



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

Alachua County Public Schools
Marjorie Kinnan Rawlings Elementary School

Due-September 1

Form Number DMT, TOP-1, incorporated in Rule 6A-1.099811, F.A.C., effective August 2023

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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 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 BSI. The plan must be approved by the local school board. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org, no later than September 1. The subject line of the email must include 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
M.K. Rawlings Elementary/0341

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 affiliation 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 implementation of the plan.

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Names and affiliation of CAT members:

District

- Dr. Stella Arduser – Principal
- Dr. Dakeyan Graham – Assistant Principal
- Angela Tomlinson – Assistant Principal
- Jim Kuhn – School Improvement Principal
- Jacquatte Rolle – Chief of Teaching and Learning
- Nanette Dell – Executive Director - Elementary Education
- Dr. Catherine Atria – Deputy Superintendent
- Shane Andrew – Superintendent

Bureau of School Improvement (BSI)

- Dustin Sims – Lead State Executive Director
- Sandy Brusca – Regional Executive Director (Region 2)

Dates of CAT meetings (held and upcoming meetings):

CAT # 1 - September 19, 2024 at 4:30 p.m.

CAT # 2 - January 21, 2025 at 4:30 p.m.

CAT # 3 - May 20, 2025 at 4:30 p.m.

What school data was analyzed?

School data analyzed included FAST and ESSA Subgroup data from the 2022-203 and 2023-2024 school years. This data was used to compare performance, proficiency, and percent change in each area.

Rawlings Elementary - Percent Proficient

	2022-2023 %	2023-2024 %	Percent Change
ELA All Students	20	16	-20
ELA SWD	15	3	-80
ELA Black	20	17	-15
ELA Econ. Dis.	18	15	-17
Gr. 3 ELA	19	7	-63
Math All Students	20	18	-10
Math SWD	26	3	-88
Math Black	28	17	-39
Math Econ. Dis.	26	16	-38
Science All	27	22	-19
Science SWD	21	9	-57
Science Black	26	25	-4
Science Econ. Dis.	23	19	-17

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Rawlings Elementary - ESSA Subgroup Data				
	22-23 Federal Percent of Points Index	23-24 Federal Percent of Points Index	Percent Change	# Consecutive Years Below 41%
All Students	24	32	33	
Students with Disabilities	19	11	-42	5
Black/African American	23	32	39	3
Multiracial		5		1
Econ. Disadvantaged	21	31	48	3

Proficiency

Overall, Rawlings data shows a decline in the percent proficient in all areas from 2023 to 2024. Some areas (e.g. ELA Students with Disabilities, 3rd Grade ELA, Math Students with Disabilities, and Science Students with Disabilities) show dramatic reductions in the percent proficient.

ESSA Subgroups

Overall, The Federal Percent of Points Index rose from 24% to 32% marking a 33% increase from 2023 to 2024. While Black/African American (39% increase) and Economically Disadvantaged (48% increase) increased, Students with Disabilities experienced a 42% decrease in performance. Students with Disabilities will be entering their sixth possible year below 41% highlighting this subgroup as one of most concern.

Identified causes of low performance:

- Staff turnover
 - 3rd Grade: Two teachers went on extended leave during the year. One teacher resigned in October.
 - 5th Grade - One teacher left in February.
- 3rd Grade Departmentalization was problematic due to frequent teacher changes.
- Intervention teacher and coach were pulled to provide instruction in an effort to offset the inconsistency due to staff turnover. This decreased the ability to provide sorely needed academic interventions.
- Student Attendance – 143 students were absent 10% or more of the school days.
- Students lack the foundational skills to read and comprehend text.
- Students lack the general academic and domain specific vocabulary needed to comprehend text.
- Students lack the background knowledge needed to experience success in core subject areas (e.g. science, social studies, and math)

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Recommendations for school improvement:

- Rawlings Elementary was selected to participate in the FLDOE Year-round School Pilot Program and began school on July 16, 2024. Decrease in the academic decline that frequently occurs during the extended summer break, increased chances for continuous educational assistance and focused intervention, consistency in programs and organization, and enhanced relationships between students and educators are the intended outcomes of this pilot.
- Enhance the quality of Tier 1 instruction that aligns with standards by ensuring the consistent implementation of the curriculum adopted by the district. Additionally, Rawlings will focus on reinforcing essential foundational skills by thoroughly implementing UFLI Foundations program in K-2 and select intervention groups.
- Analyze data to determine root cause of low performance. School Improvement Plan areas of focus will target strategies to address identified areas of need. These strategies include implementing collaborative planning, use of instructional focus board, and small group differentiated instruction.
- Enhance the skills and capabilities of coaches who work within school by providing them with guidance and practical demonstrations from coaches who are based at the district level. This approach will ensure that school-based coaches receive the necessary support and mentorship, allowing them to develop their coaching techniques and effectively implement best practices in their respective schools.
- Creation of an attendance response plan to monitor and increase student attendance through parental outreach and engagement.
- Utilize Positive Behavioral Interventions and Supports (PBIS) to foster resilience among students, strengthen the sense of community within the school, promote self-regulation skills, and reduce instances of disciplinary issues among students. Additionally, incorporate supplementary strategies through Conscious Discipline and the Zones of Regulation framework. These approaches work together to create a supportive environment that encourages emotional intelligence, effective communication, and positive social interactions, ultimately enhancing the overall well-being of both students and the school community. By implementing these initiatives, educators can help students develop essential life skills that contribute to their personal growth and success in the educational setting.
- Utilize Universal Design for Learning (UDL) strategies to enhance and refine the educational experience for every student. This approach aims to create a more inclusive learning environment, ensuring that all learners, including those with disabilities, have increased opportunities to engage with and master the content appropriate for their grade level. By adopting UDL practices, educators can effectively address diverse learning needs and preferences, ultimately promoting greater academic achievement for all students.
- Rawlings Elementary, with district support and guidance, will seek professional development opportunities and comprehensive systems support. The goal will be to strengthen and solidify effective instructional practices for consistent implementation across grade levels and content areas in the school. This includes developing a framework to conduct classroom walks for the collection and analysis of trend data as evidence of successful implementation of evidence-based practices. Through this initiative, Dr. Arduser is committed to fostering an environment where educators strive to continuously improve their teaching strategies in order to ensure all students receive the highest quality of instruction. Together, with district office support, there is a focus on transforming instructional methods to better meet the diverse needs of learners.
- Rawlings will also participate in the Community Partnership School program. This program will provide a Wellness Support Coordinator who will be housed on campus. This role will coordinate and track the school health care program referral network. This role will also provide access to

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wrap-around services that will be beneficial to the students and families of Rawlings. Due to frequent events in the surrounding neighborhoods that cause turmoil in the lives of the students and their families, the availability of these resources on the school's campus will be invaluable to rapidly address the mental and physical well-being needs of individuals in the school community. Community Partnership Schools have an extensive history of improving student behavior, increasing academic gains and graduation rates and enhancing parental involvement.

- Rawlings is one of six schools participating in a district MTSS pilot. This program aims to strengthen the school's ability to identify students in need of tiered support for academics and behavior. Such early identification and intervention will enable teachers and schools leaders to provide consistent and timely tiered levels of support.
- Dr. Arduser will be assigned a dedicated School Improvement Principal with a proven track record of accomplishment having led numerous schools successfully through the turnaround process. The role of this individual is to provide consistent weekly support as Dr. Arduser continues as the leader of Rawlings Elementary. This collaborative partnership aims to enhance the educational environment and ensure effective leadership. Additionally, Alachua County Public Schools is proud to maintain a long-standing and fruitful partnership with the Bureau of School Improvement, which has proven beneficial at various levels within our educational system. This relationship strengthens the initiatives and provides valuable resources and expertise to support the mission of continuous improvement.
- Rawlings Elementary is an intensive level RAISE school that receives ongoing support from the State Regional Literacy Director (SRLD). This will include monthly support visits and professional development sessions. This work will build upon training already delivered to the Rawlings staff that focused on Understanding the Development of Skilled Reading, The Science of Reading in Action and B.E.S.T. English Language Arts Standards-Aligned Planning. The SRLD meets monthly with the district leadership team to assure that support is aligned to the school and district's initiatives.

Other information:

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 who oversee 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 evidence demonstrating the efficacy of instructional programs in schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), as

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well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. The district shall demonstrate alignment of Florida's state academic standards across grade levels to improve background knowledge in social studies, science and the arts.

The district shall prescribe and require progress monitoring assessments 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.

For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a School Improvement (SI) school with a VAM rating that is below effective is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a SI school with a VAM rating that is below effective is less than the state average.

The district shall ensure the instructional personnel who do not have a VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

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- Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified instructional personnel, instructional personnel in need of improvement or out-of-field instructional personnel assigned to the school is not higher than the district average.
- Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

Required Documentation

The district must submit the following as part of the TOP-1: (check boxes)

- An MOU pursuant to 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 30.** 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.


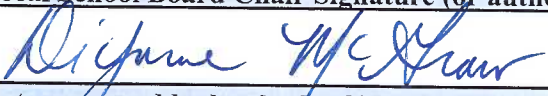
VAM DATA- School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	2	0	1
School %	0	67	0	33
District %	8	60.9	16.9	14.3
State %	10.5	63.4	14.8	11.3

Acknowledgement

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

Name and title of person responsible for completion and submission of TOP-1
Jacquette Rolle – Chief of Teaching and Learning James E. Kuhn, III – School Improvement Principal
Contact information: email, phone number

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rollj1@gm.sbac.edu, 352-955-7643 kuhnje@gm.sbac.edu, 352-955-7630
Date submitted to the Bureau of School Improvement (due September 1)
Superintendent signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date approved by local school board
August 21, 2024