



# TOP-1

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

Pasco County Schools  
Richey 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](mailto: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
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Richey Elementary School/ 0271
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### 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:
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Richey Elementary Principal - Adam Wolin
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Richey Elementary Assistant Principal – Julie Devine
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Retired Pasco Schools Principal: Vicki Wolin (Retired Principal of Bexley Elementary & Director of Early Childhood Programs for Pasco County Schools)
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School Board Member: Jessica Wright
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Business Member: Tamera Kimpland (Business Owner & Retired Principal of Oakstead Elementary)
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Business Partner: Bridget Remiesiewicz
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Community Member: Debbie Manns (City Manager)
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Community Member: Corporal Gabriel Gerena (New Port Richey Police Department)
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Parent: Tara Bayyouni
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Parent: Julia Spaller
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Parent: Kara Stosur
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Instructional Staff Member: Ann Passino
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Instructional Staff Member: Stephanie Hill  
Support Staff Member: Nicole Christensen  
Support Staff Member: Gwen Couch  
District Staff- Dr. Shana Rafalski, Assistant Superintendent for Opportunity Schools  
District Staff – Sonsee Sanders, MTSS Specialist  
District Staff – Daniel Vazquez, Professional Development Specialist, Resiliency and PBIS  
State Regional Executive Director/BSI- Dr. Lucinda Thompson  
State Regional Assistant Director/BSI – Rosetta Bailey  
State School Improvement Specialist/BSI – Julie Statton

### Dates of CAT meetings (held and upcoming meetings):

- Wednesday, August 27th, at 8:40 am
- Wednesday, November 5th, at 8:40 am
- Wednesday, February 11th, at 8:40 am
- Wednesday, April 22nd, at 8:40 am

### What school data was analyzed?

Richey Elementary conducted a comprehensive review of the following data sources to inform the school improvement planning process:

- State Assessment results and ESSA subgroup data (three-year trend)
- Attendance, behavior, and Early Warning System (EWS) indicators
- Staff and student engagement survey results
- Instructional walkthroughs and classroom observation data
- Planning artifacts and BSI-provided feedback from the previous school year

### Identified causes of low performance:

Through data analysis and stakeholder input, the following underlying causes were identified:

- Limited teacher planning and coaching cycles, exacerbated by high turnover in both instructional and support roles
- Foundational skill deficits, particularly in early literacy and numeracy
- Behavioral interruptions, with inconsistencies in Tier 1 expectations and classroom management practices
- Ineffective use of data, leading to missed opportunities for responsive teaching and intervention
- Instructional delivery frequently lacked alignment to grade-level benchmarks, and planning documentation showed insufficient attention to cognitive demand, explicit strategy modeling, and corrective feedback.

### Recommendations for school improvement:

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

#### Instructional Planning and Implementation

- Reinforce benchmark-aligned instruction through structured Professional Learning Community (PLC) protocols focused on analyzing benchmarks and designing lessons that address the full rigor of state benchmark expectations.
- Ensure all lessons include explicit modeling, appropriate cognitive strategies, and corrective feedback structures.

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- Require weekly planning agenda submission to a central SharePoint folder. Instructional coaches will prepare and provide aligned resources (e.g., B1G-M, BEST books, Playbooks, ALDs) in advance of planning sessions.
- Facilitate collaborative lesson development through coach-led PLCs using vetted state and district resources.
- Increase monitoring of planning quality and instructional transfer through classroom walkthroughs, product reviews, and feedback cycles conducted by administrators and coaches.

### Instructional Monitoring and Data Use

- Hold regular Administration-Coach meetings to review coaching logs, walkthrough data, and planning product quality.
- Use student performance data to assess the impact of Tier 1 instruction and inform adjustments to coaching support.
- Integrate data analysis protocols into planning cycles to ensure instructional decisions are informed by real-time evidence of student learning.

### Staffing and Capacity Building

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

### Other information:

#### Strategic Priorities Aligned to Turnaround Domains

#### Transformational Leadership

- Appointed a new principal and assistant principal with demonstrated success in school turnaround contexts.
- Hired ELA and Math Curriculum Specialists with a track record of effectiveness in improving instructional outcomes.
- Established clear leadership structures and processes to guide planning, feedback, and monitoring of implementation.

#### Standards-Based Instruction and Learning

- Teachers will use a standardized lesson plan template emphasizing explicit instruction, gradual release, and checks for understanding.
- UFLI will serve as the core reading program in grades K–2; i-Ready will support tiered interventions in reading and mathematics for all grade levels.
- Instructional time will be protected by restructuring the master schedule to eliminate extended teacher planning blocks during the day.
- Instructional assistants will be strategically scheduled to support student fluency and provide timely intervention during core blocks.

#### Positive Culture and Environment

- Launched a schoolwide PBIS framework with clear classroom and office-managed behavior expectations.
- Redesigned the behavior support team to proactively coach teachers and push in to classrooms for Tier 1 support.

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- Developed a reteaching plan aligned to resiliency standards and integrated into the schoolwide behavior system.
- Implemented student recognition programs to celebrate behavior and attendance improvements.
- Conduct monthly behavior data reviews to drive responsive adjustments and Tier 2/3 supports.

### 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.

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- The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.
- The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround 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](mailto: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)."*

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**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.

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.

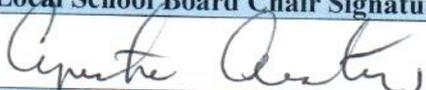
*Richey Elementary School employs 47 total instructional staff. Only 12 of these staff members have a state VAM as part of the data below*

VAM DATA – School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	9	3	0
School %	0	75%	25%	0
District %	8.76%	65.51%	15.04%	10.69%
State %	11.82%	68.21%	12.29%	7.69%

### Acknowledgment

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

<b>Name and title of person responsible for completion and submission of TOP-1</b>
Dr. Shana H. Rafalski, Assistant Superintendent for Opportunity Schools
<b>Contact information: email, phone number</b>
<a href="mailto:srafalsk@pasco.k12.fl.us">srafalsk@pasco.k12.fl.us</a> (813)794-2272
<b>Date submitted to the RED and the Bureau of School Improvement (due September 1)</b>
July 30, 2025
<b>Superintendent signature (or authorized representative)</b>

<b>Local School Board Chair Signature (or authorized representative)</b>

<b>Date approved by local school board</b>
August 19, 2025