



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

Alachua County Public Schools
Joseph Williams Elementary

Due: September 1

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

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

Purpose

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

Directions

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

School

In the box below, identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number
Joseph Williams Elementary/0111

Stakeholder Engagement

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

Names and affiliation of CAT members:

District

- A. Justin Russell - Principal
- B. Michele Quiros -Assistant Principal
- C. Kelsey Anhalt - Assistant Principal
- D. Jim Kuhn- District Turnaround Principal
- E. Nannette Dell- Executive Director - Elementary Education
- F. Dr. Catherine Atria - Deputy Superintendent
- G. Dr. Kamela Patton - Superintendent

Bureau of School Improvement (BSI)

- Sandy Brusca - Regional Executive Director (Region 2)
- Eddie Kiep - BSI School Improvement Specialist

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Dates of CAT meetings (held and upcoming meetings):

CAT# 1 - September 10, 2026 at 6:00 p.m.

CAT# 2 - January 14, 2027 at 6:00 p.m.

CAT# 3 - May 25, 2027 at 6:00 p.m.

What school data was analyzed?

We reviewed three years of Florida school grade data for Joseph Williams Elementary, which show a decline from a B (55% of points) in 2023-2024 to a D (37% of points) in 2024-2025 and a D (38% of points) in 2025-2026.

We also reviewed the FLDOE Accountability Components by Subgroup reports for the same three years, covering ELA and math achievement and learning gains, science achievement and results for the "All Students," Students with Disabilities, Black/African American, Multiracial, White, Asian and Economically Disadvantaged subgroups.

School Grade History

Williams declined from a B (55% of points) in 2023-24 to a D (37%) in 2024-25 and remained a D (38%) in 2025-2026.

Year	Grade	Percent of Points
2023-2024	B	55%
2024-2025	D	37%
2025-2026	D	38%

All Students - Trend by Component

Component	2023-2024	2024-2025	2025-2026	3-Yr Trend
ELA Achievement	49%	26%	23%	▼ -26 pts
Grade 3 ELA Achievement	43%	15%	12%	▼ -31 pts
ELA Learning Gains	60%	50%	52%	▼ -8 pts
ELA LG, Lowest 25%	56%	56%	62%	▲ +6 pts
Math Achievement	48%	24%	18%	▼ -30 pts
Math Learning Gains	70%	43%	48%	▼ -22 pts
Math LG, Lowest 25%	63%	55%	50%	▼ -13 pts
Science Achievement	51%	25%	38%	▼ -13 pts

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2023-24 → 2024-25 drove the collapse (ELA/Math Achievement roughly halved); 2025-26 Achievement kept sliding, but Science rebounded (+13 pts) and ELA Lowest-25% Gains is the only net-positive component over three years.

Students With Disabilities (SWD)

Component	2023-2024	2024-2025	2025-2026	3-Yr Trend
ELA Achievement	14%	9%	6%	▼ -8 pts
Grade 3 ELA	27%	10%	0%	▼ -27 pts
ELA Learning Gains	35%	25%	54%	▲ +19 pts
ELA LG, Lowest 25%	40%	30%	64%	▲ +24 pts
Math Achievement	15%	7%	6%	▼ -9 pts
Math Learning Gains	55%	40%	23%	▼ -32 pts
Math LG, Lowest 25%	60%	55%	21%	▼ -39 pts
Science Achievement	-	-	8%	N/A

Most volatile components: ELA/Math Achievement now single digits, but ELA Learning Gains and Lowest-25% Gains improved sharply. Math LG Lowest-25% fell 60%-21%, the steepest decline in the dataset.

Black/African American Students

Component	2023-2024	2024-2025	2025-2026	3-Yr Trend
ELA Achievement	17%	15%	17%	-0 pts
Grade 3 ELA	21%	9%	9%	▼ -12 pts
ELA Learning Gains	41%	43%	50%	▲ +9 pts
ELA LG, Lowest 25%	53%	57%	59%	▲ +6 pts
Math Achievement	16%	14%	13%	▼ -3 pts
Math Learning Gains	50%	38%	44%	▼ -6 pts
Math LG, Lowest 25%	62%	55%	45%	▼ -17 pts
Science Achievement	14%	11%	29%	▲ +15 pts

Achievement held comparatively flat (ELA 17%-17%) while schoolwide achievement fell sharply — the schoolwide decline is not evenly distributed across subgroups. Science Achievement more than doubled (14%----+29%).

Economically Disadvantaged Students

Component	2023-2024	2024-2025	2025-2026	3-Yr Trend
ELA Achievement	23%	14%	17%	▼ -6 pts
Grade 3 ELA	19%	9%	10%	▼ -9 pts
ELA Learning Gains	48%	43%	48%	-0 pts
ELA LG, Lowest 25%	58%	57%	59%	▲ +1 pts
Math Achievement	20%	12%	12%	▼ -8 pts
Math Learning Gains	55%	36%	47%	▼ -8 pts
Math LG, Lowest 25%	63%	57%	48%	▼ -15 pts
Science Achievement	24%	12%	29%	▲ +5 pts

2024-25 dip, partial 2025-26 recovery. Science nearly doubling (12%→29%). Achievement never returned to 2023-24 levels.

2025 -2026 Snapshot - Subgroup Comparison

Subgroup	ELA Ach.	Math Ach.	Science Ach.
All Students	23%	18%	17%
Students With Disabilities	6%	6%	10%
Black/ African American	17%	13%	48%
Multiracial	43%	29%	-
Economically Disadvantaged	17%	12%	29%

SWD remains the lowest performing subgroup of the school (12-17 pts below other subgroups). Science (38% all-students) is now the school's strongest component.

Context: Demographic Composition Shift

Williams' magnet program shifted from a Gifted magnet to candidacy for an International Baccalaureate Primary Years Program between 2023-24 and 2024-25, prompting many high-performing students to transfer schools. This compositional change is a likely contributor to the schoolwide achievement decline, independent of any change in instruction for the students who remained.

Key Takeaways:

The decline began in 2023-24 and continued into 2024-25. The school was already experiencing a decline before the 2025-26 school year began.

- Achievement and growth measures reflected different trends in 2025-26.
 - While overall achievement in ELA and Mathematics continued to decline, several subgroups demonstrated improvement in learning gains and Science.
 - The largest increases were observed among Students with Disabilities (SWD) in ELA Lowest 25% Learning Gains (30% to 64%) and in schoolwide Science proficiency (25% to 38%).

Identified Causes of Low Performance

Williams Elementary's 2025-26 accountability data reveal a pattern of decline that began during the transition from 2023-24 to 2024-25 and has only partially stabilized since. Achievement measures have continued to decline, even as learning gains show pockets of recovery. A review of instructional practice, walkthrough data and student work alongside these outcomes points to the following interrelated causes:

- Inconsistent implementation of the district-adopted curriculum. Classroom-to-classroom variation in how the ELA and mathematics curricula are delivered has produced uneven instructional experiences for students in the same grade level
- Inconsistent, effective delivery of Tier 1 instruction with high levels of student engagement. Classroom observation data indicate that instruction does not consistently include the explicit modeling, checks for understanding and active student engagement necessary to move students toward proficiency.
- Lack of alignment between tasks/student work and content specifications and benchmarks. Instructional tasks and student work products are not consistently aligned to the rigor and specificity of the B.E.S.T. standards, resulting in students practicing skills below grade-level expectations.
- Inconsistent use of Instructional Focus Boards and Instructional Empowerment's Model of Instruction.
- Deficiencies in student learning are not addressed through timely intervention. Students with unfinished learning from prior grade levels were not consistently identified and provided targeted intervention within the instructional cycle.
- Chronic Absenteeism - 23.1% of Williams students missed 10% or more of school days in 2025-26. The problem is concentrated in the upper grades: Grade 3 (30.5%), Grade 4 (26.3%), and Grade 5 (30.3%). Lost instructional time compounds every other instructional priority in this plan.

Recommendations for School Improvement

To address the causes identified above, the district will implement the following systems of support, staffing and instructional practice at Williams Elementary:

Leadership and Staffing Support

- A dedicated district Principal Supervisor/Turnaround Principal will be assigned to provide direct, ongoing support to school leadership in implementing turnaround strategies and monitoring progress toward improvement goals.
 - The district Principal Supervisor will conduct weekly, focused and structured support visits to Williams Elementary, providing consistent, job-embedded guidance to the principal and leadership team and ensuring that turnaround strategies are implemented with fidelity and urgency.
- A Literacy Specialist and a Math Specialist will be added to strengthen content-specific instructional support, coach teachers in delivering standards-aligned instruction and support data-driven planning in both subject areas.
- A Title I Instructional Coach and interventionists will be assigned to provide job-embedded coaching, model effective instructional practices and deliver targeted, evidence-based interventions to students with identified learning deficiencies.

Instructional Practice

- The school will intensify and strengthen Tier 1 instruction schoolwide by implementing consistent, explicit, systematic and differentiated instructional practices across all classrooms. This work will ensure that every student, including students with disabilities and those performing below grade level, receives daily access to rigorous, standards-aligned instruction and the targeted support needed to master grade-level standards.
- The school will implement structured coaching cycles and schoolwide professional learning on the Instructional Empowerment's Model of instruction, ensuring that all instructional staff receive consistent training, modeling and feedback to build a shared, high-fidelity instructional framework across every classroom.
- University of Florida Literacy Institute (UFLI) interventions will be implemented to build foundational literacy skills, particularly in the primary grades, addressing the phonemic awareness, phonics and decoding deficiencies that contribute to low ELA achievement in the intermediate grades.
- The school will implement Positive Behavioral Interventions and Supports (PBIS) schoolwide, with a focus on clear behavioral expectations and consistent reinforcement, to establish the safe, structured learning environment necessary to support instructional improvement.
- School leadership will conduct weekly classroom walkthroughs focused on high-quality instruction and fidelity to the Instructional Empowerment's Model of Instruction, with findings used to guide coaching, professional learning and targeted support.

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Collaborative Planning Expectations

Each grade-level team will engage in structured collaborative planning once weekly, according to the following schedule:

Team	Day	Time
Kindergarten / Grade 2	Monday	2:15-3:15
Grade 3, Grade 4/5 Math/Science	Tuesday	2:15-3:15
Grade 3, Grade 4/5 ELA	Thursday	2:15-3:15

These sessions will be attended by content specialists and members of the school leadership team to ensure consistency, accountability and direct instructional support. During each session teams will:

- Dive deeper into the B.E.S.T. standards and define clear, standards-aligned learning targets using the Collaborative Planning Tool.
- Plan lessons, questioning strategies and instructional tasks that align directly to the rigor and specificity of the targeted standards.
- Review student data and adjust instruction in response to evidence of student learning, ensuring that deficiencies are identified and addressed within the instructional cycle rather than after summative assessment.

Support Visit Cadence

Visits from both school-based leadership and the district turnaround principal will follow a consistent, predictable cadence so that instructional feedback reaches classrooms on a weekly cycle rather than intermittently:

Level	Cadence	Focus
School (Principal/AP)	5 walks daily, weekly cycle	Literacy coaching; ESE/interventionist/para push-in; weekly feedback
District (Turnaround Principal and Teaching and Learning Staff)	Weekly, structured support visit	Content-area instruction, interventions and review of assessment data; feedback delivered following each visit
School, District and BSI Staff (Principal/AP, Turnaround Principal, District Literacy and UFLI Contacts, BSI Team)	Biweekly	Content area instruction, action plan implementation, future planning

Strengthen Attendance Through Community, Communication and Engagement

Addressing attendance calls for a combined approach - strengthening relationships, improving communication, making instruction more engaging and offering targeted incentives - rather than relying on a single intervention.

- **Tighten Family Notification and Follow-Up**
 - o **Launch School-Wide Morning Meetings**
 - o Every classroom will begin the day with a structured morning meeting. Morning meetings provide elementary students with a consistent opportunity to build relationships, strengthen classroom community and develop a sense of belonging. They establish a positive start to the school day by supporting resiliency, student voice and readiness to learn. This is also expected to directly address chronic tardiness, which frequently precedes chronic absenteeism.
 - o Formal parent notification is triggered once a student's absences reach the established threshold, with Educational Progress Team (EPT) meetings scheduled as needed. Missed instructional time will be tracked and reported as a percentage of minutes missed, not just days absent, so families and staff can see the true instructional impact of both absences and partial-day attendance.
- **Strengthen Tier 1 Instructional Engagement**
 - o Strengthen engaging, rigorous and standards-aligned instruction as both an academic and attendance strategy. When instruction is active, relevant and responsive to student needs, students are more likely to feel connected to learning, engaged in the classroom and motivated to attend school consistently.
- **Target Friday Attendance Through PBIS**
 - o Fridays typically have the highest rate of student absences. Therefore, PBIS celebrations and incentive events will be intentionally scheduled on Fridays to provide students with a positive and meaningful reason to attend school consistently through the end of the week.
- **Recognize and Publicize Strong Attendance**
 - o Attendance awards will be announced on the school news to publicly recognize and celebrate students and classrooms with strong or improved attendance, reinforcing attendance as a shared, visible school value rather than an individual compliance issue.

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

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dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

☒ The district shall ensure that instructional programs align to Florida's state academic standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), F.S., as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading and for K-4 students with a substantial deficiency in mathematics. The district shall demonstrate alignment of Florida's state academic standards across grade levels to improve background knowledge in social studies, science and the arts.

☒ The district shall prescribe and require progress monitoring assessments that are aligned to Florida's state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 2: School Capacity-Leaders and Educators

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

Leaders

☒ The district leadership team, in collaboration with the school, shall develop an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

☒ The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

☒ The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

Educators

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

☒ The district shall ensure the instructional personnel who do not have a YAM rating and who

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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 YAM rating that is below Effective or out-of-field instructional personnel assigned to the school is at least or at a minimum, not higher than the district average.
- ☒ Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

Required Documentation

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

- ☒ An MOU pursuant to s. 1001.42(21), F.S., shall be emailed to BSI@fldoe.org no later than September 1. The subject line of the email must include: district name, school name and MOU. If an MOU has not been approved by the district school board, provide a detailed status of negotiations.
- ☒ **The district must submit instructional rosters for this school no later than August 1.** These lists are utilized to ensure that the most proven effective teachers are staffed at the most fragile schools and to verify rosters for teachers eligible to receive an additional district UniSIG allocation.
- ☒ The district must complete the table below by providing the number and percentage of instructional personnel in each of the VAM ratings of Highly Effective, Effective, Needs Improvement and Unsatisfactory for this school and the district.

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

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Acknowledgment

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

Name and title of person responsible for completion of TOP-1
Dr. Cathy Atria Deputy Superintendent James E. Kuhn, III DISTRICT Turnaround Principal
Contact information: email, phone number
atriacg@gm.sbac.edu, 352-955-7544 kuhnie@gm.sbac.edu, 352-955-7630
Date submitted to the RED and the Bureau of School Improvement, due September 1
Kamela Patten 8/14/26
Superintendent signature (or authorized representative)
Kamela Patten
Local School board Chair signature (or authorized representative)

Date approved by Local School Board

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