



TOP-1

District-Managed Turnaround Plan – Step 1 (TOP-1)

Pasco County Schools
Anclote Elementary School

Due: September 1

Form Number DMT, TOP-1, incorporated in Rule 6A-1.099811, F.A.C., effective November 2024

District-Managed Turnaround Plan—Step 1 (TOP-1)

Purpose

The purpose of this document is to guide districts to plan for the implementation of a district-managed turnaround plan to improve the school's grade to a "C" or higher. The district shall submit a Memorandum of Understanding (MOU) to the Department by September 1, pursuant to sections (ss.) 1001.42(21) and 1008.33(4)(a), F.S.

Directions

Districts shall complete this Step 1 form for each school that is required to implement a district-managed turnaround plan. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to the RED and the BSI. The local school board must approve the plan. This completed form must be signed by the superintendent or authorized representative and emailed to the RED and BSI@fldoe.org, no later than September 1. The subject line of the email must include the district name, school name and TOP-1.

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
Anclote Elementary School/ 0901

Stakeholder Engagement

In the box below, describe the district's efforts to engage and involve stakeholders, including the Community Assessment Team (CAT), to determine causes for low performance and make recommendations for school improvement. Include a list of names and affiliations of CAT members. The RED or their designee shall be a member of the CAT. Include a list of meetings that were held regarding the development of the district-managed turnaround plan, as well as scheduled meetings that will be held during the implementation of the plan.

Names and affiliation of CAT members:

Anclote Elementary Principal - Jennifer Jaworski
Anclote Elementary Assistant Principal - Jennifer Candiloro
Retired Pasco Schools Principal- Kara Smucker
Business Member- Sherry Jackson, Achieva Credit Union
Business Partner- Astro Skate Manager- Harriet Tsikouris
Community Member – Lou Anne Marrow
Community Member – Michelle Hemphill
Parent- Haley Acker
Parent- Daisy Wright
Instructional Staff Member- Lisa Broere, 5th Grade Teacher
Instructional Staff Member- Leah Simula, primary Teacher
Support Staff Member- Kim Mallett
Support Staff Member- Amber Whah

District-Managed Turnaround Plan—Step 1 (TOP-1)

District Staff- Dr. Shana Rafalski, Assistant Superintendent for Opportunity Schools
District Staff – Sonsee Sanders, MTSS Specialist
District Staff – Celia LaCroix, Senior Instructional Specialist, ELA
State Regional Executive Director/BSI- Dr. Lucinda Thompson
State Assistant Director/BSI -Denise Freeman
State School Improvement Specialist/BSI -

Dates of CAT meetings (held and upcoming meetings):

- September 5, 2025 from 8:40 am-9:15 am
- December 12, 2025 from 8:40 am-9:15 am
- March 6, 2025 from 8:40 am-9:15 am
- May 8, 2026 from 8:40 am-9:15 am

What school data was analyzed?

The school conducted a comprehensive analysis of the following data sources to inform the needs assessment and improvement planning process:

- Three-year trends in state assessment data, including ESSA subgroup performance
- Attendance, behavior, and Early Warning System indicators
- Staff and student engagement surveys
- Classroom walkthrough data and instructional task alignment
- Internal progress monitoring and common formative assessments Common Formative Assessments (CFAs)

Identified causes of low performance:

The following key barriers were identified through data analysis and stakeholder input:

- Limited teacher planning time and coaching cycles, impacting consistency and rigor of Tier 1 instruction
- Gaps in foundational skills, particularly in ELA and mathematics in early grades
- Disruptive behavior and lack of schoolwide consistency in Tier 1 expectations
- Inconsistent use of data to inform instruction, interventions, and feedback
- Walkthroughs revealed misalignment between instructional tasks and state benchmarks in mathematics, partly due to curriculum resources not aligned to Florida's BEST benchmarks and progress monitoring intervals that did not allow timely adjustments.
- High turnover in upper grade English Language Arts (ELA) teachers, including new-to-grade-level teachers, resulted in instructional inconsistency and reduced learning outcomes.

Recommendations for school improvement:

To address these challenges, Anclote Elementary will implement the following strategies:

Instructional Improvement

- Strengthen Tier 1 instruction through structured, benchmark-aligned planning protocols and coaching.
- Continue professional learning on explicit instruction with an emphasis on the gradual release model, coherence, and feedback.
- Focus Professional Learning Communities (PLCs) on lesson development, task alignment, and student work analysis.
- Provide protected, weekly collaborative planning time, supported by administration, interventionists, instructional assistants, and Curriculum Specialists.

District-Managed Turnaround Plan—Step 1 (TOP-1)

- Hire dedicated Math and ELA Curriculum Specialists to enhance content-specific coaching, professional learning, and progress monitoring practices.
- Provide paid planning time for teachers to collaboratively develop Tier 1 instructional plans outside of regular contract hours.

Data-Informed Instruction

- Implement structured data PLC cycles that incorporate formative assessments, intervention planning, and instructional adjustments.
- Require classroom walkthroughs following each planning cycle to evaluate fidelity of instructional implementation.
- Utilize data tracking systems maintained by instructional teams to monitor CFA results and inform differentiated instruction.
- Hold monthly MFAD (Monitoring for Assessment and Differentiation) meetings to review schoolwide trends and targeted student support.

Staffing and Capacity Building

- Transitioned ELA and Math Instructional Trainer Coach (ITC) roles to Curriculum Specialists, hiring candidates with deep expertise in instruction and standards.
- Collaborated with Human Resources to strategically reassign or exit teachers with unsatisfactory or needs improvement ratings and recruit more effective educators.
- Unified school-wide systems for coaching, monitoring, and instructional walkthroughs, supported by a dedicated district team.

Other information:

Strategic Priorities Aligned to Turnaround Domains

Transformational Leadership

- Stability of turnaround principal and assistant principal with strong instructional leadership credentials.
- Hired Curriculum Specialists with proven effectiveness in ELA and Math.
- Unified expectations and protocols for planning, feedback, and walkthroughs.
- Leverage weekly support from a dedicated district leadership team, including embedded coaching and instructional feedback cycles.

Standards-Based Instruction and Learning

- Teachers will follow a district-aligned lesson plan template with explicit instruction elements, checks for understanding, and alignment to tested benchmarks.
- University of Florida Literacy Institute (UFLI) is used in Grades K–2 as the foundational reading program.
- i-Ready implementation in all grades for differentiated intervention in reading and math.
- Revised the master schedule to protect instructional time and reduce transitions.
- Addition of a Math Interventionist focused on Grades 4–5 to accelerate learning recovery.
- Instructional assistants strategically scheduled to maximize student fluency practice and skill application.

Positive Student-centered Learning Environment

- Schoolwide Positive Behavior Interventions and Support (PBIS) framework with clear Tier 1 behavior expectations and a classroom vs office-managed behavior matrix.
- Redesign of behavior team approach to push-in support and provide proactive coaching to staff.
- Reteaching plan established to align with resilience standards

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 learning and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.
- The district shall ensure that instructional programs align to Florida’s state academic standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), F.S., as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading and for K-4 students with a substantial deficiency in mathematics. The district shall demonstrate alignment of Florida’s state academic standards across grade levels to improve background knowledge in social studies, science and the arts.
- The district shall prescribe and require progress monitoring assessments that are aligned to Florida’s state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 2: School Capacity-Leaders and Educators

- The district shall ensure the school has effective leaders and educators capable of improving student achievement.

Leaders

- The district leadership team, in collaboration with the school, shall develop an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.
- The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

District-Managed Turnaround Plan—Step 1 (TOP-1)

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 the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data.

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

The district must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field instructional personnel assigned to the school is at least or at a minimum, not higher than the district average.

Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

Required Documentation

The district must submit the following as part of the TOP-1: (check boxes)

An MOU pursuant to s. 1001.42(21), F.S., shall be emailed to BSI@fldoe.org no later than September 1. The subject line of the email must include: district name, school name, and MOU. If an MOU has not been approved by the district school board, provide a detailed status of negotiations.

The District maintains an open line of communication with our Union regarding plans for UniSIG schools (allocation is completely dictated by State) and EEA-T schools (allocation is determined by school district) so that they are prepared for any questions they may receive from staff at our schools. Florida Statute 1001.42(21) removes the need to create an MOU for the EEA-T supplement. It says, "To free schools with a school grade of "D" or "F" from contract restrictions that limit the school's ability to implement programs and strategies needed to improve student performance, a district school board may adopt salary incentives or other strategies that address the selection, placement, compensation, and expectations of instructional personnel and provide principals with the autonomy described in s. 1012.28(8)."

The district must submit instructional rosters for this school no later than August 1. These lists are utilized to ensure that the most proven effective teachers are staffed at the most fragile schools and to verify rosters for teachers eligible to receive an additional district UniSIG allocation.

District-Managed Turnaround Plan—Step 1 (TOP-1)

The district must complete the table below by providing the number and percentage of instructional personnel in each of the VAM ratings of Highly Effective, Effective, Needs Improvement and Unsatisfactory for this school and the district.

Anclote Elementary School employs 43 total instructional staff. Only 8 of these staff members have a state VAM as part of the data below.

VAM DATA – School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	2	4	1	1
School %	25%	50%	12.5%	12.5%
District %	8.76%	65.51%	15.04%	10.69%
State %	11.82%	68.21%	12.29%	7.69%

Acknowledgment

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

Name and title of person responsible for completion and submission of TOP-1
Dr. Shana H. Rafalski, Assistant Superintendent for Opportunity Schools
Contact information: email, phone number
srafalsk@pasco.k12.fl.us (813)794-2272
Date submitted to the RED and the Bureau of School Improvement (due September 1)
July 30, 2025
Superintendent signature (or authorized representative)
<i>Monica L. [Signature]</i>
Local School Board Chair Signature (or authorized representative)
<i>[Signature]</i>
Date approved by local school board
August 19, 2025