



TOP-2

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

Alachua County Public Schools
Joseph Williams 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
Joseph Williams Elementary/0111

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.

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 achievement and learning gains, 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-Year Trend
ELA Achievement	14%	9%	6%	▼ -8 pts
Grade 3 ELA Achievement	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-Year Trend
ELA Achievement	17%	15%	17%	— 0 pts
Grade 3 ELA Achievement	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%	▼ a -6 pts
Math LG, Lowest 25%	62%	55%	45%	▼ -17 pts
Science Achievement	14%	11%	29%	▲ +15 pts

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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-Year Trend
ELA Achievement	23%	14%	17%	▼ -6 pts
Grade 3 ELA Achievement	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

Science nearly doubling (12%→29%). Achievement in both ELA and Math never returned to 2023-24 levels.

2025-2026 Snapshot — Subgroup Comparison

Subgroup	ELA Ach.	Math Ach.	Sci Ach.
All Students	23%	18%	38%
Students With Disabilities	6%	6%	8%
Black/African American	17%	13%	29%
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 selective Gifted magnet to candidacy for a full-school International Primary Years Program between 2023-24 and 2024-25, prompting many high-performing students to transfer to another school. This compositional change is a likely contributor to the schoolwide achievement decline, independent of any change in instruction for the students who remained.

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

- The implementation of specific strategies, including Exceptional Student Education (ESE) supports and targeted interventions, resulted in notable improvements in the following areas:
 - Schoolwide: ELA Learning Gains, Lowest 25% rose from 56% to 62%, an increase of 6 points.
 - Students with Disabilities (SWD): ELA Learning Gains climbed from 25% to 54%, a gain of 19 points, while ELA Learning Gains, Lowest 25% jumped from 30% to 64%, a gain of 24 points — the largest increase across all groups.
 - Black/African American students: ELA Learning Gains increased from 43% to 50% and ELA Learning Gains, Lowest 25% rose from 57% to 59%.
 - Schoolwide Science proficiency grew from 25% to 38%.

These results show the interventions were particularly effective for the school's most vulnerable learners, with SWD students showing the strongest response to targeted support and meaningful, consistent growth was also achieved for Black/African American students and the lowest-performing quartile schoolwide.

Strategies That Have Not Resulted in Improvement

- Inconsistent implementation of the district-adopted curriculum. Classroom-to-classroom variation in how the ELA and mathematics curricula were delivered 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 indicated that instruction did not consistently include 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 were 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 were 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.
- Not addressing 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.

What Will Be Done Differently

The following recommendations are designed to shift the school from inconsistent or variable instructional practices to a coherent, tightly monitored, evidence-driven instructional system. These actions will establish clear expectations for high-quality instruction, strengthen leadership capacity, increase accountability for implementation and ensure that student performance data are used consistently to drive instructional decisions and targeted interventions.

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- Intensify and Strengthen Tier 1 Instruction Schoolwide
 - The school will strengthen Tier 1 instruction across all classrooms by establishing consistent expectations for explicit, systematic, rigorous and differentiated instruction aligned to the B.E.S.T. Standards.
 - Instructional practices will be monitored for consistency and effectiveness, with particular attention to student engagement, differentiation, checks for understanding and timely instructional responses to student needs.
- Implement Structured Instructional Coaching and Professional Learning
 - The school will implement structured coaching cycles and schoolwide professional learning focused on Instructional Empowerment's Model of Instruction.
 - All instructional staff will receive consistent training, modeling, opportunities for practice and actionable feedback to establish a shared, high-fidelity instructional framework across classrooms.
 - Coaching will be differentiated based on identified teacher and student needs and will include follow-up monitoring to ensure that professional learning is translated into classroom practice.
- Strengthen Foundational Literacy Through UFLI Foundations Implementation
 - The school will implement the University of Florida Literacy Institute (UFLI) Foundations instructional approach and interventions to systematically address foundational literacy needs, particularly in the primary grades.
 - Instruction will explicitly target phonemic awareness, phonics, decoding, encoding and other foundational skills that contribute to later reading success.
 - Student progress will be monitored regularly to identify students requiring additional intervention and to ensure that instruction is adjusted based on demonstrated need.
- Implement PBIS to Establish a Consistent, Supportive Learning Environment
 - The school will implement Positive Behavioral Interventions and Supports (PBIS) schoolwide to establish clear, explicitly taught behavioral expectations and consistent systems for reinforcement and intervention.
 - Staff will use common expectations and responses across settings to reduce disruptions, increase instructional time, strengthen student engagement and create the safe, predictable learning environment necessary for sustained academic improvement.
- Increase Leadership Monitoring of Instructional Fidelity
 - School leadership will conduct weekly classroom walkthroughs focused on evidence of high-quality instruction and fidelity to Instructional Empowerment's Model of Instruction.
 - Walkthrough findings will be documented, analyzed for schoolwide trends and used to determine coaching priorities, professional learning needs and targeted teacher support.
 - Leadership will use the resulting evidence to identify implementation gaps quickly and take corrective action when expectations are not being met.
- Establish Structured Collaborative Planning
 - Each grade-level team will engage in structured collaborative planning at least once weekly.
 - Planning will focus on prioritizing B.E.S.T. Benchmarks, designing rigorous and standards-aligned lessons, anticipating student misconceptions, planning differentiated supports and identifying formative assessments and checks for understanding. Teams will use student performance data to adjust upcoming instruction and identify students requiring additional support.
- Strengthen Attendance Systems, Engagement and Accountability
 - The school will implement a comprehensive attendance strategy designed to improve daily attendance, reduce chronic absenteeism and increase student engagement. Key actions will include:

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- Launch Schoolwide Morning Meetings: Establish consistent morning routines that promote belonging, positive relationships, student readiness and a positive start to the instructional day.
 - Tighten Family Notification and Follow-Up: Establish consistent and timely communication with families regarding absences and patterns of attendance, with escalating follow-up and interventions for students demonstrating attendance concerns.
 - Strengthen Tier 1 Instructional Engagement: Ensure that classroom instruction is rigorous, relevant, appropriately differentiated and engaging so that students experience a strong connection between daily attendance and academic success.
 - Target Friday Attendance Through PBIS: Use targeted PBIS strategies and positive reinforcement to address patterns of lower attendance on Fridays and increase students' motivation to attend consistently throughout the week.
 - Recognize and Publicize Strong Attendance: Establish schoolwide recognition systems that celebrate students, classrooms and grade levels demonstrating strong attendance and improvement, while reinforcing the expectation that daily attendance is essential to academic success.
- Establish an Integrated Monitoring and Accountability Cycle
 - The leadership team will establish a recurring cycle of plan → implement → monitor → analyze → adjust to ensure that each initiative is implemented with fidelity and produces measurable results. Student achievement, instructional walkthrough, attendance, behavior and intervention data will be reviewed regularly by school leadership to determine whether strategies are having the intended impact. When evidence indicates insufficient progress, the leadership team will identify the root cause, implement corrective action and monitor the impact of the adjustment.

Collectively, these actions will create a coherent instructional system in which expectations are clear, implementation is monitored, teachers receive timely support and decisions are driven by evidence. The ultimate measure of success will be improved student achievement, increased instructional consistency, stronger student engagement and sustained progress toward improving the school's overall grade.

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

Williams Elementary will be supported by a multi-layered system of shared leadership and accountability designed to ensure turnaround strategies are implemented with fidelity and consistency across all classrooms.

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A dedicated district Principal Supervisor/Turnaround Principal will provide direct, ongoing support to school leadership, conducting weekly, structured visits that offer job-embedded guidance and hold implementation to a standard of urgency and consistency. This support is reinforced by a Literacy Specialist and Math Specialist, who will coach teachers in standards-aligned instruction and data-driven planning and a Title I Instructional Coach and interventionists, who will model effective practices and deliver targeted interventions for students with identified deficiencies.

Shared accountability is built into the school's instructional rhythm through weekly collaborative planning sessions for each grade-level team, attended by content specialists and school leadership. These sessions ensure teams plan rigorous, standards-aligned instruction and use real-time student data to adjust teaching within the instructional cycle — rather than waiting until after summative assessments to respond.

Finally, a predictable, multi-tiered visit cadence anchors accountability at every level:

- School (Principal/Assistant Principal): 5 classroom walks daily on a weekly cycle, focused on literacy coaching, ESE/interventionist support and weekly feedback.
- District (Turnaround Principal and Teaching & Learning staff): Weekly structured visits focused on content-area instruction, interventions and assessment data, with feedback delivered after each visit.
- School, District and BSI Staff: Biweekly joint visits involving the Principal/Assistant Principal, Turnaround Principal, District Literacy and University of Florida Literacy Institute (UFLI) contacts and the BSI Team to review action plan implementation and guide future planning.

Together, these structures create overlapping layers of support and oversight — ensuring that leadership, coaching and instructional teams remain aligned, informed and mutually accountable for student progress throughout the school year.

Standards-based Instruction and Learning

Williams Elementary will intensify and strengthen Tier 1 instruction schoolwide by implementing consistent, explicit, systematic and differentiated instructional practices across all classrooms. This work ensures that every student — including students with disabilities and those performing below grade level — receives daily access to rigorous, standards-aligned instruction along with the targeted support needed to master grade-level standards.

To build a shared, high-fidelity instructional framework, the school will implement structured coaching cycles and schoolwide professional learning grounded in Instructional Empowerment's Model of Instruction. All instructional staff will receive consistent training, modeling and feedback to ensure classrooms reflect a common instructional approach.

UFLI Foundations will be implemented to build foundational literacy skills, particularly in the primary grades, directly addressing phonemic awareness, phonics and decoding deficiencies that underlie low ELA achievement in intermediate grades.

Recognizing that a safe, structured environment is foundational to instructional improvement, the school will implement Positive Behavioral Interventions and Supports (PBIS) schoolwide, establishing clear behavioral expectations and consistent reinforcement across all classrooms.

School leadership will conduct weekly classroom walkthroughs focused on high-quality instruction and fidelity to the Instructional Empowerment's Model of Instruction for Deeper Learning, with collected data directly informing coaching priorities, professional learning topics and targeted support for teachers.

Collaborative Planning Expectations

Each grade-level team will engage in weekly structured collaborative planning. 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.

Positive Learning Environment

Positive Behavior Interventions and Supports (PBIS) is fully implemented at Williams Elementary. School-wide expectations are clearly posted in all classrooms and common areas and are reinforced regularly through the school's morning school news. Teachers consistently reinforce expectations and practice procedures not only during the first 10 days of school, but throughout the entire school year. Wildcat Cash is used to recognize and reinforce positive behavior and students may use their Wildcat Cash at the school store or toward quarterly incentive events. Students who continue to struggle with behavior despite school-wide supports will receive targeted Tier 2 or Tier 3 interventions, which may include behavior point sheets and/or individualized Behavior Intervention Plans.

Williams Elementary will strengthen attendance through a coordinated, schoolwide strategy that builds a positive and connected school community through relationship-building, clear communication, engaging instruction, proactive family engagement and meaningful recognition, ensuring that improved attendance is supported through multiple, reinforcing interventions.

Every classroom will launch the day with a structured morning meeting, giving students a consistent opportunity to build relationships, strengthen classroom community and develop a sense of belonging. These meetings establish a positive start to the school day, support student resiliency and voice and are expected to directly reduce chronic tardiness, which frequently precedes chronic absenteeism.

The school will strengthen family notification and follow-up procedures by initiating formal parent/guardian communication when a student's absences reach the established threshold and convening Educational Progress Team (EPT) meetings, as appropriate, to identify barriers to attendance and develop targeted supports. 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 full absences and partial-day attendance.

Attendance will also be reinforced through strong Tier 1 instructional engagement, recognizing that when instruction is active, relevant and responsive to student needs, students feel more connected to learning and more motivated to consistently and regularly attend school.

To address the pattern of higher Friday absences, the school will target Friday attendance through PBIS, intentionally scheduling celebrations and incentive events on Fridays to give students a positive, meaningful reason to attend through the end of the week.

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Finally, the school will recognize and publicize strong attendance, announcing attendance awards on the school news to celebrate students and classrooms with strong or improved attendance — reinforcing attendance as a shared, visible school value rather than an individual compliance issue.

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 2026-20275 SIP Areas of Focus are:

1. Instructional Practice specifically relating to ELA mandated by RAISE
2. Instructional Practice specifically relating to Benchmark-aligned Instruction
3. Instructional Practice specifically related to Math

Key strategies for these Areas of Focus include:

- UFLI Foundations Interventions provided by Title 1 Interventionists, classroom teachers and ESE teachers
- Schoolwide Professional Learning on Tier 1 Instruction with a focus on Explicit Instruction and Instructional Empowerment's Model of Instruction
- Biweekly Rigor and Coaching Walks
- Targeted Math Interventions and Tutoring

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

- The district and school leadership team will work collaboratively through a structured, data-driven cycle of implementation, monitoring and continuous improvement to ensure the School Improvement Plan (SIP) produces measurable gains in student achievement. During biweekly BSI visits, district and school leaders will jointly review the implementation and effectiveness of SIP strategies, examine student achievement and growth data, assess instructional practices and fidelity of implementation and identify barriers that may be limiting progress. These visits will provide an opportunity to calibrate expectations, address implementation gaps and determine whether additional resources, coaching, professional learning or other supports are needed.

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- Following each review, district and school leaders will identify specific action steps, establish clear expectations and timelines and monitor progress toward established benchmarks. When data indicate that a strategy is not producing the intended results, the leadership team will work collaboratively to identify the root cause, adjust the strategy and implement targeted corrective actions. School leadership is responsible for carrying out the agreed-upon actions, while district leadership provides ongoing oversight, coaching, resources and accountability.
- This continuous cycle of plan, implement, monitor, analyze and adjust ensures that district and school leaders maintain a shared focus on the highest-impact strategies and respond quickly when evidence indicates that changes are needed. Through this sustained partnership, the district and school leadership team are building greater instructional consistency, strengthening implementation fidelity and maintaining collective accountability for improving student outcomes and the school's overall performance.

District-Managed Turnaround Plan Assurances

The district must agree to ALL 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

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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 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. Justin Russell – Principal
- b. Michele Quiros – Assistant Principal
- c. Kelsey Anhalt– 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

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- 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. Williams Elementary will utilize the district-adopted curriculum in all subject areas. The curriculum is state-approved and aligned with Florida's established standards, providing a strong foundation for high-quality, standards-based instruction. Williams Elementary will leverage data from multiple sources, including curriculum-based assessments and state progress-monitoring assessments, to regularly evaluate student performance and identify specific instructional and intervention needs. This data will guide decisions regarding the intensity, frequency and type of support provided to individual students, ensuring that interventions are targeted and responsive to demonstrated areas of need. In addition, Williams Elementary will utilize research-based intervention materials and practices to accelerate learning and close achievement gaps, particularly for the school's lowest-performing students. Students requiring additional support will receive targeted Tier 2 and/or Tier 3 interventions in addition to high-quality Tier 1 core instruction, with progress monitored regularly to determine the effectiveness of interventions and inform instructional adjustments.
 4. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
 - a. Williams 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 Williams 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 based on student needs 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 Williams' students and make comparisons with the district's performance. This facilitates evaluations both within the school and at the district level.

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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 data, 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 provide additional coaching, implement targeted interventions or leverage 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 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 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. Williams 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 Williams 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 in 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. Williams Elementary has received all these supports.
 - b. Continued review of these policies and procedures will occur to ensure all needs are met.

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10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.
- 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

- ☒ 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

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

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?
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 Dr. Chris Beland (2025-2026) was replaced for the 2026-2027 school year.
 - b. Mr. Justin Russell, former principal at Littlewood Elementary, assumed the principalship at Joseph Williams Elementary for the 2026-2027 school year. Mr. Russell is a school principal with an extensive history of administrative experience in Alachua County Public Schools.
 - c. 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. With more than fifteen years of progressive administrative experience in Alachua County public schools, Mr. Russell brings a deep and well-rounded foundation in school leadership, operations and instructional improvement.

He began his administrative career as Dean of Students at Kanapaha Middle School from 2010 to 2013, where he developed his foundational skills in student services and school operations. He then advanced to the role of Assistant Principal at Kanapaha Middle School from 2013 to 2017, assuming broad responsibility for daily school operations, building and managing the master schedule for a campus of more than 900 students and 60 teachers, serving as assessment coordinator and providing instructional support across all curricular areas.

In 2017, he assumed the principalship at Littlewood Elementary School in Gainesville, Florida, where he has led a campus of more than 700 students and a staff of over 100 faculty

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and support personnel. His record at Littlewood reflects both the immediate impact and the sustained commitment that effective school leadership requires.

Justin Russell brings a proven and distinguished record of transformational school leadership that makes him an exceptionally strong candidate for a turnaround principal position. With nearly two decades of progressive experience in education — spanning classroom instruction, student services, assistant principalship and school leadership — Mr. Russell possesses the comprehensive skill set, unwavering commitment and demonstrated results necessary to lead a school through meaningful and sustained improvement.

Most notably, Mr. Russell's tenure as Principal of Littlewood Elementary School in Gainesville, Florida stands as a powerful testament to his ability to drive school-wide transformation. Upon assuming the principalship in 2017, he immediately set the tone for a culture of high expectations and continuous improvement, elevating the school's letter grade from a C to a B within his first year. Over the course of eight years of dedicated and strategic leadership, Mr. Russell achieved what had not been accomplished in over a decade — earning Littlewood Elementary an A school grade for the 2024-2025 school year. This trajectory of sustained, measurable growth is precisely the kind of track record that turnaround leadership demands.

Littlewood Elementary | Principal: Justin Russell (2017–Present)

2016-17	C	Year prior to Mr. Russell's principalship
2017-18	B	First year under Mr. Russell — immediate one-grade improvement
2018-19	B	Sustained improvement maintained
2019-20	N/A	No grade issued
2020-21	N/A	Limited grading; opt-in only due to pandemic recovery
2021-22	B	Grades resumed; Littlewood maintained B status
2022-23	B	Baseline year under new B.E.S.T. standards/FAST assessment transition
2023-24	B	Continued B performance under new grading scale
2024-25	A	First A grade since 2013 — landmark achievement

Across all measured academic areas, Littlewood Elementary's 2024-25 data tells a compelling story of accelerating improvement and instructional momentum in seven of eight components. The school demonstrated gains in:

Component	2023–24	2024–25	Change
ELA achievement	61%	66%	+5 pp
ELA learning gains	56%	59%	+3 pp
Grade 3 reading	66%	71%	+5 pp
Math achievement	59%	70%	+11 pp

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Math learning gains	52%	71%	+19 pp
Math low 25% learning gains	24%	51%	+27 pp
Science achievement	58%	64%	+6 pp

The only subgroup component that did not show positive change was ELA lowest 25% learning gains which saw a decrease of 9 percentage points from 57% to 48%.

This pattern of broad, multi-subject growth is not coincidental; it is the product of consistent, visionary and data-driven leadership. Mr. Russell is a district leader in his use of data-driven decision making. He consistently analyzes state assessment results, progress-monitoring data, benchmark and formative assessment results, classroom walkthrough data, intervention progress-monitoring data, attendance, behavior and student engagement data to identify trends and determine where additional support is needed. Mr. Russell understands and is fully versed in all areas of data in the school which he leads. It is precisely this capacity to identify areas of need, mobilize instructional resources and deliver measurable results that makes Mr. Justin Russell uniquely qualified and prepared to lead Joseph Williams Elementary through its own transformational journey.

Mr. Russell's formal preparation and professional recognition further distinguish him as a leader ready for the challenges of turnaround work. He holds dual certifications in School Principal and Educational Leadership at all levels, as well as certifications in Reading — a critical asset given the central role of literacy in school improvement efforts. He is a certified Instructional Coach through the prestigious Lastinger Center at the University of Florida and a graduate of the Florida Turnaround Leaders Program through the Southern Regional Education Board — a program specifically designed to prepare school leaders for the rigorous demands of low-performing school transformation. Capping his remarkable career achievements, Mr. Russell was named the 2025-2026 Alachua County Public Schools Principal of the Year, a recognition that affirms his standing as one of the most effective and respected school leaders in his district.

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 Williams Elementary would be allocated a single assistant principal. To strengthen the school's leadership capacity going forward, the district has allocated two assistant principals to support Mr. Russell.
 - c. Michelle Quiros, Assistant Principal
Michele Quiros brings a well-rounded instructional and leadership background to her role, having begun her career in 2012-2013 as a Pre-K ESE teacher at Hidden Oak Elementary. She went on to teach first grade at Duval Elementary before spending six years at Rawlings Elementary, teaching second grade for two years and third grade for four years. Michele transitioned into school leadership in 2021-2022 as Assistant Principal at Metcalfe Elementary, where she gained direct turnaround experience: the school improved from an F in 2022-2023 to a C in 2023-2024 and maintained that C grade in 2024-2025. Building on this track record, Michele transitioned to Williams Elementary for the 2026-2027 school year, continuing to apply her school turnaround expertise in a new leadership capacity.

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d. Kelsey Anhalt, Assistant Principal

Kelsey Anhalt currently serves as Assistant Principal at Williams Elementary, where she draws on nearly a decade of experience as a school counselor across elementary, middle and high school settings in Alachua County. This range gives her a comprehensive understanding of student needs at every grade level. Kelsey brings direct school turnaround experience from her time as school counselor at Metcalfe Elementary, where she supported the campus through a grade improvement from an F to a C in 2023-2024 and helped the school maintain its C grade the following year. In her current administrative role, she continues to build on her strengths in student services, collaborative leadership and student support systems to drive academic achievement, positive school culture and strong outcomes for all students.

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

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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 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 this 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:

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 Williams 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 Williams 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 Williams 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

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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.

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 Williams. 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.

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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 Williams Elementary.

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	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%

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.sbac.edu, 352-955-7630 atriacg@gm.sbac.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

