outlined in this Turnaround Option Plan will advance the school beyond the minimum standards to attain a grade of C and provide lasting success moving forward.

Summary of key strategies / interventions

Robust supports already in place:

- Dedicated support from the district's Transformation Zone team, including weekly visits to the school, review of lesson plans, classroom walkthroughs and analysis of assessment data.
- Extended Learning Programs funded by the district and community partners. This includes an after-school program that provides students with quality reading and mathematics instruction.
- Recruitment / retention / and school performance salary packages (up to \$25,000 additional pay).
- Hiring and recruitment advantages outside of the teacher contract that are provided to schools (e.g., the ability to hire outside of the contractual transfer window, unique job fairs, etc.).
- Full-time, embedded instructional coaches and lesson-planning support (ELA, Math, Science and MTSS).
- Additional paraprofessionals and teacher interventionists to support instruction and small-group intervention.
- Additional support services personnel (full-time psychologist, social worker, and counselor).

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Additional supports planned for 2022-2023:

- A new principal with turnaround experience and a track record of strong academic gains at a nearby Title 1 school. One-on-one coaching of the new principal provided by the district’s Chief Transformation Officer.
- District assignment of its most effective Instructional Staff Developers in ELA, Math and Science to provide the embedded coaches at Tyrone with weekly support (coaching the coaches).
- Weekly support from the Transformation Zone Literacy Coach, ESE Specialist and District Math Specialist as needed.
- Use of the iReady and IXL intervention curriculum for ELA and Math after a review of student “gains” showed that additional resources were needed.
- Supplemental support for students using strategies from (AVID) Advancement Via Individual Determination to build successful academic habits.

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. The district-managed turnaround plan will entail implementation of a whole-school transformation model. Results from the needs assessment will be addressed through strategies described in the three domains below.

STRENGTHS AND OPPORTUNITIES

The needs assessment process revealed strengths and opportunities for improvement at the district and school levels in three domains—Accountable and Shared Leadership, Standards-Based Instruction and Learning, and Positive Culture and Environment. Identified strengths will continue to be leveraged for continuous improvement. Opportunities for growth will be strategically addressed through implementation of this Turnaround Option Plan.

1. Accountable and Shared Leadership

Strengths: The Pinellas County School District recruits, develops and retains highly-effective school leaders by providing multiple, differentiated and timely supports to build instructional leadership for

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highest student achievement. This includes guidance for strategic, efficient utilization of available human and fiscal resources. Some existing strategies and supports are:

- The selection of the principal, assistant principals and instructional coaches at all Transformation Zone schools (including Tyrone Middle School) is conducted through a series of interviews and a review of employee work history that is intended to locate leaders who have strong turnaround competencies.
- The principal at Tyrone Middle School is a veteran principal with vast experience in leading a previous middle school in turnaround and has also served as the executive director of middle school education. She is entering her first year as the principal at Tyrone. School performance metrics and observational data show that the principal has the ability to galvanize a team and align teachers to the skillsets (qualities of an effective turnaround leader).
- A primary role of the Chief Transformation Officer is to provide ongoing support for principals to create and sustain optimal conditions for learning at schools identified for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).
- Particularly in our TOP-2 schools, essential strategies for school support include ongoing training in school turnaround strategies and solutions, restorative practices and equity pedagogy.
- Transformation Zone staff engage in quarterly data chats with school leaders and provide ongoing, job-embedded coaching in critical competencies for leadership and school operations.
- An AdvancED® survey is administered districtwide to administrators, teachers, students and parents, and results are utilized for strategic planning and data-driven decision making.

Opportunities for Improvement:

- The district's Transformation Zone supports several district schools and, as such, must effectively differentiate the team's onsite visits to schools in monitoring and growing leadership at Tyrone Middle School and other schools with recent changes in leadership (new or newer principals, etc.). Still, the track record of the incoming leadership team at Tyrone should make the transition easier than most. The Transformation Zone team will make weekly visits to the school and one-on-one coaching of the principal by the Transformation Zone Chief will occur.
- The leadership team at Tyrone is instructionally strong, though the team is new to working together and must quickly build strong relationships among each other and the staff. This will require coaching and monitoring by the Transformation Zone team.

2. Standards-Based Instruction and Learning

Strengths: The Pinellas County School District provides structures and resources to support teacher collaboration for professional growth. The role of teacher leadership is acknowledged and celebrated as integral to authentic and sustained school improvement. The Pinellas County School District supports rigorous, standards-based, culturally responsive instruction in all classrooms, as well as enrichment and extension of learning beyond the classroom. Instruction is thoughtfully planned to foster the 21st century skills of critical thinking, effective communication, authentic collaboration and creative approaches to problem solving for all students. Some existing strategies and supports are:

- Teachers participate in weekly Professional Learning Communities (PLCs) where they share instructional strategies, review and discuss samples of student work, analyze formative assessment data and receive pedagogical support from instructional coaches.

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- Teachers participate in facilitated observations of effective instructional strategies, with processes for reflection and planning.
- Job-embedded instructional coaches provide side-by-side support and guidance for teachers during daily instruction.
- An Elevating and Celebrating Effective Teachers and Teaching (ECET2) program is implemented to foster teacher leadership and advocacy.
- A strategic focus is placed on providing our TOP-2 schools with the most effective instructional staff members possible and the professional development training and supports to help them understand the unique competencies and collaborative skills required to teach in more challenging school environments.
- High-quality, research-based instructional materials and resources are provided for teachers to support rigorous, benchmark-based instruction that engages all learners.
- Curriculum guides are utilized to facilitate effective lesson planning and appropriate pacing of instructional units.
- A restructured instructional day provides increased learning time throughout the week, and a technology based Beyond the Classroom initiative supports continued student learning over weekends and holidays.
- The Florida Assessment for Student Thinking (FAST) is administered in reading, mathematics, and district common assessments are administered in science three times a year to provide timely, reliable data for measuring student progress and guiding instruction.
- Short formative assessments are also administered around key benchmarks, with feedback provided immediately to teachers and grade-level teams to support planning around standards that may require reteaching.
- In our Transformation Zone schools that require a TOP-2 plan, recruitment, retention and performance incentives are provided to recognize and reward ambitious instruction and increased student achievement.

Opportunities for Improvement:

- Tyrone has opportunities for growth in strengthening the rigor of core instruction to ensure students are working at the complexity of the standards. To support school improvement in this regard, the district has provided a full-time ELA, science and math coach. The district will train the school's coaches and teachers on text and task complexity and the instructional shifts.
- The district has also coordinated biweekly visits to the school to conduct instructional rounds and action key drivers to move learning forward.
- The school should be mindful in addressing critical reading standards in support of student growth. While progress was evident in writing strands, reading strands saw less improvement.
- Another growth opportunity is providing students with intensive, differentiated support and scaffolded instruction to remediate all learners (especially ELL students). In response, the district has better aligned this classroom intervention time and has added the iReady and IXL intervention curriculum in support of improved ELA and Math results.
- Tyrone has also hired additional instructional staff developers to support scholars and teachers at the school.

Specific Strategies to Support Standards-Based Instruction / Learning

Strategy 1: Provide rigorous, standards-based, culturally responsive core instruction.

Pinellas County Schools works to ensure that every student masters the Florida benchmarks each year. This mastery level expectation includes supports to develop background knowledge for students who do not bring the same sets of experiences to the benchmarks. In primary and intermediate grades, students learn through and curriculum, supported by job-embedded instructional coaches. These units are designed based on the Marzano instructional framework, and they provide explicit opportunities for differentiated scaffolding, selection of materials, and increased rigor based on students' needs.

Students will use a range of subject-specific knowledge, concepts and skills to develop a deeper understanding of grade-level standards, facilitated by an inquiry-based learning approach. Students will receive supplemental support using Advancement Via Individual Determination (AVID) strategies to build successful academic habits to prepare for middle and high school. Selected teachers will have the opportunity to participate in the AVID summer institute to learn the latest in AVID methodologies and strategies to successfully implement the program.

Reading proficiency will be continually monitored using district-administered progress monitoring assessments, iReady and IXL, and instruction will be adapted to accelerate or enrich students, based on progress monitoring measures. Tyrone is supported by supplemental paraprofessionals and instructional staff developers to serve as "teaching partners" who support increased learning and improved engagement in classrooms daily.

Pinellas County voters approved a referendum that provides additional funds for reading, technology and the arts to support this core curriculum. In all cases, culturally-rich supplemental materials are provided to schools through district funds and referendum funds.

School staff will apply knowledge of culturally responsive instruction in three key areas:

1. The Classroom Environment – Teachers will engage in thoughtful, intentional planning to ensure the learning environment is characterized by clear learning targets, a knowledge-rich, culturally relevant curriculum materials, and student-centered teaching and learning.
2. Components of Learning – Teachers will design and implement instruction in a manner that allows students to gather, process, store and retrieve academic content through lessons designed to tap into students' semantic, episodic, procedural and reflexive memory.
3. Engaging Culturally Diverse Learners – Teachers will incorporate AVID's Culturally Relevant Teaching and the 6 M's of Culturally Responsive Instruction (Conage, 2014) into lesson planning and daily instruction. Lesson plans and pedagogical practice will be characterized by an intentional focus on:
 - Meaning – Scaffolding learning by making relevant connections between students' lived experiences, interests, cultural assets and/or funds of knowledge.

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- Models – Using explicit methods and concrete examples as a bridge to help move students from what they already know and can do towards meeting the identified standards for proficiency and performance.
- Monitoring with feedback – Using strategies and structures to assess understanding, provide useful, timely feedback and celebrate student’s progress towards identified standards.
- Mouth – Using strategies and structures to help students with processing content through recitation, dialogue, discussion or debate.
- Movement – Using strategies and structures to help students with processing content through active engagement.
- Music - Using strategies and structures to help students with process content through rhythm and song.

Strategy 2: Provide academic enrichment and extension.

Academic enrichment and extension opportunities will be provided for students through a coordination of funding sources (district, Title I, UniSIG). Students will have access to enrichment clubs and activities before and after school. Through a collaborative partnership with the R’Club, extended learning programs for students provide a safe environment for students and families in need of these services. This partnership ensures that dependable before and after care is provided to participating families. The partnership with the R’Club (housed on the Tyrone Middle School’s campus), will continue to provide extended learning time for students who participate in the extended learning program throughout the year. Participating students have weekly access to small group tutoring and the online iReady curriculum for reading and mathematics. In addition, enrichment overlays are provided through a variety of asset and interest-based club activities.

Strategy 3: Provide timely, effective intervention for students not meeting standards.

Instructional coaches for Multi-Tiered Systems of Support (MTSS) will assist with analysis of data to determine and develop effective interventions. Instructional staff developers will provide focused support for English Language Learners, ESE students and students needing Tier 2 and Tier 3 interventions.

2. Positive Culture and Environment

Strengths: The Pinellas County School District facilitates the development and preservation of learning conditions that are most conducive to student learning. Supplemental instructional and student services resources are strategically allocated to remove barriers and provide differentiated supports, based on students’ needs. The Pinellas County School District advocates authentic engagement of families and the community as allies in educating all students. We recognize that our family, business and community partners possess unique experiences, perspectives and knowledge that are essential to improving learning outcomes for all students and closing achievement gaps. Some existing strategies and supports are:

- School teams receive training and ongoing support for effective implementation of Positive Behavioral Interventions and Supports (PBIS) and Multi-tiered Systems of Support (MTSS).
- School teams receive training and support for implementation of restorative practices, as well as guidance for analysis of discipline disparities and action planning.

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- Supplemental instructional and student services personnel (paraprofessionals, psychologists and social workers) are assigned to our TOP-2 schools to provide a network of supports to meet academic and social-emotional needs of students.
- Extended learning programs are provided to ensure students receive timely, effective intervention and enrichment during the school year and to mitigate learning loss during the summer.
- The Dual Capacity-Building Framework for Family-School Partnerships (SEDL, 2013), based on the work of Dr. Karen Mapp of Harvard University, provides a research- and evidence-based foundation for family and community engagement.
- Workshops with an explicit link to learning are offered for families throughout the school year, and surveys are administered to inform continuous improvement of offerings.
- District leaders and school principals met most recently with the Community Assessment Team, September of 2022 to review school performance data, celebrate successes, examine root causes for academic underperformance, brainstorm solutions and identify needed supports for our TOP-2 schools.
- The Superintendent facilitates multiple family and community forums throughout the district. Written feedback received during these transparent and collaborative sessions is utilized to identify and implement relevant strategies and supports, particularly those that will lead to closing of achievement gaps.

Opportunities for Improvement:

Tyrone Middle School has opportunities to grow in creating structured, Tier 1 expectations for all students. These structures were clearly outlined but not always consistently followed to fidelity in previous years and that has contributed to lower student achievement. The school has made “conditions for learning” a top priority and maximizing these conditions across all classrooms.

The new principal at Tyrone has been working closely with the Transformation Zone team and processes at the school have already improved.

The school also has opportunities for growth in eliminating barriers to student well-being and increasing the emphasis on providing social-emotional supports for the whole-child to optimize the learning environment. The school is committing to combatting this challenge as part of a whole-school, whole-child approach.

Part B.

District-Managed Turnaround Plan Assurances:

District Capacity and Support

District A-Team / Turnaround Schools / Weekly Monitoring and Support

Pinellas County Schools has established a district-level monitoring team (called the A-Team) in support of these schools that meets every Monday to discuss the school trend data and related academic and operational supports required to move the schools forward. This team is led by the Superintendent and has

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full authority to remove all barriers to school improvement. The team is comprised of the following district leaders:

- **Superintendent:** Kevin Hendrick
- **Deputy Superintendent:** Dr. William Corbett
- **Chief Transformation Officer:** Mrs. Donnika Jones
- **Area Superintendent for each school:** Dr. Christen Gonzalez, Mrs. Stephanie Woodford, Dr. Dywayne Hinds, Mr. Michael Vigue
- **Associate Superintendent for Teaching and Learning Services:** Dr. Daniel Evans
- **Executive Director for Middle School Education:** Mrs. Erin Phelps
- **Regional Executive Director:** Dr. Lucinda Thompson

The district A-Team explained above has full authority to make changes and provide supports to the schools as needed. The team meets every Monday and relies on weekly updates from the schools via three related support mechanisms described below.

These three direct supports ensure that any and all actions, policies and procedures are implemented in support of school-based leadership teams at our turnaround schools.

- **Transformation Zone established.** This team is on the ground in the turnaround schools every week and is charged with coaching teachers and leaders in the key actions and pillars of school turnaround. The team is headed by our Chief Transformation Officer and reports progress, needs and next steps to Kevin Hendrick and the district A-Team so improvements can be made efficiently.

Both initiatives are designed around a series of research-based interventions and resources that have shown success in supporting similar schools across the country. The initiatives have focused on supporting the schools through additional classroom assistance, enhanced learning opportunities for children, behavior management systems, ongoing professional development, comprehensive mental and social counseling, enhanced family engagement, frequent district monitoring, preferential human resource supports and comprehensive wraparound services.

The interventions and resources are closely aligned to those outlined within the 5 Essentials framework that was developed through research conducted by The University of Chicago. The 5 Essentials are **effective leadership, collaborative teachers, supportive environment, involved families and ambitious instruction**. Rooted in the 5 Essentials framework, a theory of change was developed that aligned the work of the TZ around five pillars of school turnaround: ***Teaching and Learning; Aligned Staff; Culture and Climate; Leadership; and Systems and Operations.***

Goals

- **Immediate:** Build the capacity and effectiveness of school leaders and instructional staff to increase student achievement at each of the eight TZ schools.

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- **Long-term:** Apply a transference of best practices in the eight TZ schools to other school sites in the district to support a widespread increase in student achievement.
- **Classroom observation / site visits.** The Transformation Zone conducts ongoing site visits to our neediest schools and visits classrooms to observe growth in instruction specific to rigor and student engagement. Those results are shared immediately with the school-based leadership teams and every Monday at the weekly A-Team meetings and follow-up coaching and professional development is provided. These visits are coordinated with the Teaching and Learning Services division staff as needed.
- **School-Based Leadership Team observation / site visits.** The Chief Transformation Officer has direct oversight of the school curriculum, training and principal development. She visits with school leadership at each turnaround school to follow up on the actions suggested by her team and the A-Team following a site visit.

A Tiered Support Model / Differentiated Supports for School Improvement

Pinellas County Schools has invested in a vigorous support structure that creates an increasing number of strategies and interventions to support schools in need (see explanation in previous section above).

- **Tier 1** – Supports for All Schools
- **Tier 2** – Supports for DA and district Priority Schools
- **Tier 3 / 4** – Supports for Turnaround Schools

Tiered Supports / School-by-School Interventions

It should be further noted that Pinellas County Schools has developed its own listing of schools in need of tiered supports. Though this list is closely linked to student performance data and school grades, schools can be moved into tiers based on a variety of needs. This ongoing analysis is conducted through the work and data review of the district A-Team and allows for our district to connect schools to necessary supports during the school year, without waiting for school grades or a final list of CSI, TSI and turnaround schools from the state.

As it relates to changes to specific policies and practices required to implement change in the district's turnaround schools, the district has been successful to date in the following ways:

- **Teacher Contract:** Negotiations with teacher union regarding pay / extended day / transfer window / opt out.
- **Human Resources Practices:** Change in transfer window / involuntary transfers not placed in TSI schools.
- **Payroll / Differentiated Pay:** Recruitment / retention / school performance bonuses.
- **Discipline Policies:** Discipline Disparity research / equity research briefs. New restrictions on types of offenses that lead to suspension and limits on number of days of suspension (School Board supported).

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District Turnaround Office

As previously stated, the district formed the Transformation Zone in 2016 and hired a director as our district turnaround leader. The director position has now been upgraded to an assistant superintendent level and, as such, the new Chief Transformation Officer reports directly to the superintendent and has full authority to direct turnaround actions in those schools.

Assurance 2: Leaders

Pinellas County Schools has created a deliberate system for monitoring, supporting, coaching and evaluating administrators in its turnaround schools related to the key turnaround competencies needed to move our schools forward. In addition to the visits by the Transformation Zone team, the Chief Transformation Officer is charged with visiting the schools to shadow the school principal and direct the principal and administrative team on school structures, data analysis and instructional support.

The current principal at Tyrone is beginning her first year at the school. As part of the district's Transformation Zone, she will be required to present a quarterly data update to district leadership as part of the Transformation Zone's Compstat presentations. These efforts are designed to grow the school leader's current capacities and inform the district's decision as to the current leader's ability to move the school out of its turnaround status.

The district will also conduct regular visits to the school and coaching sessions from the Transformation Zone chief and those visits, as well, will provide further evidence of the leader's skills moving forward. The leaders at all turnaround school are monitored closely and will be considered for replacement if the district finds that the leader does not have the capacity to significantly improve student outcomes.

An ongoing search is underway to attract top leaders from around the state and nation as part of the work of our district's Talent Acquisition Team. Principals at our turnaround schools are provided substantial recruitment and retention bonuses, as well as performance bonuses based on school performance criteria.

Assurance 2: Educators

The district has been purposeful and deliberate in assuring that all teachers were observed adequately, and their instructional practice and student data results were analyzed to ensure that the best teachers were retained for the 2022-2023 school year. The district's offices of Human Resources Services; Professional Development; and Assessment, Accountability and Research compiled extensive teacher performance data in support of these decisions.

The data provided were:

- All final evaluation ratings per teacher.
- All scores per teacher in the area of instructional practice (Domain 1 of the Marzano scale) (principal's rating).
- All state VAM scores per teacher (as available).
- All district cycle / interim assessment data per teacher (teacher score versus school and district average).

It should be noted that these data were combined with related observational and teacher growth data that the principal used in making decisions about retention.

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Our district has negotiated specific contract language that provides the principal with the right to “opt out” teachers who are not showing adequate skill to work in challenging school environments. The principal and Transformation Zone chief reviewed each teacher at each school in supporting the principals in their retention decisions.

The district has provided several related hiring advantages to Tyrone, including:

- An open transfer window that allows these schools to advertise and hire teachers at any time during the year.
- An assurance that no teacher who was removed from another school can be placed at these schools without the principal’s support.
- Significant recruitment, retention and school performance bonuses.

Pinellas County Schools has conducted an extensive analysis of Tyrone Middle School as part its annual review of student performance data and the district’s commitment to continuous improvement. Specifically, the district has established an ongoing developmental, research evaluation of our turnaround initiatives and all of the strategies and interventions in place to support learning. The evaluation design is collaborative and involves mixed methods—both quantitative and qualitative. This allows for triangulation of information sources, and to provide a more in-depth understanding of our turnaround efforts as well as the strength and fidelity of implementation.

The recommendations provided for Tyrone Middle School are aligned to a recurring set of best practices and recommendations that have been revisited during the past three years. It is important to note that the data for Tyrone are evolving as new assessment and observational data are reviewed. For this reason, the Transformation Zone team meets each Monday with our Superintendent of Schools and key district leaders to remain nimble and actionable in their supports.

In reaching conclusions specific to Tyrone and its needs for 2022-2023, the Transformation Zone team employed both a resource and gap analysis methodology in the development of a whole-school transformation plan for the school. The components of the five-step needs assessment process are described below.

1. Review of Areas of Assurance – The needs assessment process commenced with a review of the areas of assurance outlined by the state. Each area of assurance was examined through the lens of our District Strategic Plan and Bridging the Gap Plan, which provide a framework for academic excellence and closing of achievement gaps through evidence-based, equitable educational practices. The guiding question for this review was, *“What is the district’s capacity and commitment to support the implementation of a whole-school transformation model?”*
2. Review and Analysis of Pertinent School Data – After making a determination of district capacity and commitment for implementation of a whole-school transformation model, a critical review and analysis of pertinent school data was conducted. Both qualitative and quantitative measures were examined, with the goal of creating a comprehensive school profile. The guiding question for this review was, *“What are the current school conditions for teaching, learning, and achievement?”*

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3. Resource Analysis and Asset Mapping – Subsequent to the review and analysis of pertinent school data, the existing assets and resources at Tyrone Middle School were identified. This process was informed by goals, strategies and resources outlined in the School Improvement Plan, Title I Schoolwide Plan and Turnaround Option (TOP-2) Plan. The guiding questions for this strategic analysis were, *“What is the school’s current capacity to effectively implement a whole-school transformation model? What supports are already in place?”*

4. Gap Analysis – Armed with information about existing assets at the school, an objective analysis was made to identify remaining gaps in resources and supports. Consideration was given to current federal, state and local resources. The guiding questions for this analysis were, *“What needs have not been adequately addressed by existing resources? How will additional resources address remaining gaps or augment existing supports to maximize the return on investment, without duplicating efforts?”*

5. Identification of High Yield Practices and Programs – The final step in the needs assessment process was the identification of evidence-based, high-yield practices and programs to address remaining gaps or enhance and extend existing resources. The guiding question was, *“What practices and programs will maximize our capacity to effectively implement a whole-school transformation model, based on this needs assessment?”*

The district also reviewed the results from the AdvancED® survey conducted at Tyrone Middle School. The 360-degree survey of school staff, students and parents support conclusions related to school environment, leadership capacity and family engagement. District leaders also met with the principal and with the Community Assessment Team to review school performance data, determine causes for the school’s performance and make recommendations for school improvement.

3-YEAR DATA TRENDS

A core component of our needs assessment process is an analytical review of three-year data trends for student achievement. For the years 2019 - 2022, Tyrone’s overall school grade points and proficiency rates dropped for ELA, Math, and Science. Additionally, the school saw significant drops in students making learning gains, especially among those students in the bottom quartile (L25).

Tyrone had previously shown steady improvement in gains so that must be a primary area of focus for the school to meet and sustain its goal of a C grade or higher.

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Three-year data trends are summarized in the tables below.

Tyrone Middle		ELA / Reading		Math		Science	Social Studies	MS Acceleration	Total Points Earned	% of Total Possible Points	Grade
2022	Proficiency	27		29		24	31	42	224	31%	F
	Gains	31 ALL	25 L25	33 ALL	38 L25						
2021	Proficiency	28		35		32	41	56	258	36%	D
	Gains	29 ALL	23 L25	39 ALL	38 L25						
2019	Proficiency	38		36		40	47	53	296	41%	C
	Gains	44 ALL	35 L25	39 ALL	38 L25						
CHANGE in Students Scoring Proficient / 3-Year TREND / All Grades		ELA -11		MATH -7		SCI -16	SS -16	Acc -11			

Tyrone Middle School	ELA	ELA Gains	ELA Gains L25	MATH	MATH Gains	MATH L25	SCI	SS	Acceleration	TTL PTS	% PTS	21	20	18	% Min	% Econ Disadv
2022	27	31	25	29	33	38	24	31	42	280	31%	F	D	C	59.1%	100%
2021	28	29	23	35	39	38	32	41	56	321	36%		D	C	57.7%	99%
2019	38	44	35	36	39	38	40	47	53	370	41%			C	52.8%	99.9%
3-Year TREND	-11	-13	-10	-7	-6	0	-16	-16	-11	-90						

STATE	ELA	ELA Gains	ELA Gains L25	MATH	MATH Gains	MATH L25	SCI	SS	Acceleration	TTL PTS	% PTS	21	20	18	% Min	% Econ Disadv
2022	53%			55%			48%	69%								
2021	52%			51%			48%	64%								
2019	55%			61%			51%	71%								
3-Year TREND	-2			-6			-3	-2								

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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:

Tyrone Middle School, in collaboration with Teaching and Learning Services leadership, will be using several updated ELA and Math resources to help teachers focus on standards-based curriculum. Teachers will receive ongoing professional development and coaching from school-based coaches and district staff.

Instructional staff will continue to implement the research-based Marzano tools that are aligned to unpacking the standards to identify critical content. Staff will participate in PLCs and Transformation Zone professional development that will focus on reading standards.

- Professional development will be provided to teachers by Transformation Zone instructional staff developers to help them understand the standards. The ELA coaches will continue the work through grade-level collaborative planning.
- Teachers will unpack benchmarks and align instruction, accordingly, develop rigorous learning targets on identified key standards.
- iReady and IXL are online programs that are an adaptive diagnostic that pinpoints scholars' down to the subskill level.
- Transformation Zone Team will help Tyrone create structures that will advance our priorities and support strong teaching and learning cycles, including: an instructional leadership team to drive the work, regular time for teachers to collaboratively plan from standards and analyze data and/or scholar work, routines to give teachers high-quality feedback and time reserved for meaningful leader reflection and preparation. Building content knowledge through planning and analysis.
- Teachers will utilize high-yield instructional strategies to develop number sense, flexibility and fluency alongside growth mindset.
- Through professional development, teachers will build an understanding of the benchmark Mathematical Shifts.
- Through collaborative planning with the academic coach, teachers will review benchmarks so that they will be better equipped at addressing misconceptions in math.
- Teachers will administer regular biweekly formative assessments, aligned to test specs, and utilize this data to strategically differentiate instruction and form intervention groups.

Progress monitoring will include biweekly assessment data; iReady data; district-administrated progress monitoring data and TZ team visits.

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

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.

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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

District-Managed Turnaround Plan Assurances:

District Capacity and Support

District A-Team / Turnaround Schools / Weekly Monitoring and Support

Pinellas County Schools has established a district-level monitoring team (called the A-Team) in support of these schools that meets every Monday to discuss the school trend data and related academic and operational supports required to move the schools forward. This team is led by the Superintendent and has full authority to remove all barriers to school improvement. The team is comprised of the following district leaders:

- **Superintendent:** Mr. Kevin Hendrick
- **Deputy Superintendent:** Dr. William Corbett
- **Chief Transformation Officer:** Mrs. Donnika Jones
- **Area Superintendent for each school:** Dr. Christen Gonzalez, Mrs. Stephanie Woodford, Dr. Dywayne Hinds, Mr. Michael Vigue
- **Associate Superintendent for Teaching and Learning Services:** Dr. Daniel Evans
- **Executive Director for Middle School Education:** Mrs. Erin Phelps
- **Regional Executive Director:** Dr. Lucinda Thompson

The district A-Team explained above has full authority to make changes and provide supports to the schools as needed. The team meets every Monday and relies on weekly updates from the schools via three related support mechanisms described below.

These three direct supports ensure that any and all actions, policies and procedures are implemented in support of school-based leadership teams at our turnaround schools.

Transformation Zone: This team is on the ground in the turnaround schools every week and is charged with coaching teachers and leaders in the key actions and pillars of school turnaround. A weekly update is provided to Mr. Hendrick and he and the Chief Transformation Officer conference weekly to discuss next steps.

Instructional Site Visits. The district’s Transformation Zone team conducts ongoing site visits to our TZ classrooms to observe growth in instruction specific to rigor and student engagement. Those results are

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shared immediately with the school-based leadership teams and every Monday at the weekly executive meetings and follow-up coaching and professional development is provided.

A key focus of our district is providing differentiated supports to our schools and allowing for unique flexibility and autonomy to our neediest schools (which are listed above as Tier 3 and 4 schools). This structure allows principals many options in writing unique plans to improve their schools. Chief Transformation Officer and her team have already begun working with each school team to design an instructional schedule and staffing model that meets each school's needs.

The schools have been provided greater flexibility in the following areas:

- **Instructional model and materials.**
- **Hiring and transfer processes and timelines.**
- **Teacher retention decisions.**
- **Intervention materials and supports.**
- **Scheduling / Budgeting / Title I Plans.**

School leadership teams in the district's turnaround schools are provided with both flexibility in scheduling, budgeting and the autonomy to decide which instructional and intervention resources would best supplement their core instruction based on the specific needs of their students. Recommended scheduling guidelines are provided to all schools in the district, but schools develop their individual schedules according to their own needs and instructional model. Likewise, schools are provided with base budgets and staffing models and subsequently can supplement or adjust these allocations to meet their needs. In addition, all schools are provided with instructional materials and resources according to student enrollment but can choose from a menu of research-based and proven tools to supplement their program as they see fit.

Great autonomy is also provided to schools related to their Title I plans and budgets (including extended learning budgets and plans) and to the design and manner of professional development at the school sites. The district allows principals in these schools to recruit, hire, train, review and, if needed, to "opt out" teachers. The schools have unique advantages as they can hire teachers at any point during the school year and do not have to take an "involuntary" transfer teacher they do not want. This degree of autonomy is outlined in our district personnel policies and teacher contract.

Reading and mathematics proficiency will be continually monitored using district progress monitoring assessments iReady and IXL and instruction will be adapted to accelerate or enrich students, based on progress monitoring measures. Tyrone is supported by supplemental instructional staff developers who support increased learning and improved engagement in classrooms daily

Metrics to Measure Success

Formative and progress monitoring measures include:

- Reading proficiency (BEST progress monitoring, district assessments and iReady)
- Math proficiency (BEST progress monitoring, district assessments and IXL)
- Science proficiency (District Common Assessments)
- Number of students accessing extended learning options – percentage growth.

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Summative outcomes include:

- Benchmark for Excellent Student Thinking reading and math proficiency (B.E.S.T.)
- Benchmark for Excellent Student Thinking reading and math gains (B.E.S.T.)
- Science proficiency (State assessment)

A Tiered Support Model / Differentiated Supports for School Improvement

Pinellas County Schools has invested in a vigorous support structure that creates an increasing number of strategies and interventions to support schools in need.

- **Tier 1** -- Supports for All Schools
- **Tier 2** – Supports for DA and district Priority Schools
- **Tier 3 / 4** – Supports for Turnaround Schools (Transformation Zone)

Tiered Supports / School-by-School Interventions

It should be further noted that Pinellas County Schools has developed its own listing of schools in need of tiered supports. Though this list is closely linked to student performance data and school grades, schools can be moved into tiers based on a variety of needs. This ongoing analysis is conducted through the work and data review of the district A-Team and allows for our district to connect schools to necessary supports during the school year, without waiting for school grades or a final list of DA and turnaround schools from the state.

Pinellas County Schools has committed to a number of strategies, interventions and supports for Tyrone Middle School that are already in place in our most challenging schools. Those include:

- Flexible instructional model. Dedicated intervention time.
- Increased teacher training. Additional training days each year are required in our Transformation Zone schools, supported by Title I and Title II funds.
- Increased leadership training, including monthly training around disciplinary disparity and implicit bias.
- Increased district monitoring and support (ex. weekly district A-Team meetings and ongoing site visits).
- Recruitment / retention / school performance pay bonuses, supported by Title I and Title II funds.
- A comprehensive data matrix on teacher effectiveness to support recruitment and retention decisions.
- Hiring and recruitment advantages provided to schools (ability to hire outside of transfer window, unique job fairs, etc.).
- Additional instructional coaches provided to schools per each school's needs, supported by Title I and Title II funds.
- Increased technology and software resources (take-home laptops for students), partially supported by Title I funds.
- Establishment of Transformation Zone team supported by Title I and Title II funds.

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As it relates to changes to specific policies and practices required to implement change in the district's turnaround schools, the district has been successful to date in the following ways:

- **Teacher Contract:** Negotiations with teacher union regarding pay / extended day / transfer window / opt out.
- **Human Resources Practices:** Change in transfer window / involuntary transfers not placed in DA schools.
- **Payroll / Differentiated Pay:** Recruitment / retention / school performance bonuses.
- **Discipline Policies:** Discipline Disparity research / equity research briefs. New restrictions on types of offenses that lead to suspension and limits on number of days of suspension (School Board supported).

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 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.

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

- ☒ 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?
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

Tyrone Middle School / Leadership Team

The school leadership team at Tyrone Middle School has a few new members to the school and the school is comprised of a strong, highly-qualified team of turnaround leaders. This includes the principal, assistant principal and skilled instructional coaches.

The principal, Mrs. Linda Burris, has joined Tyrone for the first time this year after a very successful job leading Largo Middle School (a former turnaround and Title 1 school in Pinellas County). During her tenure as principal there, Largo moved from a D to a B and saw double-digit increases (10+ percentage points) in nearly every school grade cell.

Mrs. Burris is a dedicated curriculum leader who has also served as the district's executive director of middle school education in the teaching and learning services division. Mrs. Burris has partnered with her teachers in designing her own curriculum and assessments tailored to the unique population of the students at her schools. She brings those skills to her new role at Tyrone.

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Principal Burris has the unique ability to influence others and rally them to a common cause. In fact, she has used those skills to successfully bring additional highly-qualified teachers and instructional coaches to Tyrone even during her first few weeks on the job.

Monitoring, Supporting Leaders

As mentioned above, Pinellas County Schools has created a deliberate system for monitoring, supporting, coaching and evaluating administrators in its turnaround schools related to the key turnaround competencies needed to move our schools forward. In addition to the visits by the Bureau of School Improvement (BSI) Team, the Chief Transformation Officer is charged with visiting the schools to shadow the school principal and direct the principal and administrative team on school structures, data analysis and instructional support.

District leadership will monitor student outcomes throughout the school year and administrative changes will take place if necessary.

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

Assurance 2: Narrative-School Capacity- Educators

The district has been purposeful and deliberate in assuring that all teachers were observed adequately, and their instructional practice and student data results were analyzed to ensure that the best teachers were retained for the 2022-2023 school year. While this school year has presented difficulties for the entire nation, the district's offices of Human Resources Services, Professional Development and Assessment, Accountability and Research compiled extensive teacher performance data in support of these decisions.

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The data provided were:

- All final evaluation ratings per teacher.
- All scores per teacher in the area of instructional practice (Domain 1 of the Marzano scale) (principal's rating).
- All state VAM scores per teacher (as available).
- All district cycle / interim assessment data per teacher (teacher score versus school and district average).

It should be noted that these data were combined with related observational and teacher growth data that the principal used in making decisions about retention.

As described above, the district developed an exhaustive data review of every teacher in the turnaround schools to ensure that only effective and highly-effective teachers were rehired, unless other data showed that the teacher was improving to a point that another year would benefit the teacher and learners at the school. In fact, our district has negotiated specific contract language that provides the principal with the right to "opt out" teachers who are not showing adequate skill to work in challenging school environments. The principal and district Transformation Zone chief reviewed each teacher at each school in supporting the principals in their retention decisions.

The district has provided several related hiring advantages to Tyrone Middle School, including:

- An open transfer window that allows these schools to advertise and hire teachers at any time during the year.
- An assurance that no teacher who was removed from another school can be placed at these schools without the principal's support.
- Significant recruitment, retention and school performance bonuses.
- A dedicated minority hiring team in Human Resources Services to recruit, hire and place teachers at our most challenging schools.

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.

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

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

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

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

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

Assurance 2: Verification-School Capacity- Educators

The district developed an exhaustive data review of every teacher in the turnaround schools to ensure that only effective and highly effective teachers were rehired, unless other data showed that the teacher was improving to a point that another year would benefit the teacher and learners at the school. In fact, our district has negotiated specific contract language that provides the principal with the right to “opt out” teachers who are not showing adequate skill to work in challenging school environments. The principal, Area Superintendent for each school and district Transformation Team reviewed each teacher at each school in supporting the principals in their retention decisions.

The district has provided several related hiring advantages to Tyrone Middle School, including:

- An open transfer window that allows these schools to advertise and hire teachers at any time during the year.
- An assurance that no teacher who was removed from another school can be placed at these schools without the principal’s support.
- Significant recruitment, retention and school performance bonuses.

All core instructional positions are filled by certified instructors.

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	27	1	9
School %	2%	71%	2%	24%
District %	9%	63.1%	16.2%	11.7%
State %	10%	63.4%	14.8%	11.4%

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

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
Donnika Jones, Chief Transformation Officer
Contact information: email, phone number
jonesdon@pcsb.org , 727-588-6339
Date submitted to the Bureau of School Improvement (due October 1)
10/04/2022
Superintendent signature (or authorized representative)
