



TOP-2

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

Alachua County Public Schools
Marjorie Kinnan Rawlings Elementary

Due: October 1

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective November 2024

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 required to implement a district-managed turnaround plan. The district must submit this plan to the Regional Executive Director (RED) for review and feedback before submitting it to 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 October 1. The subject line of the email must include the district name, school name and TOP-2 (DMT).

Districts must update this Step 2 form as an addendum to the Charter School Turnaround Option Plan TOP-2 form for sustained operation of the school when a Charter School Turnaround Option Plan is selected in the TOP-1 form. The plan must be submitted following the above guidelines.

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
Marjorie Kinnan 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.

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

The district and school teams reviewed three years (2023-2024 through 2025-2026) of FLDOE school grade and Accountability Components data disaggregated by subgroup (All Students, Students with Disabilities, Black/African American, Hispanic and Economically Disadvantaged) for ELA and Math achievement/learning gains and Science achievement. This was supplemented with 171 classroom walkthroughs conducted in 2025-2026 analyzing the cognitive complexity of learning targets and student work, plus attendance, mobility, staffing turnover and suspension data.

Three years of FLDOE school grade and Accountability Components by Subgroup data (2023-2024 to 2025-2026) covering ELA/Math achievement and learning gains, Science achievement and results for All Students, Students with Disabilities, Black/African American, Hispanic and Economically Disadvantaged subgroups.

School Grade History

Year	Grade	% of Points
2023-2024	D	32%
2024-2025	C	41%
2025-2026	F	28%

All Students

Component	2023-2024	2024-2025	2025-2026	3-Year Trend
ELA Achievement	16%	26%	19%	▲ +3
Grade 3 ELA Ach.	7%	33%	16%	▲ +9
ELA Learning Gains	43%	52%	36%	▼ -7
ELA LG, Low 25%	48%	82%	52%	▲ +4
Math Achievement	18%	16%	12%	▼ -6
Math Learning Gains	40%	38%	32%	▼ -8
Math LG, Low 25%	59%	62%	47%	▼ -12
Science Achievement	22%	21%	11%	▼ -11

2024-2025 peaked across nearly every component; 2025-2026 erased most gains and pushed Math and Science below their 2023-2024 baseline. Math declined each year.

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Students With Disabilities

Component	2023-2024	2024-2025	2025-2026	3-Year Trend
ELA Achievement	3%	11%	4%	▲ +1
Grade 3 ELA Ach.	0%	8%	8%	▲ +8
ELA Learning Gains	29%	53%	26%	▼ -3
Math Achievement	3%	14%	11%	▲ +8
Math Learning Gains	24%	41%	22%	▼ -2
Science Achievement	9%	—	—	N/A

Same rise-then-fall shape as schoolwide data; the lowest-performing subgroup every year in every component.

Black/African American Students

Component	2023-2024	2024-2025	2025-2026	3-Year Trend
ELA Achievement	17%	23%	19%	▲ +2
Grade 3 ELA Ach.	8%	28%	16%	▲ +8
ELA Learning Gains	45%	51%	36%	▼ -9
ELA LG, Low 25%	52%	78%	60%	▲ +8
Math Achievement	17%	15%	11%	▼ -6
Math Learning Gains	40%	38%	29%	▼ -11
Math LG, Low 25%	54%	62%	47%	▼ -7
Science Achievement	25%	18%	9%	▼ -16

Tracks the schoolwide trend; Science had the greatest decline (25% to 9%).

Economically Disadvantaged Students

Component	2023-2024	2024-2025	2025-2026	3-Year Trend
ELA Achievement	15%	23%	19%	▲ +4
Grade 3 ELA Ach.	5%	30%	16%	▲ +11
ELA Learning Gains	43%	51%	38%	▼ -5
ELA LG, Low 25%	48%	80%	52%	▲ +4
Math Achievement	16%	16%	12%	▼ -4
Math Learning Gains	39%	39%	33%	▼ -6

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Math LG, Low 25%	59%	63%	50%	▼ -9
Science Achievement	19%	17%	9%	▼ -10

Nearly identical shape to Black/African American students; Math flat-to-declining all three years.

2025-2026 Snapshot by Subgroup

Subgroup	ELA	Math	Science
All Students	19%	12%	11%
Students With Disabilities	4%	11%	—
Black/African American	19%	11%	9%
Hispanic	10%	10%	—
Economically Disadvantaged	19%	12%	9%

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

Strategies That Have Not Resulted in Improvement

- **Tier 1 Instruction focused on low-level cognitive demand** - Across 171 walkthroughs, the majority of learning targets and student work stayed at Retrieval or Comprehension — almost none reached Analysis or Knowledge Utilization. The instructional approach in place was not pushing students toward higher-order thinking and was not working to develop students' cognitive abilities.
- **Curriculum Delivery** - Instruction, state standards and assessed content were not consistently aligned, resulting in instruction that did not reliably target the content students were expected to demonstrate on assessments.
- **Grade-level lessons without foundational skill-building** - Foundational reading and prerequisite math skills were not being addressed within grade-level lessons, leaving gaps unaddressed for students below grade level.
- **Inconsistent instructional practice** - The report frames the F grade as "a breakdown in consistency of tier 1 instruction," suggesting whatever coaching/support structures existed before were not producing uniform, high-fidelity instruction across classrooms.
- **Discourse, reasoning and monitoring were uneven** - Written reasoning, scaffolding and progress monitoring were inconsistently applied — another sign that prior instructional habits were not yielding evidence of deeper learning.

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What Will Be Done Differently

The following recommendations will drive a shift from unstructured or inconsistent instruction to a tightly monitored, evidence-driven system:

1. **Explicit, systematic schoolwide instructional priorities** – Five priorities (teach the grade-level standard, use explicit instruction, engage every student, respond to learning evidence, provide access while maintaining rigor) replace ad hoc practices with a shared framework, reinforced through structured coaching cycles and training on Instructional Empowerment's Model of Instruction for Deeper Learning.
2. **Subject-specific Efforts** - targeted work in math (explicit modeling, conceptual understanding, intervention), literacy (University of Florida Literacy Institute (UFLI) foundational-based skill building in K-2 and comprehension work in 3-5) and science (protected daily instructional time, hands-on investigation).
3. **A structured planning cycle** - collaborative planning sessions will now end with a specific, monitorable plan (benchmark, learning target, modeling/scaffolds, misconception correction, named coaching follow-up) rather than just a shared idea.
4. **Dedicated staffing and a defined visit cadence** - a turnaround principal, embedded literacy/math specialists and a set schedule of daily, weekly and biweekly walkthroughs ensure feedback reaches classrooms regularly instead of intermittently.
5. **Verification through Look-Fors and Non-Negotiables** - Every walkthrough checks both teacher and student evidence against the five Look-Fors and a set of daily non-negotiables, ensuring that fidelity is verified rather than assumed.
6. **Coaching logs that create a feedback loop** - each coaching interaction records the teacher action, student response and next step, feeding directly back into the next planning cycle.

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

A dedicated district principal supervisor/turnaround principal (Jim Kuhn) is assigned to support school leadership, working alongside the principal and assistant principals, an embedded Literacy Specialist, Math Specialist and Title I Instructional Coach/interventionist — creating shared accountability for implementation fidelity between school and district leadership at every level of the support structure.

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This shared accountability is made concrete through a collaborative planning cycle in which every session ends with each teacher able to implement a specific, monitorable instruction plan rather than a shared idea: the exact benchmark and prerequisites, the learning target and success criteria, model and scaffold skills, a common check for understanding, anticipated misconceptions with a same-week correction and named coaching roles with the next visit date. This structure ensures leadership can verify implementation, not just intent.

Verification happens through a tiered, non-negotiable visit cadence. School-based leadership (Principal Erica Warring and Assistant Principals Shanee Martin and Kichelle Sheppard) conduct five walkthroughs daily on a weekly cycle focused on literacy coaching, ESE/interventionist/para push-in and weekly feedback. The district turnaround principal conducts weekly, structured support visits reviewing content-area instruction, interventions and assessment data, with feedback delivered after each visit. School, district and BSI staff — including district literacy and UFLI contacts — meet biweekly to review content-area instruction, action-plan implementation and future planning.

Every walkthrough at every level, regardless of type or duration, is anchored to the same five Instructional Look-Fors: Explicit Instruction, Systematic Instruction, Scaffolded Instruction, Corrective Feedback and Differentiated Instruction. Each Look-For is verified through both teacher evidence and corresponding student evidence, confirming that instructional practices are not only delivered but received by students. Together, the collaborative planning cycle, dedicated staffing and tiered visit cadence form a continuous feedback loop: instructional priorities are translated into specific classroom actions, those actions are verified on a predictable weekly rhythm and the evidence gathered directly informs the next cycle of coaching and planning.

Standards-based Instruction and Learning

Tier 1 instruction will be strengthened schoolwide by emphasizing explicit, systematic and differentiated instructional practices, ensuring that all students — including students with disabilities and those performing below grade level — have consistent access to rigorous, standards-aligned instruction across all content areas through the district-adopted curriculum. This work is anchored in Rawlings' Five Instructional Priorities: teach the grade-level standard, use explicit instruction, engage every student, respond to learning evidence and provide access while maintaining rigor — the last accomplished through accommodations, scaffolds, visuals, vocabulary support, flexible groups and purposeful co-teaching, without lowering expectations for any learner.

For adult learners, the school will implement structured coaching cycles and schoolwide professional learning on Instructional Empowerment's Model of Instruction, ensuring that every instructional staff member receives consistent training, modeling and feedback to build a shared, high-fidelity instructional framework across every classroom — extending the same standards of explicit, systematic practice to teacher development that is expected in student instruction.

Within this framework, three content areas receive targeted, standards-specific attention. Mathematics achievement will be urgently improved through explicit modeling, conceptual understanding, academic vocabulary, problem solving and standard-specific intervention. Literacy and ELA achievement will be accelerated by strengthening K-2 foundational skills and 3-5 comprehension through the UFLI; UFLI Foundations interventions will target the phonemic awareness, phonics and decoding deficiencies that underlie low ELA achievement in the intermediate grades, with the lowest quartile monitored for improvement and movement toward benchmark mastery. Grade 5 Science achievement will be improved by

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protecting dedicated daily science instructional time while strengthening hands-on investigations, scientific reasoning and content-area literacy.

Finally, subgroup performance will be increased through inclusive, standards-aligned support: Exceptional Student Education staff will be embedded in general education settings for co-teaching and at-risk subgroups will be monitored every 2–3 weeks to ensure standards-based instruction is reaching — and working for — every population of learners.

Positive Learning Environment

Rawlings Elementary builds a positive, supportive school environment through wraparound family and community support paired with a schoolwide, tiered system for behavior and attendance. The school's Community Partnership Program connects students and families directly to the resources that remove barriers to learning: onsite counseling for students and family members, a free after-school program with homework help and enrichment activities, an accelerated academic program for students needing credit recovery, vouchers and referrals for vision and dental care, parent programs and trainings and access to broader family resource services.

This foundation is reinforced by a schoolwide PBIS framework built around the 3 Bs — Be Safe, Be Respectful, Be Responsible — and the Rawlings Rockets RISE framework, which reinforces excellence, responsibility for learning and choices, teamwork, kindness and perseverance. Teachers explicitly teach, model, practice and reinforce these expectations across classrooms and common areas and students are recognized through Cosmic Cash, Caught RISING positive referrals, Student of the Week, Citizen of the Month, Brag Tags, school-store opportunities and schoolwide celebrations. Classroom-level supports — Morning Meetings, behavior calendars, visual schedules, calm-down spaces, self-awareness and self-management conversations grounded in Florida's Resiliency standards, reteaching and increased positive feedback — address most behavioral needs before they escalate. Students requiring additional support receive tiered interventions including daily behavior sheets, Check-In/Check-Out, counseling groups, Teaching Appropriate Behaviors for Success (TABS) interventions and individualized reinforcement plans, with an Educational Planning Team (EPT) referral available when needed.

A dedicated Behavior Resource Team provides de-escalation, resiliency coaching, family communication and structured, academically continuous support for students temporarily removed from class, while repeated or intensive concerns move through the Educational Planning Team (EPT), Functional Behavior Assessment (FBA and Behavior Intervention Plan (BIP) process — with ESE behavior plans remaining the responsibility of the student's ESE case manager. Behavior data, including referral patterns, locations, times and students receiving interventions, is reviewed weekly by the leadership team to determine next steps, directly addressing the staffing instability and disruption to instructional time identified as a cause of low performance.

Attendance is addressed with the same tiered, data-driven approach. Daily attendance and tardiness are monitored to identify emerging patterns of absenteeism, with families receiving early outreach through phone calls, written notices, conferences and problem-solving conversations. Students with emerging concerns receive encouragement, individualized goal-setting and regular check-ins with a trusted adult, while positive attendance — not only perfect attendance — is recognized and celebrated at the classroom level. Students with chronic or increasing absences are referred to a collaborative team consisting of administration, the counselor, social worker, teachers and family, which works to identify specific barriers — transportation, health, housing, family routines or student avoidance — and connects families to the appropriate support. Attendance data is reviewed regularly by grade level, subgroup and individual student to evaluate whether

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interventions are reducing chronic absenteeism, directly targeting the finding that 119 of 338 students (35%) were absent 10% or more of school days in 2025-2026.

Together, the Community Partnership Program, PBIS framework and attendance intervention system support Rawlings' School Improvement Plan by protecting instructional time, reducing disruptions, strengthening student belonging and ensuring students are present and ready to learn, lead, achieve and RISE.

Part B.

The three TOP-1 assurances for district-managed turnaround — (1) District Capacity and Support, (2) School Capacity—Leaders and (2) School Capacity—Educators — were each affirmed and checked in the TOP-1 submission dated 8/14/26 and signed by Superintendent Kamela Patton.

Required documentation confirmed in TOP-1 includes: an MOU to be emailed to BSI@fldoe.org by September 1; instructional rosters submitted to verify staffing of proven-effective teachers at the school; and the VAM classification table comparing school, district and state percentages (see VAM table below). This TOP-2 plan carries forward and operationalizes those same assurances through the dedicated support personnel, support visit cadence and coaching-log structures described above.

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 2026-2027 SIP Areas of Focus are:

1. Instructional Practice specifically relating to Benchmark-aligned Instruction
2. ESSA Subgroups specifically relating to Students with Disabilities
3. Instructional Practice specifically relating to ELA mandated by RAISE
4. Instructional Practice specifically related to Intervention

Key strategies for these Areas of Focus include:

- Explicit Teaching, Formative Assessments with Actionable Feedback
- Explicit, Systematic Foundational Reading Instruction
- Implement Evidence-Based Literacy Instruction with Fidelity
- Weekly Collaborative Planning and Data Analysis
- Explicit, Standards-Aligned Mathematics Instruction
- Data-Driven Targeted Intervention and Feedback

Describe how the district and school leadership team are working together to implement the plans to improve the school.

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, a comprehensive look will examine 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

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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 section 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 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.

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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 section 1001.215(8), F.S.
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 and for K-4 students with a substantial deficiency in mathematics.
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. Erica Warring – Principal
- b. Shanee Martin – Assistant Principal
- c. Kichelle Sheppard– Assistant Principal
- d. Jim Kuhn – School Improvement Principal
- e. Nanette Dell – Executive Director - Elementary Education
- f. Dr. Catherine Atria – Deputy Superintendent
- g. Dr. Kamela Patton – Superintendent

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.

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- a. Rawlings will be utilizing the district-adopted curriculum in all subject areas. This curriculum is approved by the state and 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 evidence-based intervention materials 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 District Comprehensive Evidence-Based 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 can 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 systematic performance tracking 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.
 - a. Based on a thorough examination of both progress monitoring and formative assessment data, as well as summative assessment data, the district will implement necessary adjustments to enhance the current systems in place. By engaging in data discussions and analyzing walkthrough data, the district will gain valuable insights into specific areas where students may be struggling. This process will allow the district to pinpoint weaknesses effectively. Once these areas are identified, the district will act by providing additional coaching, implementing targeted interventions or leveraging support from district-level resources to address the identified challenges. The district's 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 allocates staff in English Language Arts, Math, and Science to support curriculum planning and data analysis; these resources work in tandem with the school's own

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Literacy and Math specialists, reinforcing instructional planning and data-driven decision-making in the content areas where the school has identified the greatest need.

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 Comprehensive Evidence-Based Reading Plan.
 - a. Rawlings will use evidence-based intervention materials 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. AMIRA Learning - AI-powered reading tutor that listens to K–5 students read aloud and provides real-time feedback, assessment and personalized practice to help build literacy skills.
 - iii. UFLI Foundations - Systematic and explicit instruction in foundational reading skills
 - iv. IStation Reading - Istation Reading is an adaptive, computer-based literacy program that continuously assesses students' reading skills and delivers personalized instruction and practice to help close individual learning gaps.
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 over the past four years that allow for greater support of turnaround schools. The district has adjusted the level of support from the district turnaround principal to include weekly structured site visits that include data review, classroom walks followed by action planning and overall school support. Additionally, high need schools are provided with two building level long-term substitutes who are housed at their site. Rawlings Elementary has received all these supports.
 - b. Continued review of these policies and procedures will occur to ensure all needs are met.
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 and the K-12 School Improvement 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.

Assurance 2: School Capacity-Leaders and Educators

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

Leaders

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- ☒ 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.
- ☒ 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.
- ☒ The district must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field teachers 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.

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 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?

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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. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
 - a. Principal Christiana Robbins (2025-2026) was replaced for the 2026-2027 school year.
 - b. Mrs. Erica Warring, former principal at Idylwild Elementary assumed the principalship at Rawlings Elementary for the 2026-2027 school year. Mrs. Warring is a school principal with an extensive history of administrative experience in Alachua County Public Schools. The selection process involved a comprehensive review of sitting principals, encompassing their professional experience, educational background and specialized training, as well as their demonstrated ability to use data for school monitoring and their overall potential for sustained instructional leadership.
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.
 - a. Mrs. Warring's most recent assignment provides directly comparable evidence of turnaround-capable leadership. Idylwild Elementary is a Title I school serving approximately 680 students, 100% economically disadvantaged, with extreme student mobility: in the most recent school year, 583 of 680 enrolled students — approximately 86% — moved into or out of the school during the year.

Mrs. Warring assumed the principalship at Idylwild in October 2024, mid-year, following the district's reassignment of the previous principal. Promoting an assistant principal to principal within the same school in October presents a unique set of leadership challenges. Unlike a transition that occurs during the summer, an October promotion takes place after the school year is already underway, when routines, relationships and expectations have been established. The new principal must quickly shift from serving as a member of the administrative team to becoming its leader, while simultaneously maintaining credibility with faculty, staff, students and families who have long viewed them in a different role.

This transition requires the individual to redefine professional relationships, make difficult personnel and operational decisions involving former peers and establish a clear leadership vision without disrupting the momentum of the school year. At the same time, the new principal must assume responsibility for ongoing initiatives, accountability measures, student achievement, budgeting and school safety, all while ensuring continuity of daily operations.

Despite these inherent challenges, the transition proved to be highly successful. Mrs. Warring demonstrated exceptional leadership by earning the trust and confidence of staff, maintaining stability during a critical point in the school year and building on the school's existing strengths. Rather than allowing the timing of the promotion to hinder progress, the principal effectively navigated the complexities of the role, fostered collaboration, made sound decisions and kept the school focused on student success. This successful transition is a testament to Ms. Warring's leadership capacity, professionalism and ability to lead through change while sustaining a positive school environment.

Academic Performance Data Summary (2023-24 through 2025-26)

The three-year data trend at Idylwild Elementary reveals meaningful and accelerating growth in English Language Arts under Mrs. Warring's leadership in 2025-26. Grade 3 ELA Proficiency has climbed steadily each year, from 33 in 2023-24 to 43 in 2024-25 to 47 in 2025-26 — a 14-point gain over three years and a clear indicator that foundational literacy is strengthening. ELA Achievement followed a similar upward trajectory, rising from 36 to 41 to 43. ELA Learning Gains rebounded from 56 in 2023-24 and 52 in 2024-25 to 55 in 2025-26 and most notably, ELA Learning Gains for the Lowest 25% reached 68 in 2025-26 — up from 64 in 2023-24 and 60 in 2024-25 and the highest mark of any component across all three years. This is a particularly significant strength, as growth among the lowest-performing quartile reflects the school's success in reaching its most at-risk readers, which is precisely the work at the heart of school turnaround.

Mathematics represents the school's primary opportunity for growth. While Math Achievement (31) and Math Learning Gains (37) in 2025-26 have not yet returned to their 2023-24 levels of 41 and 63 respectively, the data contains an encouraging signal: Math Learning Gains for the Lowest 25% rose from 33 in 2024-25 to 40 in 2025-26, reversing the prior year's decline and demonstrating that the school's intervention efforts are gaining traction with the students who need support most. This pattern mirrors the school's ELA trajectory, where growth among the lowest quartile preceded broader schoolwide gains — suggesting mathematics may be positioned at the front end of a similar improvement arc. Science Achievement (23 in 2025-26, down from 31 and 40 in prior years) is identified alongside mathematics as a focus area for targeted support in the year ahead.

Together, the data shows a school making genuine, measurable progress in literacy — with every ELA component improving in 2025-26 and the strongest gains concentrated among the lowest-performing students — while mathematics and science require intensified support. Given the staffing instability described above, the consistency of ELA growth is especially noteworthy and suggests that the instructional systems Mrs. Warring has established are taking root, with mathematics and science positioned as the clear next targets for the same focused improvement efforts.

These gains were earned in a building where nearly nine of every ten students churned through enrollment during the year. Growth under those conditions cannot be attributed to favorable cohorts; it reflects durable schoolwide instructional systems — standards-aligned Tier 1 instruction, disciplined progress monitoring and early intervention — that Mrs. Warring installed and led. Mathematics and science emerged as continuing priorities during the same period and lowest-quartile mathematics gains had already begun to recover (33 to 40) in her first full year as the same intervention architecture was extended to mathematics.

Additional Consideration

During the period under review, Mrs. Warring led the school with limited school administrative support. The two assistant principals assigned to Idylwild were not yet able to independently carry a full administrative load, requiring Mrs. Warring to personally direct instructional leadership, school operations, discipline and compliance functions concurrently. Under these conditions, her leadership was the primary stabilizing force at the school: she maintained instructional focus through the leadership transition and an 88% student mobility rate, sustained ELA improvement and prevented a decline in the school's grade to a D. The school's

performance trajectory during this period is therefore directly attributable to Mrs. Warring's individual leadership capacity.

Compounding the inherent challenges of the principalship, Mrs. Warring navigated an extraordinary level of staffing instability throughout the 2025-26 school year. The year began with eight instructional vacancies and over the course of the year, seven additional teachers departed the school. On a typical day, approximately ten instructional substitutes were required to cover teacher absences, while two long-term substitutes filled standing vacancies. In total, 22 of the school's 39 teachers — more than half of the instructional staff — were new to the campus. It is important to note that a portion of this turnover was a direct result of Mrs. Warring raising expectations for instructional quality and professional accountability. As she moved the campus toward a staff of excellence, some teachers who were unwilling or unable to meet the higher standard chose to leave or were released — a short-term disruption that reflects intentional leadership rather than instability and one that positions the school with a stronger, more committed faculty moving forward. This degree of turnover and daily coverage needs represents a significant loss of consistent, high-quality instructional units, requiring Mrs. Warring to devote considerable time and energy to recruitment, onboarding, coaching of novice staff and the daily logistics of instructional coverage. That measurable gains were achieved with the lowest-performing quartile amid this level of disruption speaks to Mrs. Warring's ability to prioritize and protect instruction for the students most at risk.

3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
 - a. Both assistant principals from the 2025-2026 school year were replaced.
 - b. A school with the enrollment of Rawlings Elementary would be allocated a single assistant principal. To strengthen the school's leadership capacity going forward, the district has allocated two of its strongest assistant principals to support Mrs. Warring. Additionally, the district is assigning a literacy specialist with direct experience leading school-level literacy improvement work of this kind. These assignments will allow Mrs. Warring to distribute administrative responsibilities across a capable leadership team and concentrate her efforts on the school's identified instructional priorities, including mathematics and science achievement.
 - c. Shanee Martin, Assistant Principal
Mrs. Martin brings a record of success in school turnaround work. She served two years as Assistant Principal at Shell Elementary School, where the school exited turnaround status during her tenure and rose to within reach of a B grade. Her certification profile is closely aligned to Rawlings' identified needs: she holds Florida certifications in Educational Leadership, Reading, Elementary Education and English for Speakers of Other Languages, along with a Literacy Specialist certification. Her combination of turnaround experience and extensive literacy credentials directly supports Rawlings' continued ELA improvement and its work with a high-need, high-mobility student population.
 - d. Kichelle Sheppard, Assistant Principal
Mrs. Sheppard brings administrative experience in high-need school settings, having served as Assistant Principal at both Metcalfe Elementary and Meadowbrook Elementary. Her leadership preparation reflects a sustained commitment to school improvement work: she completed the district's Transformational Leadership Academy (2024–25), attended the Florida Bureau of School Improvement Conference for three consecutive years (2022–2024) and completed the Aspiring Leadership Academy (2018–19). She holds Florida certifications

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in Educational Leadership (K–12) and Reading (K–12), along with ESOL certification — credentials of particular value in serving Rawlings’ diverse, high-need, high-mobility student population.

4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
 - a. Principals who meet eligibility requirements for the Supplemental Teacher and Administrator Allocation (STAA) will receive the Unisig supplemental allocation for administrators.
 - b. Any principal who is eligible for the STAA Allocation will also receive district incentive pay of up to \$8,500.
5. How does the district build the capacity of turnaround leaders?
 - a. Turnaround leaders meet monthly as a cohort to collaborate and discuss evidence-based practices. 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 a district turnaround principal, with a proven track record in facilitating turnaround initiatives. This professional collaborates closely with school leaders who are responsible for turning around struggling schools, providing invaluable support and guidance. In addition to these collaborative efforts, the turnaround principal also takes on the role of mentor and principal supervisor, offering his expertise and advice to help these school leaders enhance their effectiveness and drive positive change within their respective schools. His experience and mentorship is crucial in fostering an environment conducive to successful school improvement.
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?
 - a. 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. 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?
 - a. If the school’s grade does not improve after the first year of implementation, the district will conduct a comprehensive review of the school’s progress and take increasingly intensive actions to ensure effective leadership and implementation of the school improvement plan. Actions may include, but are not limited to, the following:
 - i. Conduct a Formal Leadership and School Improvement Review
 1. The district will conduct a formal review with the principal and school leadership team to evaluate the implementation and effectiveness of the school improvement plan. The review will examine the fidelity and consistency of implementation, the effectiveness of identified strategies, student achievement and growth data and barriers that prevented the school from meeting established outcomes. Specific leadership actions and corrective measures will be identified based on the findings.
 - ii. Increase District Oversight and Leadership Support
 1. The district turnaround principal will increase the frequency and intensity of support and monitoring for the principal and leadership team. For example, district leadership may increase direct support from weekly to twice-weekly meetings or visits, with a focus on instructional leadership, implementation

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monitoring, problem-solving and evidence of progress toward established goals.

- iii. Mandate Targeted Professional Learning and Leadership Coaching
 - 1. The district will require members of the leadership team to participate in targeted professional learning and/or leadership coaching based on identified areas of need. Priority areas may include instructional leadership, data-driven decision-making, effective teacher coaching and observation, professional learning communities, intervention planning and monitoring of instructional practices.
- iv. Strengthen Accountability and Progress Monitoring
 - 1. The leadership team will be required to provide student achievement, growth and implementation data to the district on an increased monitoring cycle. This may include benchmark assessments, formative assessments, progress-monitoring data, walkthrough data, attendance and other relevant indicators. The district will use these data to determine whether corrective actions are producing the expected results and to make timely adjustments when progress is insufficient.
- v. Restructure or Reassign Leadership Responsibilities
 - 1. Based on the results of the formal review, the district may restructure the school's leadership team, reassign specific leadership responsibilities, modify committee structures or make changes to leadership assignments to strengthen accountability and improve implementation of the school improvement plan.
- vi. Take Personnel Action When Necessary
 - 1. If the school does not demonstrate sufficient improvement and the evidence indicates that leadership effectiveness or implementation is a significant contributing factor, the district, in consultation with BSI staff and consistent with applicable district policies and personnel procedures, may take personnel action, up to and including reassignment or removal of the principal and/or other members of the leadership team.
- vii. Establish Clear Performance Expectations and Consequences
 - 1. Following the first-year review, the district will establish specific, measurable leadership expectations, timelines and benchmarks for the subsequent year. Continued failure to demonstrate progress toward these expectations will result in further district intervention and may lead to additional leadership or personnel changes.

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:

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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 to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

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 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. The district will ensure that if an instructional vacancy occurs during the year, the district will provide daily coverage by a certified teacher in the applicable content area(s) until the vacancy is filled.

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.

3. The school district has established a BSI-approved K–3 Value-Added Growth Model for Teacher Evaluations that generates a Student Performance Measure (SPM) data value in Reading and Math. This SPM will serve as the primary basis for a performance-based incentive structure specifically designed to recruit and retain high performing teachers in low-performing and turnaround schools. 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. Each teacher with a SPM that mirrors Effective or Highly Effective VAM ratings received an incentive of \$8,500.00.

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4. UniSIG bonuses of \$15,000 for Highly Effective VAM scores and \$7,500 for Effective VAM scores are awarded to teachers. These are funded with school UniSIG funds.

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?

- A. 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 six days during the school year.

The school district has established a BSI-approved K–3 Value-Added Growth Model for Teacher Evaluations that generates a Student Performance Measure (SPM) data value in Reading and Math. This SPM will serve as the primary basis for a performance-based incentive structure specifically designed to recruit and retain high performing teachers in low-performing and turnaround schools. 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. Each teacher with a SPM that mirrors Effective or Highly Effective VAM ratings received an incentive of \$8,500.00.

Such incentives are designed to attract high-quality educators and encourage consistent attendance, thereby enhancing the educational environment for students.

- B. No teachers were reassigned due to VAM scores.
- C. N/A
- D. Vacancies were filled through the above-mentioned job fairs and recruiting efforts. As of the first student day, there were no vacancies at Rawlings Elementary.

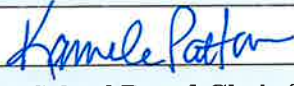
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Fill out the table below to verify the VAM classification data.

VAM DATA – School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	1	9	2	0
School %	8%	75%	17%	0%
District %	5.98%	65.79%	17.94%	10.28%
State %	11.30%	65.80%	13.07%	9.84%

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 completing and submitting the TOP-2
James E. Kuhn, III District Turnaround Principal Dr. Cathy Atria, Deputy Superintendent
Contact information: email, phone number
kuhnje@gm.shac.edu, 352-955-7630 atriacga@gm.shac.edu, 352-955-7544
Date submitted to the RED and the Bureau of School Improvement (due October 1)
9/1/26
Superintendent signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date local school board approved