



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

Alachua County Public Schools
Marjorie Kinnan Rawlings Elementary School

Due-October 1

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective August 2023

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 plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The plan must be approved by the local school board. 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
M.K. Rawlings Elementary/0341

Needs Assessment

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

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

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

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

Describe the methodology used for needs assessment, including 3-year data trends from the state, district, and school levels.

The leadership team of Alachua County Public Schools, along with the administration and staff at M.K. Rawlings Elementary, conducted a thorough examination of school performance data. This analysis was an integral component of the comprehensive needs assessment that aimed to identify areas for improvement and enhance educational outcomes for students.

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Information gathered from various sources was thoroughly examined to formulate this plan. A comprehensive review of academic performance, attendance records, and behavioral data was conducted with the goal of identifying both areas of strength and opportunities for necessary improvements. This analysis aimed to highlight not only what is working well but also to pinpoint specific priorities that require attention and modification. By understanding the existing data, we were better able to shape our strategies and initiatives moving forward.

Data evaluated for Rawlings Elementary is included below:

ESSA School, District, State Comparison

Accountability Component	2024			2023			2022**		
	School	District	State	School	District	State	School	District	State
ELA Achievement *	16			20	52	53	21	53	56
ELA Grade 3 Achievement **	7			19	51	53			
ELA Learning Gains	43						37		
ELA Learning Gains Lowest 25%	48						45		
Math Achievement *	18			28	53	59	21	40	50
Math Learning Gains	40						43		
Math Learning Gains Lowest 25%	59						55		
Science Achievement *	22			27	54	54	18	54	59
Social Studies Achievement *								58	64
Graduation Rate								47	50
Middle School Acceleration								43	52
College and Career Readiness									80
ELP Progress					61	59			

2023-24 Accountability Components by Subgroups

Subgroups	ELA Ach.	Grade 3 ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	C&C Accel 2022-23	ELP Progress
All Students	16%	7%	43%	48%	18%	40%	59%	22%		
Students With Disabilities	3%	29%	0%		3%	24%		9%		
Black/African American	17%	45%	8%	52%	17%	40%	54%	25%		
Multiracial Students	0%				9%					
Economically Disadvantaged	15%	43%	5%	48%	16%	39%	59%	19%		

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2022-23 Accountability Components by Subgroups										
Subgroups	ELA Ach.	Grade 3 ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	C&C Accel 2021-22	ELP Progress
All Students	20%	19%			28%			27%		
Students With Disabilities	15%		15%		26%			21%	4%	
Black/African American	20%		19%		28%			26%	4%	
Economically Disadvantaged	18%		17%		26%			23%	4%	
2021-22 Accountability Components by Subgroups										
Subgroups	ELA Ach.	Grade 3 ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	C&C Accel 2020-21	ELP Progress
All Students	21%		37%	45%	21%	43%	55%	18%		
Students With Disabilities	22%	34%		31%	20%	54%	58%	6%		
Black/African American	19%	35%		41%	21%	42%	53%	18%		
Economically Disadvantaged	19%	37%		45%	20%	41%	53%	15%		

ESSA Subgroup Data Review

2023-24 ESSA Subgroup Data Summary					
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive years the Subgroup is Below 32%	
Students With Disabilities	11%	Yes	5	2	
Black/African American Students	32%	Yes	3		
Multiracial Students	5%	Yes	1	1	
Economically Disadvantaged	31%	Yes	3	2	
2022-23 ESSA Subgroup Data Summary					
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive years the Subgroup is Below 32%	
Students With Disabilities	19%	Yes	4	1	
Black/African American Students	23%	Yes	2	1	
Economically Disadvantaged	21%	Yes	2	1	

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2021-22 ESSA Subgroup Data Summary				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive years the Subgroup is Below 32%
Students With Disabilities	32%	Yes	3	
Black/African American Students	33%	Yes	1	
Economically Disadvantaged	33%	Yes	1	

Attendance and Discipline

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Absent 10% or more school days (23-24)	0	26	31	26	41	19	143
One or more suspensions (23-24)	0	5	10	8	9	9	41
Absent 10% or more school days (22-23)	26	31	26	41	19	28	171
One or more suspensions (22-23)	5	10	8	9	9	12	57
Absent 10% or more school days (21-22)	14	30	33	27	35	27	166
One or more suspensions (21-22)	0	1	1	3	2	4	11

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

- Implementation of Positive Behavioral Interventions and Supports (PBIS) has led to significant enhancements in both the rates of out-of-school suspensions and the overall culture within the school over the past year. Specifically, Rawlings has seen a notable 28% reduction in the number of students facing out-of-school suspensions. This positive change indicates a shift towards more constructive behavior management practices that are fostering a more supportive learning environment for all students.
- Attendance strategies employed included the use of a family liaison specifically designated for home school interactions, alongside a dedicated attendance officer based within the school. These individuals held the vital responsibility of reaching out to families and students to emphasize the significance of regular school attendance. Their efforts were not limited to communication alone; they actively sought to provide assistance and support to families. This support aimed to alleviate the challenges and obstacles that might hinder students from attending school consistently. By fostering strong connections with families, they worked diligently to create a more supportive environment, making it easier for students to prioritize their education and attend school regularly. As a result of these efforts, attendance figures have reflected positive growth during the 23-24 school year. Rawlings has recorded a 16% decrease in the number of students who were absent for 10% or more of the school days throughout the past year. This improvement in attendance suggests that more students are engaging consistently with their education, which is essential for their academic success and overall development. Together, these changes signify a promising trend towards enhancing student behavior and participation in the educational process.

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- The overall percentage reflected in the Federal Percent of Points Index experienced a notable rise, increasing from 24% in the year 2023 to 32% in the year 2024. This change signifies a substantial growth of 33% over the span of one year.
- When examining the performance of specific demographic groups, it is evident that Black/African American students exhibited an impressive increase of 39% in their performance metrics. Meanwhile, students classified as Economically Disadvantaged demonstrated even more remarkable progress, with their performance improving by 48%. This data highlights significant advancements in educational outcomes among these groups, illustrating a positive trend in overall achievement.

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

- The implementation of departmentalization for third grade faced several challenges because there were many changes in the staff. These frequent shifts in personnel created difficulties in maintaining a consistent teaching approach and building strong relationships with the students.
 - Departmentalization is no longer being used in 3rd grade.
- The Intervention teacher and the instructional coach were both reassigned to deliver direct instruction as a strategy to mitigate the disruptions caused by staff turnover. This shift in focus significantly reduced their capacity to offer essential academic interventions as well as teacher coaching.
 - Intervention teacher and instructional coach will not be used to offset the absence of teachers.
- The implementation of the core curriculum at Tier 1 was significantly affected by various factors. One of the primary issues was the high rate of staff turnover, which disrupted continuity and consistency in teaching practices. Additionally, there were teachers entering the profession who lacked formal training, which further complicated the effective delivery of the curriculum. These challenges collectively hindered the ability to execute the core curriculum with the fidelity it requires for optimal student learning outcomes.
 - A permanent site-based substitute teacher has been allocated to Rawlings Elementary to be used when a regular substitute is unavailable.
 - Throughout the entire academic year, educators receive continuous professional development support from both school and district coaches. This ongoing training is essential for enhancing teaching practices and ensuring effective curriculum implementation. In addition to these professional development opportunities, there are also collaborative planning sessions that are organized and facilitated by school administration and district coaches. These sessions allow educators to work together, share ideas, and develop strategies that align with the curriculum. The purpose of these initiatives is to establish a solid foundation of knowledge and skills that teachers need to successfully carry out the curriculum in their classrooms.

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Implementation Plan

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

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

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

Part A.

Accountability and Shared Leadership

- District leadership and BSI support members will engage in continuous and regular visits to our school. Dr. Aruduser has been assigned a dedicated School Improvement Principal, Mr. Jim Kuhn, with a proven track record of accomplishment having led numerous schools successfully through the turnaround process. The role of this individual is to provide weekly leadership coaching and support. This coaching extends to the principal and other leadership team members. The main goal of this leadership coaching is to assist with important decisions related to scheduling, staffing, and implementation of curriculum and evidence based practices. In addition, classroom visits are conducted with a specific focus on identifying key aspects that align with the school improvement plan and initiatives. Additionally, Alachua County Public Schools maintains a collaborative partnership with the Bureau of School Improvement, which has proven beneficial at various levels within our district. This relationship strengthens the initiatives and provides valuable resources and expertise to support increasing student learning at Rawlings Elementary. BSI visits take place every two weeks and prioritize activities such as data analysis, classroom observations, and strategic action planning. These meetings are attended by various district staff, which includes, but is not limited to, our Superintendent, Deputy Superintendent, Chief of Teaching and Learning, and the Executive Director of Elementary Curriculum. Their involvement ensures alignment of support in addressing the school's needs and enhancing overall educational outcomes.
- To enhance the capabilities of both staff and leadership while fostering a culture of accountability within the school environment, Rawlings Elementary conducts weekly collaborative planning meetings. These sessions, organized by grade level, are facilitated by school administration alongside district coaches. The primary focus of these planning sessions is the creation of standards aligned lessons and student activities that are rigorous while also providing the necessary scaffolds to increase student learning.
- In addition to these collaborative efforts, Rawlings Elementary benefits from continuous support provided by the State Regional Literacy Director (SRLD). This ongoing assistance includes monthly visits and specialized professional learning sessions aimed at building the skills and knowledge of the teaching staff. The professional learning initiatives build upon previous training that has already been provided to the educators at Rawlings, with an emphasis on critical areas such as Understanding the Development of Skilled Reading, The Science of Reading in Action, and aligning planning with the B.E.S.T. English Language Arts Standards. Furthermore, to ensure alignment of practice, the SRLD engages in monthly meetings with the district leadership team. These collaborative meetings allow the district and SRLD to engage in the continuous improvement model (plan, do, check, act) to ensure

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all supports are coordinated and aimed at improving educational outcomes for students, thereby creating a cohesive and effective learning environment.

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

- Rawlings Elementary has been chosen to take part in the FLDOE Year-round School Pilot Program, which commenced on July 16, 2024. The goals of this pilot program includes reducing the academic setbacks that often happen during long summer breaks, providing more opportunities for ongoing educational support and targeted interventions, ensuring consistency in programs and organization, and fostering stronger connections between students and teachers.
- Strengthening of Tier 1 instruction is a primary area of focus for Rawlings Elementary. A strong core will ensure that students have access to the level of instruction and student activities to increase student performance. Furthermore, Rawlings will place an emphasis on strengthening key foundational skills. This will be achieved through the comprehensive implementation of the UFLI Foundations program specifically for students in kindergarten through second grade. UFLI interventions will be provided to students needing additional support with building foundational skills. Through consistency and fidelity in implementation we aim to create a solid educational foundation that supports increased student learning and academic outcomes.
- In an effort to build the capacity of coaches, and then of teachers, Rawlings will improve the abilities and effectiveness of coaches operating within schools by partnering with district level curriculum coaches who are assigned to the school. This strategic approach aims to guarantee that the school's instructional coach is equipped with the essential support and mentorship they require to improve their coaching techniques significantly. Likewise, the district is partnering with the BSI team to provide a two day coaching academy for all district instructional coaches in which Rawling Elementary coaches will attend.
- Acknowledging that students with disabilities represent the subgroup that has experienced the most significant decline in the past year, working with the district's ESE department, Rawlings will implement Universal Design for Learning (UDL) strategies. By incorporating UDL practices, teachers can successfully meet the varied learning needs and preferences of all students, including students with disabilities.
- In order to strengthen instructional practices and accountability, teachers will engage in job embedded professional learning and systems support. This includes data analysis to identify student strengths and areas of growth; engaging in coaching cycles; engaging in collaborative planning. The aim is to enhance and reinforce effective teaching methods for uniform application across all grade levels and subjects within the school. Leadership professional learning will include engaging in classroom walkthroughs to calibrate school leaders to identify implementation of evidence based instructional strategies, data analysis to ensure progress monitoring of all students including underrepresented subgroups and coaching for teacher feedback and growth.
- Rawlings is one of six schools participating in a district MTSS pilot. This program aims to strengthen tier 1 instruction as well as support the school with providing the tiered layers of support needed for academic and behavioral success.

Positive Culture and Environment

- Rawlings will continue the utilization of the school-based Family Liaison and Attendance Clerk with the goal of strengthening this system of support. Improvement in student attendance was seen last year and continued work in this area will continue to yield better outcomes.
- Utilize Positive Behavioral Interventions and Supports (PBIS) to foster resilience among students, strengthen the sense of community within the school, promote self-regulation skills, and reduce instances of disciplinary issues among students. Additionally, incorporate supplementary strategies

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through Conscious Discipline and the Zones of Regulation framework. These approaches work together to create a supportive environment that encourages emotional intelligence, effective communication, and positive social interactions, ultimately enhancing the overall well-being of both students and the school community. By implementing these initiatives, educators can help students develop essential life skills that contribute to their personal growth and success in the educational setting.

- Rawlings will also participate in the Community Partnership School program. This program will provide a Wellness Support Coordinator who will be housed on campus. This role will coordinate and track the school health care program referral network. This role will also provide access to wrap-around services that will be beneficial to the students and families of Rawlings. Due to frequent events in the surrounding neighborhoods that cause turmoil in the lives of the students and their families, the availability of these resources on the school's campus will be invaluable to rapidly address the mental and physical well-being needs of individuals in the school community. Community Partnership Schools have an extensive history of improving student behavior, increasing academic gains and graduation rates and enhancing parental involvement.

Part B.

All assurances outlined in the TOP-1 form for District-Managed Turnaround Plan have been addressed:

- Alachua County Public School verifies that each assurance outlined in the TOP-1 form for district managed turnaround have been addressed.
 - Assigning a principal with a record of successfully turning around low performing schools with students of similar demographics; Principal verification approved by BSI with conditions.
 - The instructional programs align to Florida's state academic standards and data will be provided to support intervention for students;
 - An annual professional learning plan will be developed that provides ongoing tiered support to increase leadership and teacher quality;
 - The principal and leadership team will have successful record in leading turnaround schools and the qualifications to support the population of MK Rawlings Elementary;
 - The principal will be replaced if the school does not attain a school grade of C or higher for the 2024-2025 school year unless, in collaboration with the Department, it is determined that the principal will have the skill set for turnaround success at the school;
 - The district shall ensure that instructional personnel with VAM ratings of Needs Improvement or Unsatisfactory that are below effective, pursuant to section 1012.34, F.S., shall not be staffed at the school; The district and the EO Entity 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 and the EO entity shall ensure that K-5 reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential; The district and the EO entity shall ensure submission of a MOU required by section 1001.42(21), F.S., that relieves the school from any contract restrictions that limit the ability to implement strategies to improve the school's low performance; The district and the EO entity will ensure submission of a roster of instructional staff at the school; The district shall enter into a contract with an EO Entity to provide turnaround services or to operate the school, following established district policies and procedures.

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

Correlation between SIP and TOP-2:

Through a collaborative analysis of data, the school team created a School Improvement Plan centered on three primary areas of focus. The 24-25 SIP Areas of Concentration are:

- Instructional Practice specifically pertaining to Benchmark-aligned Instruction
- Instructional Practice concerning Differentiation
- Instructional Practice - ELA mandated by RAISE

Key strategies for these Areas of Concentration involve the implementation of robust Tier 1 instruction, small group differentiated instruction, collaborative planning, and the utilization of instructional focus boards.

District and school leaders regularly evaluate the School Improvement Plan, examining its various strategies and assessing the progress made towards achieving established goals during their bi-weekly BSI visits. During these visits, they take a comprehensive look at the effectiveness of the strategies in place and consider the outcomes that have resulted from the implementation of the plan. Based on this thorough review, necessary adjustments to instructional practices and other initiatives are made to ensure that the school consistently moves closer to its objectives. This ongoing process of reflection and modification plays a crucial role in enhancing the overall effectiveness of the School Improvement Plan.

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), 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 state academic standards across grade levels to improve background knowledge in social studies, science and the arts.

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- ☑ 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 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 state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low-performing with students of similar demographics; 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 state academic standards that will be used in the school.
6. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
7. Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district’s K-12 Comprehensive Evidence-based Reading Plan.
9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

1. District and School Leadership Team
 - a. Dr. Stella Arduser – Principal
 - b. Dr. Dakeyan Graham – Assistant Principal
 - c. Angela Tomlinson – Assistant Principal
 - d. Jim Kuhn – School Improvement Principal
 - e. Jacquatte Rolle – Chief of Teaching and Learning
 - f. Nanette Dell – Executive Director - Elementary Education
 - g. Dr. Catherine Atria – Deputy Superintendent
 - h. Shane Andrew – Superintendent

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- The district and school leadership team is tasked with executing the turnaround plan, the School Improvement Plan, and overseeing all aspects of school operations.
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.
 - a. By adopting a site-based approach to managing schools, the district grants the authority and responsibility for everyday operations, financial planning, and staff management directly to the principal of each building. This strategy empowers building leaders to make decisions that best suit the unique needs of their schools, allowing for more tailored and effective administration at the local level. As a result, principals are positioned to oversee daily activities, allocate budget resources, and manage personnel, fostering an environment that promotes greater accountability and responsiveness to the specific challenges faced by their school communities.
 3. Identify how the new or revised instructional programs align to Florida’s state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low-performing with students of similar demographics; and how they are different from the previous programs.
 - a. Rawlings will be utilizing the core curriculum that has been officially adopted by the district. This curriculum is not only approved by the state but also aligned with the established state standards. In addition, we will leverage data collected from various assessments, including those based on the curriculum and state progress monitoring evaluations. This data will play a crucial role in informing and guiding our decisions regarding interventions for students, ensuring that we provide the most effective support tailored to their individual needs. In addition, Rawlings will use research-based intervention materials in order to close the gap with our lowest performing students. These students will receive tier 2 and/or tier 3 interventions in addition to tier 1 instruction during core instructional blocks.
 4. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
 - a. Rawlings Elementary, with assistance from the district, adheres to the K-12 Comprehensive Reading Plan of Alachua County Public Schools and employs the designated resources accordingly.
 5. Identify progress monitoring and summative assessments aligned to Florida’s state academic standards that will be used in the school.
 - a. Alachua County Public Schools, along with Rawlings Elementary School, implements a common assessment across the core disciplines. These assessments are carefully developed based on the core curriculum and are specifically designed to align to Florida’s standards established for each subject area. Both formative and summative assessments play a crucial role in shaping instructional strategies and guiding decisions regarding grade reporting. By utilizing these assessments, educators are able to make informed adjustments to their teaching methods, ensuring that they effectively meet the diverse learning needs of their students. This systematic approach to assessment ensures that instruction is targeted to student strengths and areas of growth. Targeting instruction will allow teachers to provide much needed scaffolds thereby enhancing the learning experience for students. Furthermore, utilizing standardized assessments enables us to track the performance of Rawlings' students and make comparisons with the district's performance. This facilitates evaluations both within the school and at the district level.
 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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- a. Based on a thorough examination of both progress monitoring and formative as well as summative assessment data, we will implement necessary adjustments to enhance the current systems in place. By engaging in data discussions and analyzing walkthrough data, we will gain valuable insights into specific areas where students may be struggling. This process will allow us to pinpoint weaknesses effectively. Once these areas are identified, we will take action by providing additional coaching, implementing targeted interventions, or leveraging support from district-level resources to address the identified challenges. Our aim is to ensure that every student receives the guidance and assistance they need to succeed academically.
7. Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.
 - a. The district has allocated a math coach, a literacy specialist, and a science coach to assist Rawlings. Each coach is scheduled to work at Rawlings for a minimum of one day each week, with additional availability if needed.
 - b. In addition, a district reading coach has been assigned to Rawlings Elementary. The reading coach will work exclusively with Rawlings Elementary and will be housed on their campus.
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.
 - a. Rawlings will use research-based intervention materials in order to close the gap with our lowest performing students. These students will receive tier 2 and/or tier 3 interventions in addition to tier 1 instruction during core instructional blocks. This is in addition to differentiated instruction using the core reading program’s intervention materials during small group instruction. Tier 2 and Tier 3 intervention will be provided based on the needs of the students. Specific intervention programs in use at Rawlings include, but are not limited to, the following:
 - i. SIPPS® (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - For foundation reading support
 - ii. UFLI Foundations - Systematic and explicit instruction in foundational reading skills
 - iii. Magnetic Reading - Supplemental comprehension program for grades 3-5.
9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
 - a. Adjustments have been made in the past two years that allow for greater support of turnaround schools. For example, each school is allocated two additional units in order to offset the potential loss of teachers during the summer. Also, high need schools are provided a building level long-term substitute who is housed at their site. Rawlings Elementary has received all of these supports.
 - b. Continued review of these policies and procedures will continue to provide additional improvement to the school.
10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.
 - a. District personnel, which includes the Superintendent, the Deputy Superintendent, the Chief of Teaching and Learning, and the K-12 Special Instruction Principal, will actively oversee the execution of this strategic plan. They will regularly assess its progress and effectiveness, ensuring that all aspects are functioning as intended. Should any areas require refinement or improvement, modifications will be implemented accordingly to enhance the overall success of the initiative.

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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.
- 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 VAM rating that is below effective 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 a VAM rating that is below effective is less than the state average.
- The district shall ensure the instructional staff who do not have a 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 with a reading certificate, endorsement or micro-credential .

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:

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

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 has a proven record of success in turnaround schools and the qualifications to support the student population being 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

1. Dr. Stella Arduser, Principal of Rawlings Elementary has been retained for the 24-25 school year. She was appointed principal at Rawlings for the 23-24 school year.

2. Leadership Experience

2010 – 2013	District-wide	District Mentor Coach
2013 – 2015	UF Lab School - PK Yonge D.R.S.	Assistant Principal
2015 – 2017	Santa Fe High School	Assistant Principal
2017 – 2021	Archer Elementary School	Principal
2021 – 2023	Alachua County Public Schools	Supervisor of Instructional Materials and Instructional Technology
2023 – Current	Rawlings Elementary School	Principal

Dr. Arduser holds certifications in School Principal, Educational Leadership, Exceptional Student Education, and Reading.

Dr. Arduser has a proven track record of success as an assistant principal. As Assistant Principal of Academic Advising and School Counseling (K-12) at P.K. Yonge Developmental Research School, Dr. Arduser supported the school administration in the development and implementation of school policies and procedures. During the two years Dr. Arduser was an assistant principal, P.K. Yonge received a school grade of A.

Dr. Arduser then moved to Santa Fe High School as Assistant Principal of Curriculum. Santa Fe rose from a C to a B while she was assistant principal.

In 2017 Dr. Arduser was appointed principal of Archer Elementary. Archer Elementary’s school grade was a B or C during her tenure as school principal. Dr. Arduser transferred to the district where she served as Supervisor of Instructional Materials and Instructional Technology. Dr. Arduser was then appointed principal of Rawlings Elementary for the 2023-2024 school year. In spite of the staffing difficulties during the 23-24 school year, Rawlings Elementary maintained a school grade of D. The principal verification form was submitted and was approved by BSI with conditions.

3. Other members of the school leadership team include assistant principals Angela Tomlinson and Dr. Dakeyan Graham. Entering her second year as Rawlings assistant principal, Ms. Tomlinson

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

has previous experience as an assistant principal and principal in another state. Dr. Graham is starting his administrative journey as a new assistant principal. He is the former Alachua County Public Schools Director of Educational Equity and also had the honor of serving as Florida's 2020 Teacher of the Year.

4. Principals with Highly Effective or Effective VAM scores will receive the Unisig supplemental allocation for administrators.
5. Turnaround leaders meet monthly as a cohort to collaborate and discuss evidence based practices. Likewise, the district has provided professional development to all turnaround leaders to build capacity with building student teams to increase ownership of the learning process. In partnership with the BSI team, additional professional learning is provided to build the capacity of turnaround leaders as well as other district leaders. The school district also employs two K-12 School Improvement Principals, each possessing a wealth of experience and a strong track record in facilitating turnaround initiatives. These professionals collaborate closely with school leaders who are responsible for turning around struggling schools, providing invaluable support and guidance. In addition to their collaborative efforts, they also take on the role of mentors, offering their expertise and advice to help these school leaders enhance their effectiveness and drive positive change within their respective schools. Their combined experience and mentorship are crucial in fostering an environment conducive to successful school improvement.
6. The district provides the school leader with the autonomy to hire members of the leadership team, accompanied by some guidance. However, there are occasions when district-level decisions are implemented to enhance the overall capacity of the school.
7. If the school grade does not improve to a school grade of C or better for the 2024-2025 school year, the principal will be replaced for 2025-2026.

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 instructional personnel with VAM ratings of Highly Effective or Effective instructional personnel to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

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

1. To recruit instructional personnel, Alachua County Public Schools organizes job fairs during the spring season. These job fairs are specifically aimed at providing district contracts to prospective teacher candidates. Once selected, these candidates are assigned to various schools according to the specific needs of those institutions.

In addition to the general job fairs, there are also dedicated school-specific job fairs. These targeted events are intended to attract potential applicants to schools that are considered to be more vulnerable, such as Rawlings Elementary. By focusing on these fragile schools, the district aims to ensure that they have the necessary staff to support their students effectively.

Alachua County Public Schools provides an attendance bonus of \$2,500.00 for educators employed at Rawlings Elementary. This bonus is awarded to those who maintain exemplary attendance, specifically to those who do not miss more than five days within each semester. Such incentives are designed to attract high-quality educators and encourage consistent attendance, thereby enhancing the educational environment for students.

2. Per direction from FLDOE, the district will ensure that if an instructional vacancy occurs the district will provide daily coverage by a certified teacher in the applicable content area(s) until the vacancy is filled.
3. UNisig Bonuses of \$15,000 for Highly Effective VAM scores and \$7,500 for Effective VAM scores are awarded to teachers.
4. The school district has established a formal agreement, known as a Memorandum of Understanding, with the educators' union concerning all schools identified as fragile. This agreement will take effect once these schools successfully transition out of their turnaround status. When these schools no longer qualify for the Unisig bonus, the district will provide a financial incentive of \$7,500.00 to teachers who have achieved a Highly Effective Value-Added Model (VAM) score. In addition, educators who receive an Effective VAM score will be eligible for a smaller incentive of \$3,750.00. This initiative aims to reward teachers for their effectiveness and to support the improvement of fragile schools as they move toward greater stability and success.

Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with 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.

1. What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school?
2. How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory?
3. Confirm that all reassigned instructional personnel were not reassigned to SI schools.
4. How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

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Recruitment initiatives currently emphasize the potential for a substantial financial incentive of \$15,000 for teachers classified as Highly Effective according to the Value-Added Model (VAM). Additionally, teachers who are deemed Effective under the same model can receive an incentive amounting to \$7,500. Furthermore, Alachua County Public Schools provides an extra attendance bonus of \$2,500 for educators employed at Rawlings. This bonus is awarded to those who maintain exemplary attendance, specifically to those who do not miss more than five days within each semester. Such incentives are designed to attract high-quality educators and encourage consistent attendance, thereby enhancing the educational environment for students.

Per approval by BSI, no instructional personnel were re-assigned or non-renewed due to VAM Ratings.

Vacancies were filled through the above mentioned job fairs and recruiting efforts. Rawlings currently has one 5th grade position that is filled by a long-term substitute.

Fill out the table below to verify the VAM classification data.

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	2	0	1
School %	0	67	0	33
District %	8	60.9	16.9	14.3
State %	10.5	63.4	14.8	11.3

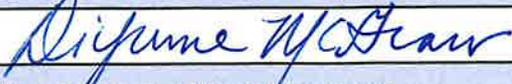
Acknowledgement

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
James E. Kuhn, III - District K-12 SI Principal Jacquette Rolle - Chief of Teaching and Learning
Contact information: email, phone number
James E. Kuhn, III - kuhnje@gm.sbac.edu, 352-955-7517 Jacquette Rolle - rollejil@gm.sbac.edu, 352-955-7517
Date submitted to the Bureau of School Improvement (due October 1)

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Superintendent signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date local school board approved
September 17, 2024

