TOP-2

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

Duval County Public Schools
Smart Pope Livingston Elementary School

Due: October 1

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
Smart Pope Livingston	1491

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.

Enrollment

School Year	Enrollment	PK	KG	01	02
2022-23	439	100	117	114	108
2023-24	443	80	120	127	116
2024-25	425	73	138	112	102

Enrollment by Grade

Year	PK	KG	01	02
2022-23	23%	27%	26%	25%
2023-24	18%	27%	29%	26%
2024-25	17%	32%	26%	24%

Total Enrollment

2022-23	2023-24	2024-25
439	443	425

Demographics

School Year	African American	Hispanic	White	Other	Female	Male	English Language	Economically Disadvantaged	Student with Disabilities
2022-23	87%	4%	4%	5%	47%	53%	2%	86%	21%
2023-24	79%	9%	6%	5%	47%	53%	4%	86%	17%
2024-25	77%	11%	7%	6%	47%	53%	6%	88%	18%

Race/Ethnicity Breakdown

Year	African American	Hispanic	White	Other
2022-23	87%			5%
2023-24	79%	9%	6%	5%
2024-25	77%	11%	7%	6%

Gender Breakdown

Year	Female	Male
2022-23	47%	53%
2023-24	47%	53%
2024-25	47%	53%

English Language Learners

2022-23	2023-24	2024-25
98%	96%	94%

Economically Disadvantaged

2022-23	2023-24	2024-25
86%	86%	88%

Students with Disabilities

2022-23	2023-24	2024-25
79% (21%)	83%	82%
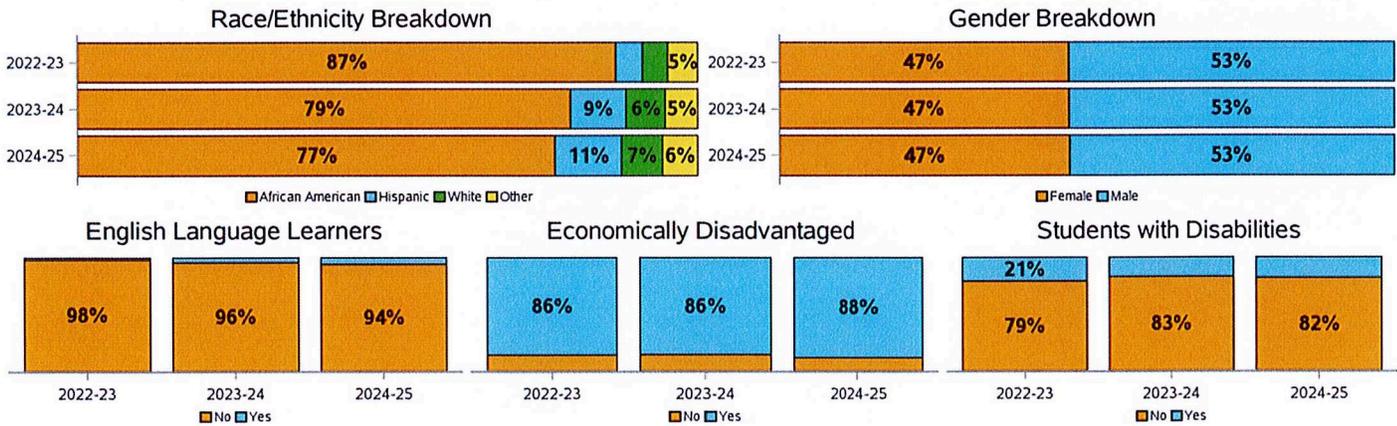
School Grades – Smart Pope Livingston Elementary has been a K-2 feeder school for Susie Tolbert Elementary. Susie Tolbert Elementary closed at the end of the 2024-2025 school year. Smart Pope Livingston has received the grades awarded to Susie Tolbert for the past two years.

| Susie Tolbert Elementary School Grade Performance 2024-2025										
School Number	School Name	Grade 3 English Language Arts Achievement	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Total Points Earned
1281	SUSIE E. TOLBERT ELEMENTARY SCHOOL	18	17	37	53	23	39	60	21	268

Susie Tolbert Elementary Historical Grade Performance 2019 - 2025							
School Number	School Name	Grade 2025	Grade 2024	Informational Baseline Grade 2023	Grade 2022	Grade 2021	Grade 2019
1281	SUSIE E. TOLBERT ELEMENTARY SCHOOL	D	D	C	C		D

K-2 Student Performance (2024-2025)

<u>Star ELA (K-2</u>

Assessment Results by Achievement Level by Test Grade Level
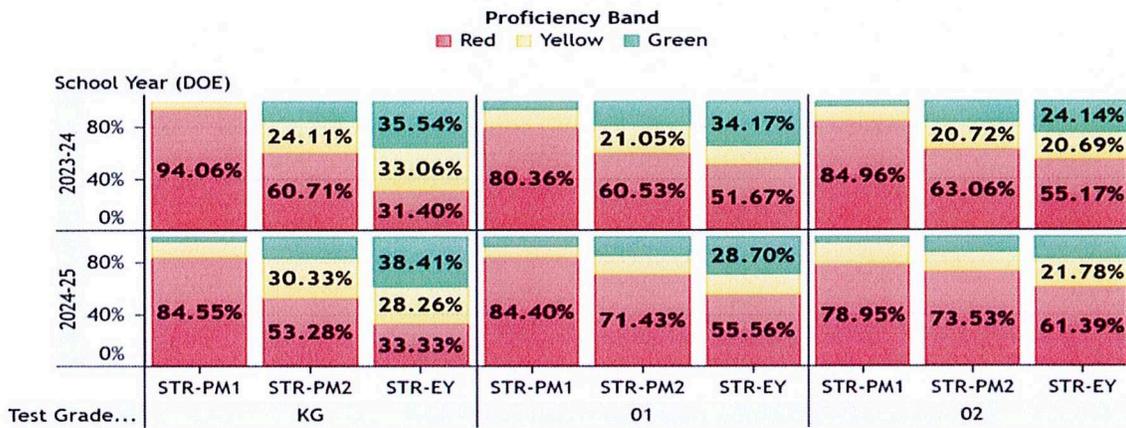
<u>Star Math Proficiency</u>

Assessment Results by Achievement Level by Test Grade Level
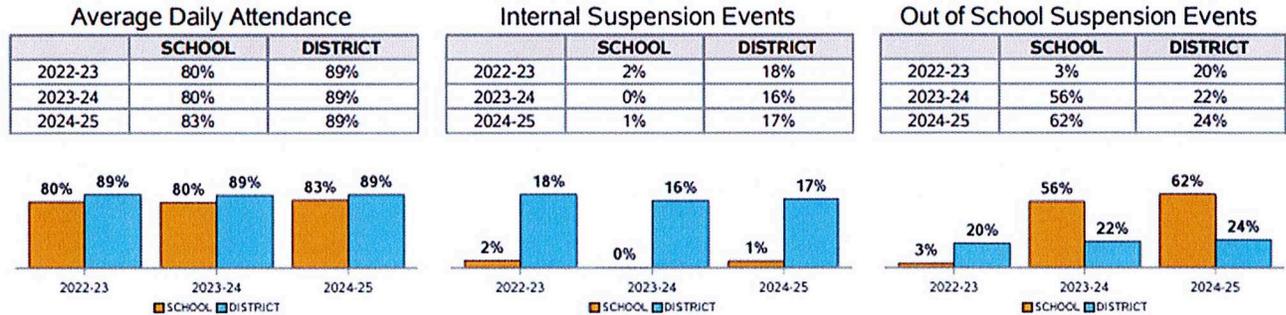
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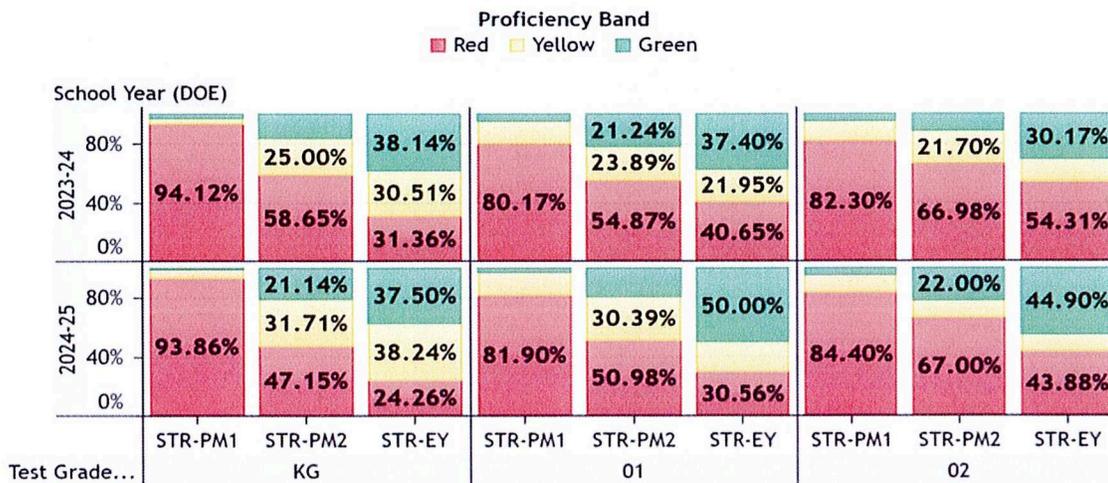
RAISE Data

2023-2024 STAR/FAST School Name	% of Students in Kindergarten Scoring Below 40th Percentile	% of Students in 1st Grade Scoring Below 40th Percentile	% of Students in 2nd Grade Scoring Below 40th Percentile
SMART POPE LIVINGSTON ELEMENTARY	47%	63%	67%

School Climate

Average Daily Attendance

	SCHOOL	DISTRICT
2022-23	80%	89%
2023-24	80%	89%
2024-25	83%	89%

Internal Suspension Events

	SCHOOL	DISTRICT
2022-23	2%	18%
2023-24	0%	16%
2024-25	1%	17%

Out of School Suspension Events

	SCHOOL	DISTRICT
2022-23	3%	20%
2023-24	56%	22%
2024-25	62%	24%

Methodology - Needs Assessment

In alignment with the district's continuous improvement model, Duval County Public Schools engages in a comprehensive needs assessment that aligns with the implementation of the current district strategic plan. This includes analyzing several data points such as achievement, discipline, attendance, teacher performance and retention, stakeholder surveys and community feedback. In addition, instructional reviews and benchmark walkthroughs are conducted. Instructional reviews are conducted by region and district leadership to review the prior year's school data. The instructional review is implemented as follows:

- Review the prior year's data and priority areas.
- Review current academic goals of the school based on data.
- Review and monitor the school's current School Improvement Plan and ensure it aligns to academic goals.
- The school presents their school-based assessment of where they are regarding the implementation of quality instruction as well as identifying instructional walk "look-fors".
- The district team walks classrooms while using the district's benchmark walkthrough tool to assess quality instruction for all students.
- The district and school team debrief and develop an action plan with next steps based on observations and feedback.

The Instructional Review Rubric is used during the review to assess instruction and delivery, evidence of student learning and assessment of student learning.

The district's benchmark walkthrough focuses the observer on looking at the assessment of student learning in the classroom. The observer is looking to see if the assessment of student learning encompasses a variety of methods and is aligned to the level of proficiency of the benchmark(s) and or state assessments. This tool

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provides a way to gather data on benchmark-aligned instruction and assessment practices to provide feedback to teachers, calibrate expectations of benchmark-aligned instruction, focus on teacher practices and evidence of student learning. Data on benchmark walks is entered through a Qualtrics dashboard. Based on school size, each school has the required number of walks they must conduct on a weekly basis. A dashboard was created to provide school-based administrators and key district departments vital data/data trends to support improved student outcomes. The dashboard has the flexibility to review data by school, administrator, content area, benchmark tool components (instructional delivery, assessment of student learning and evidence of student learning) and a specific timeframe (year, month, day, etc.). At the school level, professional learning is developed in response to the dashboard data.

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

External Provider Support - MGT Consulting provided partial support to Smart Pope Livington Elementary during the 2024-2025 school year. A needs assessment of the school was conducted and the vendor met with the principal to discuss the status of the school and coaching opportunities. The vendor supported the school-based leadership team during teacher data chats and provided feedback to both the team and the classroom teachers. This year's focus addressed the following:

- Leadership Support Area of Focus: Implementation of proven, organizational, operational and instructional leadership practices aligned to successful school improvement and student achievement.
- Professional Learning Area of Focus: Content area support and professional learning to improve common planning/lesson implementation and the pedagogy of classroom teachers and content area coaches and interventionist.

Through the collaboration with MGT Consulting, Smart Pope Livingston Elementary saw growth in math proficiency. With consideration of the impact of closing Susie Tolbert Elementary and consolidating those students into Smart Pope Livingston Elementary, during the summer, MGT provided targeted professional learning and support for teachers and the school's leadership team. This support focused on the following areas:

- School Environment
- Student Engagement
- Building Trust and Effective Communication
- Consolidation Planning and Implementation (Leadership)

This year, support will continue and increase through a new external provider.

Targeted Ongoing Training - Providing teachers with regular, high-quality professional learning tailored to their needs to improve lesson delivery. This practice will continue through Professional Learning Communities (PLCs), training sponsored by the district's Academic Services department and conferences.

Using Data - Effective use of data to inform instructional practices and make decisions about interventions impacted student growth. This practice will be continued through PLCs driven by the principal, regional leadership and the district's Academic Services department. The school's leadership and teachers will continue to use the District's comprehensive data analysis site and on-going reports to schools.

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Improved School Environment - Results of the 5 Essentials Survey show that Teacher-Teacher Trust, a measure previously rated as weak, increased twelve points exiting the weak range. The Teacher Influence measure also increased from the weak range to the neutral range. School leadership will continue implementation of strategies that give teachers voice and autonomy.

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

Data Driven Instruction/Data Analysis - The use of assessment data to inform and differentiate instruction to meet the needs of students has not yielded the expected results. Through collaboration with the district's Academic Services department and school leadership team, teachers will receive training on the use of formative and summative data to adjust instruction, use and implementation of common assessments/student work protocol tools and regular data reviews. In addition, the district will contract with Turnaround Solutions, an external provider to provide targeted support to improve the leadership capacity of the school principal, assistant principal and the instructional pedagogy of teachers and staff. Through this partnership, systematic analysis of student performance data will be used to develop professional learning that improves teaching practices that result in positive student outcomes. In addition, dedicated content areas specialist support (ELA, Math and Science), from the district, region and external provider will be provided.

Truancy - The implementation of incentives to improve student attendance has not been successful. A designated truancy officer will be provided to decrease absenteeism. The truancy officer will conduct investigations and provide assistance to resolve student truancy. The truancy officer will collaborate with the district guidance office and school principal in determining a course of action. The district is collaborating with the City of Jacksonville on its new attendance campaign. The City of Jacksonville's Show up to Shine attendance initiative will address student attendance on a city-wide level through collaboration with Read USA, United Way of Northeast Florida and Duval County Public Schools.

Supportive Environment - Results of the annual 5 Essentials survey show that teachers rate the following four measures in the range of very weak:

- Teacher-Parent Trust (19/100)
- Classroom Disruptions (8/100)
- Student Responsibility (1/100)
- Teacher Safety (1/100)

Region and district leadership will work with the school's leadership team to implement a system of support to create a consistent supportive environment. This will include Positive Behavioral Interventions and Supports (PBIS) framework implementation, professional learning and support, engaging parents and families to strengthen the support network for students, establishing school-wide norms, training students and staff on the district anti-bullying programs and fostering positive relationships among staff, students and parents. In addition to the available resources, the Community Assessment Team (CAT) will be tasked with developing strategies to address these areas.

To support overall school improvement, the district will strengthen safety by maintaining secure perimeters, enhancing surveillance inside and outside buildings, limiting access points, and investing in campus upgrades. By enforcing anti-bullying policies, expanding systems for anonymous threat reporting, and

promoting positive behavior supports, the district is fostering environments where students feel safe, respected, and ready to learn. Stronger student–teacher relationships and increased access to resiliency resources for both students and staff will contribute to improved engagement and achievement. Additionally, input from student, teacher, and community forums will help identify and address needs, ensuring continuous progress toward safer, more supportive, and higher-performing schools

Teacher Pedagogy - The principal has worked to use PLCs to improve collaborative reflection that fosters an environment of continuous improvement and collective responsibility that results in improved student outcomes. Though growth has occurred, the PLC work at the school needs additional improvements in refining lesson plans, reflecting on instructional practices, implementing intentional and evidence-based teaching and understanding the complexity of the benchmark/standard is needed.

For improvements in this area, the regional leadership specialists, district content specialists and external provider, Turnaround Solutions, will support the school in improving PLC implementation. The focus will center on improving PLCs in the following areas:

Time and Structure of PLCs
- Providing protected time during the school day for PLCs to meet regularly.
- Establishing agenda-driven PLC meetings with clear objectives and outcomes.
- Use protocols to guide discussions (e.g., data analysis, lesson tuning, student work review).

Build Capacity Through Training
- Train teacher leaders and facilitators on how to lead effective PLCs.
- Provide professional learning on collaborative inquiry, data literacy and instructional strategies.
- Model how to use PLC time productively and how to engage in constructive dialogue.

Use Data to Drive Conversations
- Ensure PLCs have access to timely, relevant student data (e.g., assessments, behavior, attendance).
- Guide teams to use data to:
  - Identify learning needs
  - Plan interventions
  - Monitor progress

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.

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Part A.

Accountable and Shared Leadership

Comprehensive Needs Assessment (CNA) - Assessment data is crucial for establishing clear performance goals for both students and staff. The turnaround plan involves analyzing assessment results to identify opportunities for improvement. Turnaround Solutions will assist school leadership with the development of a site-specific plan for improvement. The site-specific plan shall include specific strategies to use as key levers in making data driven decisions to support improvements in instructional practices, school environment, community engagement and effective resource management.

Leadership Coaching - Region leadership and the external partner will provide training and support in monitoring student learning outcomes, implementing teacher coaching plans, analyzing school climate data to improve the learning environment and using data to design and apply tiered interventions and best practices.

LEAD Process - Within Duval County Public Schools, the Learning through Earned Autonomy based on Data (LEAD) initiative supports a collaborative approach to sharing strategies around data-based priorities. LEAD Cohorts are role-alike (Principal, Assistant Principal, Teacher) and designed for collaboration around instructional practices. Annually, each school principal develops LEAD priorities aligned to the School Improvement Plan (SIP). A LEAD priority represents the specific intervention or strategy selected within the SIP's Area of Focus. Throughout the year, the Chief of Schools meets with each cohort to review priorities and monitor progress, with each session centered on a targeted question-and-answer session. In addition to these sessions, cohorts engage with regional leadership, conduct focus walks at one another's schools and participate in professional learning activities.

Statistical Assessment System (SAS) - The Statistical Assessment System (SAS) dashboard provides summative data including formalized testing, student discipline and absenteeism. Performance Matters is a data warehouse that provides teachers with the ability to develop tests and export data to analyze student needs. Additionally, it provides data that includes blended learning diagnostic assessments and district-administered tests to support teachers in planning for differentiated instruction. Customized data reports can be developed to guide data chats with students and families, allowing teachers and administrators to make informed decisions efficiently, saving time and enhancing the school improvement process.

Standards-Based Instruction and Learning

Assessment data is used to pinpoint gaps in student knowledge and skills relative to state or district standards. The district's Data and Assessment (DAT) team provides instructional staff with tailored professional learning aligned to their job duties, (i.e., classroom teachers, school counselors, academic coaches, school administrators, etc.). DAT team members provide on-demand help sessions and monitor their Microsoft Teams channel around the clock to support staff in making the best data-driven decisions for students. Content area specialists regularly dedicate a portion of professional learning sessions focused on the significance of data-driven instruction, model how to pull key data and set aside time for teachers to effectively plan instruction using formative and summative data. Understanding how to find and analyze

student data helps teachers in tailoring instruction to meet students' needs, ensuring that all students are progressing toward mastering the required standards. Through PLCs and lesson planning, teachers will differentiate instruction, provide targeted interventions at the school level and via support from the Office of School Improvement which oversees the Multi-Tiered System of Support (MTSS) process and adjust their teaching strategies to improve student outcomes. Professional learning will be provided to teachers based on the areas where students are underperforming.

RAISE/State Regional Literacy Support - The district's Director of Reading and the State Regional Literacy Director (SRLD) collaborate to provide professional learning to teachers and administrators at Intensive RAISE schools. This school will receive onsite support from the SRLD throughout the month and support from district reading specialists who are onsite throughout the week.

Turnaround Solutions External Provider Support - Assessment data is crucial for establishing clear performance goals for both students and staff. The turnaround plan involves analyzing assessment results to identify opportunities for improvement. Through the external provider support contract with Turnaround Solutions, Inc., the vendor will use school data to develop a prescriptive plan of support.

4-Step Process - All schools implement the 4-Step Process during the second semester to further individualize learning in efforts to increase student proficiency. Through the 4-Step Process, schools triangulate student performance and progress monitoring data to create a prescriptive plan of support for students who are not proficient in at least one content area. This process may also include those who were previously proficient, but data indicates their level of academic progress is decreasing. Once students are identified, a plan is created for in-class interventions by a certified teacher. This plan includes frequency and content area focused strategies. Throughout the implementation and oversight of their action plan, schools determine the following:

- Strategies to be implemented for students.
- Evidence used to determine if strategies are working.
- Responsible team members who will implement support strategies.
- A timeline of implementation.
- Additional supports needed from the district or region leadership to ensure success.

MTSS (Multi-Tiered Support Services) Process - Principals and teachers have shared that they appreciate the variety of district resources and tools used to support grade level instruction and intensive remediation but at times felt overwhelmed by the number of resources and determining which resources will best support the learning needs of each student within the MTSS process. To better support principals and teachers, the Office of School Improvement will conduct professional learning for the school's leadership team and teachers on the implementation of the MTSS process at the school and classroom levels.

- Branching Minds - This year, the district will be implementing the Branching Minds platform. Branching Minds is a comprehensive K–12 educational technology platform designed to support schools in implementing and sustaining high-fidelity Multi-Tiered System of Supports (MTSS).

This platform allows for evidence-based intervention planning, tier (Tier 1, 2 or 3) identification, intervention support tools and monitoring of intervention outcomes.

- Behavior Support - The Office of Student Discipline will aid and provide guidance for specific behavior supports. Resource guides have been developed to guide leadership teams in creating a MTSS process specific to the needs of the school and facilitating the collaborative problem-solving process.

In addition, teachers will be provided with a resource document developed by our Academic Services department to aid in making better decisions to identify resources to use as tiered interventions. Ongoing support with quarterly check-ins will be provided throughout the school year.

Read USA, INC. - Identified students in grades three and four who are one or more years below grade level will receive one-to-one tutoring focused on encoding, decoding, comprehension, fluency and writing. The focus will be to fill in literacy gaps and attain grade level reading achievement.

Positive Environment

Parent Engagement

Duval County Public Schools recognizes that stakeholder involvement and feedback is critical to ensuring positive outcomes for all students. The district provides opportunities for stakeholders to engage at both the district (District Advisory Council, Independent Citizens Oversight Committee, Principal Forums, School Health Advisory Council (SHAC), etc.) and school level (School Advisory Council, PTA/PTSA, focus groups, etc.). Analysis of surveys, behavioral data, academic performance data and feedback from committees/councils provides insight into the school's environment. To increase stakeholder involvement, the following strategies/initiatives will be implemented:
- The District Advisory Council will assist the school by outlining solutions to increase parent and community involvement.
- The district hosts a Parent Academy that offers courses for parents to learn how to support their students at home. We will expand the marketing of this program and provide opportunities for parents to join virtually.
- The Office of School Improvement will provide resources and professional learning for the school's leadership team around the work of Karen L. Mapp on Family and Community Engagement.
- Elementary turnaround schools will receive parent and community engagement kits to implement a family literacy night for students in all grades.
- Smart Pope Livingston Elementary has a parent liaison who will work to bridge the school to home connection. Their focus centers around ways to support and engage parents.

Positive Behavioral Interventions and Supports

Duval County Public Schools uses PBIS, an evidence-based framework to improve student behavior, academic performance and overall school climate. PBIS is designed to promote positive behavior by creating a structured environment where expectations are clearly defined, taught and reinforced. Duval County Public Schools has an extensive PBIS support system with specialists who provide resources, professional learning and other supports. This school will receive priority support and access to this support.

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

Part B.
Correlation between SIP and TOP-2:

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

Duval County Public Schools has developed a comprehensive system centered around the development and implementation of the SIP. The district has implemented a series of professional learning modules known as the Leadership Playbook. The school improvement plan is the primary tool for providing intentional support for students and monitoring for school improvement.

Prior to the start of school, data is analyzed at the school and district level. This data then informs the Areas of Focus for the SIP and Priorities for the district's LEAD process. Through the LEAD process, principals are grouped into cohorts within their region. Principals select three priorities aligned to the Areas of Focus within their SIP. The Chief of Schools meets with each cohort during the year to discuss priorities and monitor progress. Each meeting has an intended focus driven by a question-and-answer session. In addition, throughout the year, cohorts also meet with regional leadership, engage in professional learning activities and conduct Lead Walkthroughs (LWTs) at cohort schools.

Lead Walkthroughs (LWTs) are walkthroughs that are directly aligned with the LEAD strategies from the SIP. They are initially done during the beginning of the year's Instructional Review. The LWT template should be used to indicate each individual school's areas of focus and/or LEAD strategies aligned to the SIP. The Instructional Review team will utilize the LWT to observe classrooms, debrief as a group, address areas for improvement, celebrate best practices and determine professional learning needs. It is possible at the end of an Instructional Review that the SIP areas of focus and/or LEAD strategies will be modified based on the findings of the review. Outside of the Instructional Review window, LWTs will be used throughout the year to continuously monitor the progress of meeting the SIP goals.

By implementing this structured system of LEAD Walkthroughs, schools can effectively monitor the implementation of strategies and progress towards meeting the goals of the SIP, resulting in improved student outcomes.

Implementation of the 4-Step process has direct connection to the School Improvement Plan. Through this process, the individual needs of students are met by identifying targeted student supports that will occur at the school level to improve student outcomes. This process provides a structured framework for school improvement, with a focus on data-driven decision-making and ongoing evaluation of progress to meet academic goals. The 4-Step planning process season begins in December/January. Once implementation begins in mid-January, the plan is fluid and updated based on student outcomes through progress monitoring. The window for four-step begins in December and ends in April.

In addition to the cyclical process of school improvement planning and development, LEAD priorities, LEAD Walkthroughs and the 4-Step Process, the district will work with schools in the implementation of their turnaround plan as follows:

- <u>Collaborative Support/Monitoring Meetings</u> - Periodic meetings (every six weeks) will occur with district leadership, the external provider and the school principal. These meetings will provide an opportunity for principals to celebrate improvements, express concerns and provide an assessment of what additional support may be needed.
- <u>Data Reviews</u> - Regular data review meetings between district and school leadership teams will occur to adjust strategies, reallocate resources and celebrate wins.
- <u>Content Area Support</u> - The district's content area specialists will provide onsite support to teachers with lesson planning and implementation, modeling, support with PLC meetings and other needs as identified by the school principal.
- <u>Monitoring</u> - Region and district administrators will be onsite weekly to observe, support and provide feedback that is timely and constructive.
- <u>Build Leadership Capacity</u> - The school principal will be provided a mentor that has a demonstrated record of successful turnaround experience.

District-Managed Turnaround Plan Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

Assurance 1: District Capacity and Support

☒ The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional learning and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

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

☒ The district shall prescribe and require progress monitoring assessments that are aligned to Florida's state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of

statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
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

Implementing a Comprehensive Approach

Duval County Public Schools has a tiered system of support to align interventions for turnaround schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor and implement the district's strategic plan initiatives.

The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High and Turnaround/Fragile (ISI Region). Each region is supported by a Regional Superintendent, Executive Directors and Content Area Specialists who work to ensure the support is aligned and implemented with fidelity. Ensuring adequate funding,

resources and support is available to turnaround schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for turnaround schools. This support includes but is not limited to the following:

1) Academic Services provides curriculum support and additional content specialists for turnaround schools. Academic Services also oversees our district professional learning department and coordinates professional learning for instructional and non-instructional personnel. In addition, the leaders from the Division of Schools and Academic Services have bi-weekly meetings to discuss the implementation of curriculum, support provided by content area specialists, plan next steps of support and address any areas that need support at our turnaround schools.

2) Title I - Coordinates the use of funds to best support the barriers that research has shown negatively impact disadvantaged students. In addition, Title I provides professional learning to teachers to improve their pedagogy.

3) The Division of Schools conducts school visits that include instructional reviews and instructional walkthroughs. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning and provide feedback to school staff.

4) Finance - Finance provides the funds to ensure resource and the personnel needed to address individual school needs are available.

5) Human Resources - Human Resources works to recruit quality personnel for our most fragile schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring and monitoring teacher VAM rating percentage by school. They also work with unions to draft collective bargaining memorandums of understanding that provide for incentives, professional learning and additional strategies to address school needs.

These examples are not comprehensive of all support provided to turnaround schools, but they provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

Program Alignment to Florida Standards

When considering any adjustments to curriculum and instruction, each content area will return to audit their curriculum guides to make necessary instructional adjustments. For this audit, the district uses a detailed framework for evaluating curriculum and instruction. This framework, the Curriculum Quality Rubric, published by the Council for Great City Schools includes criteria for assessing the quality of defined clear standards, instructional coherence, articulation of expectations, inclusion of scaffolds and supports, links to high-quality materials and assessment guidance. In addition to this comprehensive
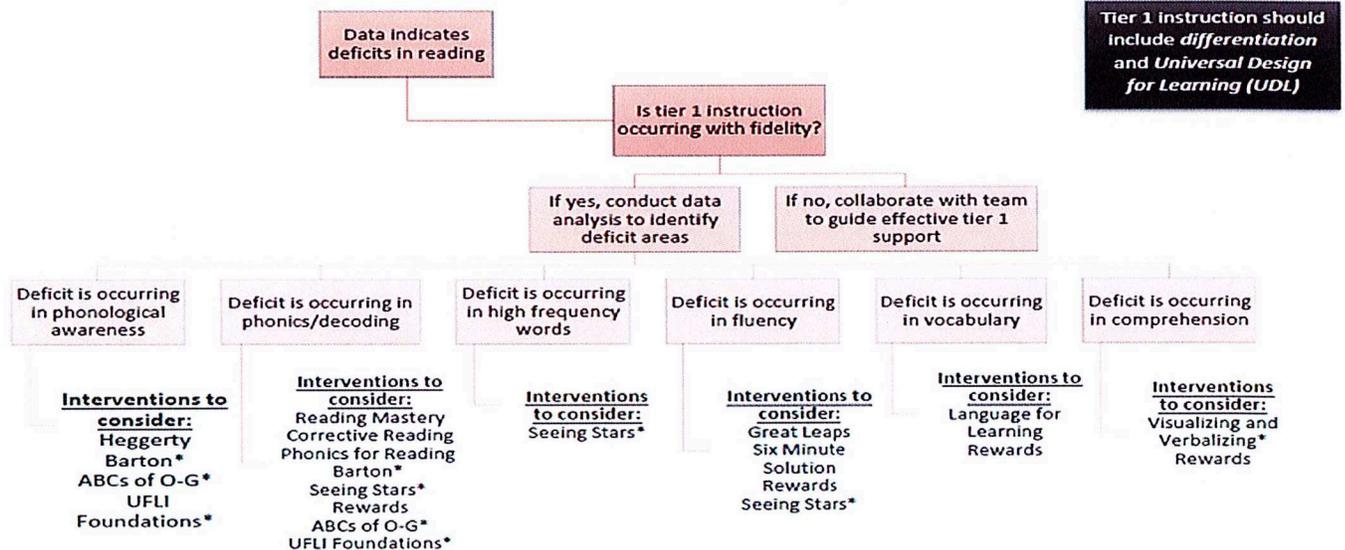
evaluation, the district incorporates a feedback Qualtrics link in all curricula guides so that teachers and administrators may provide direct stakeholder feedback regarding any errors, suggestions or enhancements or additional comments on effectiveness. Furthermore, the district employs teacher leaders to assist in the development and refinement of curriculum guides each year.

During each designated content adoption cycle as guided by the Florida Department of Education, a comprehensive and meticulous review process is undertaken for core adopted curricular and assessment materials, adhering to the State of Florida's guidelines for adoption. This process encompasses several layers of evaluation, including a district-level examination, cycles of stakeholder feedback and thorough reviews conducted at both the school and community levels. These stages precede the final selection, ensuring a broad spectrum of perspectives are considered. The curriculum adoption decision is based on a rigorously defined rubric that combines state and district requirements for high quality core curriculum. This rubric is designed to uphold the principles of excellence, ensuring that the selected materials not only meet but exceed the educational standards of Florida. It serves as a critical benchmark in the selection process, guiding the evaluation of potential curricular materials to ensure they align with the high-level academic and instructional expectations set forth by the state.
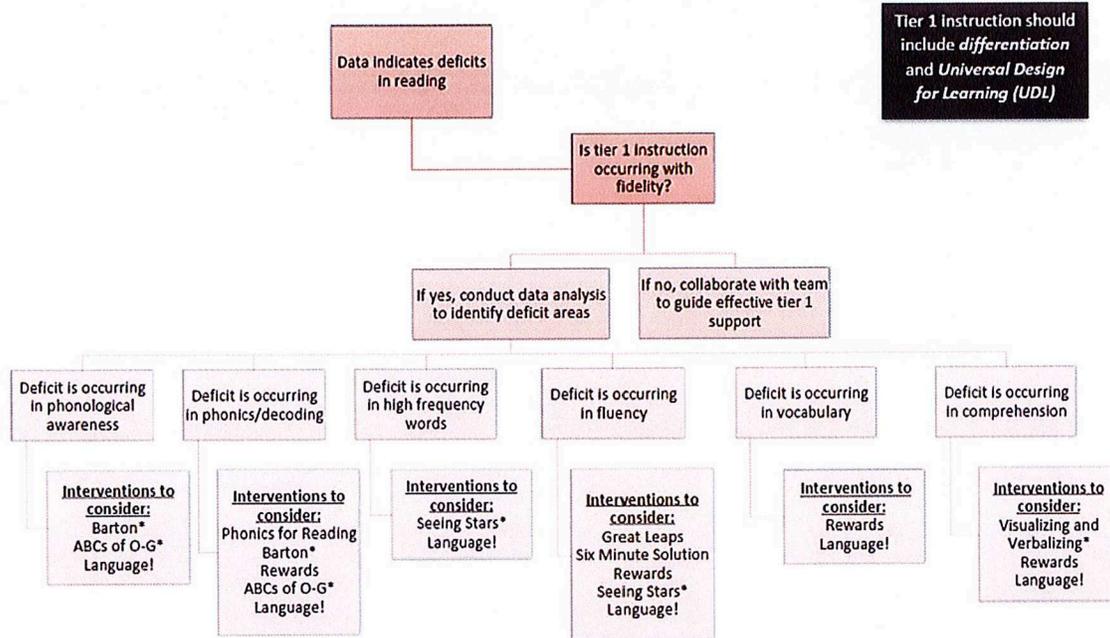
Reading Intervention Programs

K-5 Problem-Solving Tool: Reading

Data indicates deficits in reading

Is tier 1 instruction occurring with fidelity?

Tier 1 instruction should include *differentiation* and *Universal Design for Learning (UDL)*

If yes, conduct data analysis to identify deficit areas

If no, collaborate with team to guide effective tier 1 support

Deficit is occurring in phonological awareness	Deficit is occurring in phonics/decoding	Deficit is occurring in high frequency words	Deficit is occurring in fluency	Deficit is occurring in vocabulary	Deficit is occurring in comprehension
Interventions to consider: Heggerty Barton* ABCs of O-G* UFLI Foundations*	Interventions to consider: Reading Mastery Corrective Reading Phonics for Reading Barton* Seeing Stars* Rewards ABCs of O-G* UFLI Foundations*	Interventions to consider: Seeing Stars*	Interventions to consider: Great Leaps Six Minute Solution Rewards Seeing Stars*	Interventions to consider: Language for Learning Rewards	Interventions to consider: Visualizing and Verbalizing* Rewards

6-8 Problem-Solving Tool: Reading

Data indicates deficits in reading

Tier 1 instruction should include *differentiation* and *Universal Design for Learning (UDL)*

Is tier 1 instruction occurring with fidelity?

If yes, conduct data analysis to identify deficit areas

If no, collaborate with team to guide effective tier 1 support

Deficit is occurring in phonological awareness	Deficit is occurring in phonics/decoding	Deficit is occurring in high frequency words	Deficit is occurring in fluency	Deficit is occurring in vocabulary	Deficit is occurring in comprehension
Interventions to consider: Barton* ABCs of O-G* Language!	Interventions to consider: Phonics for Reading Barton* Rewards ABCs of O-G* Language!	Interventions to consider: Seeing Stars* Language!	Interventions to consider: Great Leaps Six Minute Solution Rewards Seeing Stars* Language!	Interventions to consider: Rewards Language!	Interventions to consider: Visualizing and Verbalizing* Rewards Language!

Progress Monitoring and Summative Assessment Alignment

Duval County Public Schools utilizes several types of assessments to inform instructional practices and monitor student progress. Learners' progress is carefully monitored through a comprehensive and balanced assessment system, which encompasses assessments for and of learning. Central to this system are formative assessments, which are integral in all classroom settings. These assessments are strategically developed to facilitate ongoing learning throughout the curriculum. They are embedded in curricular materials, enhanced by Academic Services and further refined through collaborative work in Professional Learning Communities (PLCs). The variety of formative assessments includes, but is not limited to, quizzes, mini-tests, classroom discussions, exit tickets, teacher observations, peer and self-assessments and student learning journals.

The district has created aligned district assessments in state tested grade levels and courses. These assessments afford the district opportunities to analyze progress districtwide and create predictive measures on state assessments. These assessments assist in making district level decisions about revisions to curriculum, instruction and professional learning. They also provide students with the opportunity to track their progress through data trackers and discussions. For example, at the midyear point, District Monitoring Assessments (DMAs) and blended learning diagnostics help teachers identify standards and skills that may need additional instruction and direct those pathways as necessary, through curriculum resources and instructional plans. Using the district data and assessment system *Performance Matters*, teachers are able to tie assessments to course standards, thereby increasing opportunities to check for learning progress more explicitly.

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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.

The district will work to ensure that schools are aware of and use the tools and resources available to progress monitor student performance. Professional learning offered by the DAT team can be done in person, online or through self-paced Canvas courses. In addition to the current resources available, the following changes will be implemented to provide continuous support for this school. Professional learning training offered by the DAT team can be done in person, online or through self-paced Canvas courses. In addition to the current resources available, the following changes will be implemented to provide continuous support for this school:

- Priority access to assessment training opportunities will be granted to all turnaround schools.
- The external provider team members have signed a student data privacy agreement as a part of the contract process. These members will be provided access to the district assessment dashboard systems, so they have the most recent school data.

Allocation of Support

Through the district's School Allocation Model, funding is intricately linked to student enrollment and their specific needs. Analyzing diverse school data prompts tailored resource allocation. Struggling schools receive targeted aid, be it instructional coaching for academic hurdles or non-instructional support for absenteeism or discipline issues. Additionally, a dedicated regional initiative (Innovations for School Improvement) bolsters underperforming elementary schools, providing critical coaching and leadership aid to address student learning needs.

At the elementary level, tiers of intervention are embedded in the daily instructional framework, with guidance available to teachers. Student data is analyzed to determine if individual students need intervention or acceleration, based on progress towards grade level proficiency.

K-3 Supplemental Instruction Resources

The Division of Accountability and Assessment will provide a report to each principal that identifies students in grades K-3 in need of Tier 2 or Tier 3 interventions based on the designated percentile ranges after each state level progress monitoring assessment (K-2) or FAST PM (grade 3). Teachers will use the available information from screening and diagnostic assessments to identify areas of deficiencies and create a plan for the appropriate tier of intervention (PMP or IEP goals) including specific goals, strategies and progress monitoring.

In addition to Tier 1 instruction, supplemental instruction and support is provided to students that are performing below grade level expectations, including:
- Focus on foundational knowledge and skills
- Planned through a structured, data-based problem-solving process
- Delivery in a small group setting.
- Systematic and explicit instruction with multiple opportunities for students to practice and receive corrective feedback.

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, the following multisensory interventions are provided 2-3 times a week for 15-30 minutes per session.

- Waterford Reading Academy (K)
- UFLI Foundations (K-2)
- Heggerty Phonemic Awareness (K-2)
- Heggerty Bridge the Gap Intervention (3-5)
- Seeing Stars (K-5) • ABCs of O-G (ESE)
- Visualizing and Verbalizing (ESE)
- Word Connections (3-5)
- Lalilo (K-5)
- Reading A-Z (K-2)
- Amira tutoring
- Imagine Learning (ESOL)

Tier 2 Instructional Resources:
- i-Ready (1st -2nd),
- Freckle (3rd – 5th), Lalilo (K-5) and Amira tutoring
- Benchmark Advance Intervention Lessons Print Concepts, Phonological Awareness, Phonics, Fluency and Reading Comprehension (K-5)
- UFLI Foundations Lesson Extensions Phonemic Awareness and Phonics (K-5)
- Heggerty Phonemic Awareness (K-2)
- Seeing Stars (K-5) • District-created tutoring modules aligned to B.E.S.T. benchmarks
- Reading A-Z (K-2) 15
- Reading Progress & Coach (K-5)

Tier 3 Instructional Resources (face-to-face instruction 4-5 times a week for 30-60 minutes per session):
- UFLI Foundations Lesson Phonemic Awareness and Phonics (K-5)
- Heggerty Phonemic Awareness (K-2)
- Heggerty Bridge the Gap Phonemic Awareness Intervention (3-5)
- Seeing Stars (K-5)
- Barton Spelling (3-5)
- Reading A-Z (K-2)
- Reading Progress & Coach (K-5)
- Word Connections (3-5)
- Amira tutoring
- District-created tutoring modules aligned to B.E.S.T. benchmarks

<u>District Policies and Practices Needed to Support the School</u>

<u>School Consolidation</u> – Consolidating small schools allows larger grade-level teams to collaborate, share best practices, mentor peers and strengthen PLCs.

<u>Recruitment & Retention</u> – Offering incentives in high-need schools helps attract and keep strong teachers.

<u>Collaboration</u> – Bi-weekly meetings between Schools and Academic Services foster alignment on curriculum, support, progress monitoring and timely adjustments.

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Monitoring the Effectiveness of Support

The district will review and monitor student achievement and school data (discipline, attendance) to determine the effectiveness of support. Regular checkpoints are embedded in the district assessment processes (Automated reports via SAA, Progress Monitoring Data Reviews and Mid-year Reflection) to review data throughout the year. This includes the following:

- FAST PM1 (August and September).
- I Ready Reading/Math 1st and 2nd grades (October).
- DMA1 Grades 5-8 (October – Optional Assessment).
- FAST PM 2 and STAR Reading (December-January) – 4 Step Process Begins.
- Mid-Year SIP Reflection and Meetings.
- DMA3 – Optional Mock Assessments 2nd – 12th grades.

The district will have monthly meetings with the Bureau of School Improvement to discuss progress, problem-solve to address concerns and visit schools. In addition, region leaders meet on bi-weekly basis to discuss schools and monitor progress.

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.

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☒ The district must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field teachers assigned to the school is at least or at a minimum, not higher than the district average.

☒ Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

Assurance 2: Narrative of School Capacity-Leaders

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal has a proven record of success in turnaround schools and the qualifications to support the student population being served.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
5. How does the district build the capacity of turnaround leaders?
6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
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

The Duval County Public Schools Division of Schools, which oversees 153 schools, is divided into five regions led by the Chief of Schools, Region Assistant Superintendents and Executive Directors. These leaders, in collaboration with the district's Professional Learning department, provide ongoing professional learning to school leaders monthly during principal meetings, leadership programs and professional learning resources. An analysis of district, region and school-level data, along with the implementation of the district's school level administrator evaluation system aids to identify the needs of individual schools and school leaders.

Annually, school leaders complete a school-based administrator's self-assessment based on the FLDOE Principal Leadership Standards. Region leadership completes the same assessment for the leader and then a conference is scheduled to compare and outline areas of strength, focus and support needed for the year. Through these individual conferences and data analysis, a needs assessment is completed to identify the types of professional learning and support needed for improved leader pedagogy and student outcomes. Additionally, instructional reviews, walkthroughs, surveys (5 Essentials, learning, etc.) and individual growth plans are used to identify needs and provide support.

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Though the Division of Schools has multiple regions, it operates as a cohesive unit. Under the leadership of the Chief of Schools, region and district leadership teams conduct walkthroughs with school leaders to identify assistant principals that are ready to lead as principals and/or current principals who have the pedagogy to serve as a leader in a turnaround setting. During the past two years, the walkthroughs were also structured to determine if the leader is prepared to lead not just a school but any school in our urban school district regardless of its turnaround or non-turnaround status. At the conclusion of the walkthroughs, the team meets to discuss recommendations for either panel interviews (assistant principals) or individual conferences with the Chief of Schools for consideration of a recommendation to the Superintendent for placement at a school improvement school.

As a result of this process, the Division of Schools can identify a pool of candidates who have the skill set to lead in a school improvement school. District leadership programs include the following:

District Leadership Programs

Aspiring Leaders and Rising Leaders are Duval County Public Schools leadership preparation programs that prepare participants to serve either an assistant principal or a principal.

- Aspiring Leaders is designed for current Duval County Public Schools staff who have an interest in school-based leadership. Successful completion of the coursework and a passing score on the FELE will allow the candidate to add Educational Leadership (Level I) to their professional certificate, as well as make them eligible for placement on the district's assistant principal eligibility list. Please note, candidates must pass a panel screening to be eligible for placement on the eligibility list.
- Rising Leaders is designed for Duval County Public Schools assistant principals seeking Level II School Principal Certification. Successful completion of the coursework will allow the candidate to add School Principal (Level II) to their professional certificate, as well as make them eligible for the opportunity to interview to be placed on the Principal List of candidates.

The Aspiring Leaders and Rising Leaders programs are each 10-month programs and are aligned to the Florida Principal Leadership Standards with a focus on instructional leadership and faculty/staff development. Participants gain experience in giving feedback to develop teachers, using data to drive instruction, having courageous conversations, engaging in action research and analyzing case studies to build professional judgement capacity. Upon completion of the program(s) candidates receive eligibility for School Leader certification.

Incentives

Though the district does not provide incentives to attract and retain principals willing to lead a turnaround school; the district's principal salary schedule contains complexity components that include school type and proficiency components. These complexity components provide a higher salary range for struggling schools. During the 2022-2024 school years, the district did implement a Turnaround Leadership Pipeline Program. The program focused on preparing a cohort of administrators for successful leadership in turnaround settings. Program components were based on the Florida Leadership Standards and research

that supports effective leadership practices that yield high student achievement. Program participants were assigned mentor principals who have successful turnaround experience. Though the program has ended, those mentor relationships have proven successful.

Operational Flexibility

The principal of this school has the autonomy to make key decisions to drive school improvement. This autonomy will include but not be limited to the following strategies for improving student outcomes:

Decision-Making
- Staffing – The school principal will receive support from Human Resources to recruit and retain staff. This includes the school principal's autonomy to hire and remove staff.
- Budgeting – The school principal will receive support with their school allocation. They will be able to use identified funds to effectively allocate resources for students, staff and parents.

Curriculum – The school principal will receive support from the Division of Schools and Academic Services to implement curriculum and instructional strategies to address student needs.

- This support will also include coaching support by content area and level (primary and secondary).
- Professional Learning – The school principal will have the authority to identify and implement tailored professional learning for school staff.
- Program Implementation – The school principal will have the authority to implement programs such as tutoring, mentoring, community/business partnership and/or selection of after school programs that benefit student achievement, well-being, attendance, behavior and community collaborations that support school initiatives.
- Data-Driven Practices – The school principal will have the resources and district supports (data warehouse, 4-Step Process, District Data SharePoint sites, etc.) for monitoring student progress and determining their areas of focus and next steps.
- Leadership Team – The school principal will have the autonomy to staff their school leadership team, identify the team's focus and implement teacher leader cohorts that focus on specific areas (literacy, math, science, behavior supports, family engagement, etc.).

It is the expectation of Duval County Public Schools that the school leadership team drives the school's improvement outcomes. Final leadership decisions will be made by the Superintendent, Chief of Schools and Regional leadership, after considering the many variables in play. Decisions will be made based on what is best for the students and the school overall. This decision may result in changes to all or part of the school leadership or it may be decided that providing additional time and/or support to allow for the greatest opportunity for success.

Turnaround Leadership Capacity

In its mission to transform underperforming schools, the district has developed and implemented a robust leadership development framework that equips principals with the skills, knowledge and support needed to lead successful turnaround efforts. This framework is grounded in ongoing professional learning, strategic partnerships and peer collaboration, ensuring that leaders are not only prepared but continuously growing.

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Monthly Principal Professional Learning

Each month, the district convenes principals for targeted professional learning sessions focused on high-leverage leadership practices. These sessions emphasize:
- Instructional leadership
- Data-driven decision-making
- Engage in case studies, simulations and collaborative problem-solving, often using real-time data from their schools to inform planning and reflection.

Partnerships with National and Regional Experts

To deepen expertise, the district partners with renowned institutions and programs, including:
- Harvard Graduate School of Education, offering research-based leadership modules and executive coaching.
- The Distinguished Leaders Program by NISL, which provides a rigorous curriculum on systems thinking, strategic planning and instructional excellence.
- Regional colleges and universities, which offer certification programs, leadership institutes and access to emerging research in school improvement.

These partnerships expose leaders to cutting-edge practices and connect them with a broader network of educators committed to excellence..

Learning from Successful Turnaround Principals

The district also leverages the experience of proven turnaround principals by:

- Hosting leadership roundtables and school visits to model effective practices.
- Facilitating mentorship relationships between veteran and emerging leaders.

This peer-to-peer learning fosters an environment of collaboration and inspiration, helping leaders see what's possible and how to achieve it.

Impact and Sustainability

By investing in leadership development through multiple channels, the district ensures that turnaround principals are:

- Strategically aligned with district goals
- Equipped to lead instructional transformation
- Supported by a network of experts and peers
- Empowered to build resilient, high-performing school environments

This comprehensive approach not only strengthens individual leaders but also builds a pipeline of future turnaround talent, ensuring long-term sustainability and success.

2025-2026 School Leadership

The district is committed to ensuring that every student has access to a high-quality education, especially in schools identified for turnaround. If, after the first year of implementing the turnaround plan, the

school's grade does not improve, the district will take decisive, data-informed actions to assess and strengthen the school leadership team.

Comprehensive Leadership Review
The district will conduct a formal evaluation of the school leadership team based on the following criteria:

- Implementation fidelity of the turnaround plan
- Instructional leadership practices
- Staff morale and retention
- Use of data to drive instruction
- Family and community engagement

This review will include classroom observations, staff surveys, student performance data and interviews with key stakeholders.

Leadership Restructuring

If, after targeted support, the leadership team is still not demonstrating the capacity to drive improvement, the district may:

- Reassign or replace members of the leadership team
- Appoint an experienced turnaround principal or leadership coach
- Consider a leadership partnership model with a proven external partner

Stakeholder Communication

Throughout this process, the district will maintain transparent communication with staff, families and the community to ensure trust and shared ownership of the school's improvement journey.

This approach reflects the district's belief that strong leadership is the cornerstone of school transformation. While the district is committed to supporting leaders, it is equally committed to making bold decisions when student outcomes demand it.

School Leadership Team

Principal – Barbara Sims

Ms. Sims has served as the principal of Smart Pope Livingston since the 2023 school year. She is a veteran educator with twenty years of teaching and leadership experience. As an assistant principal, she was instrumental in supporting growth in two non-turnaround settings, Dinsmore Elementary and Loretto Elementary and one turnaround setting, Northwestern Legends School. Since her time at the school, Ms. Sims has transformed the environment by increasing teacher retention, parental involvement and student accountability. This is evident based on the annual 5-Essentials Survey as rated by teachers and parents which indicates growth in the following measures:

- Parent Influence on Decision Making in Schools: 99-Very Strong.
- Instructional Leadership: 70-Strong.
- Reflective Dialogue: 65-Strong.
- Quality Professional Learning: 63-Strong.

- 95% of parents agree that teachers do their best to help their child learn.
- 85% of parents agree that the school offers opportunities for them to participate in making decisions that affect the school community.

In addition, an analysis of student performance on Florida's Star Assessments during Ms. Sims' tenure shows that growth in the percentage of proficient students continues to rise. Student outcomes continue to improve at Smart Pope Livingston Elementary under her leadership.

Assistant Principal – Kechiera Meadows

Ms. Meadows has served as an assistant principal for Duval County Public Schools for ten years. During her time as an assistant principal, she was instrumental in moving Lake Lucina Elementary from a school grade of "D" to "B". Her work focuses around supporting teachers and providing professional learning. Prior to her role as an assistant principal, Ms. Meadows taught in multiple turnaround schools (Rufus Payne Elementary, George Washington Carver Elementary, Lake Lucina Elementary and RL Brown Elementary). During her time at RL Brown Elementary, the school exited SI status. Ms. Meadows has a strong desire to work in schools that are in turnaround status. Her history has shown that she has contributed greatly to improving school performance and student outcomes.

Latonya Stafford: Reading Interventionist
- Teaching Experience – 22 years
- VAM – None
- Turnaround Experience – John Love Elementary (2013-2020) and Northwestern Legends (2020-2023)
-

Tamisha Curry: Reading Interventionist
- Teaching Experience – 22 years
- VAM – None
- Turnaround Experience – San Jose Elementary (Exited SI Status 2014-2018)

Robert Greene: Math Interventionist
- Teaching Experience – 8 years
- VAM – None
- Turnaround Experience – This teacher has worked at SP Livingston since 2022

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 learning 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

To promptly fill vacancies in turnaround schools, Human Resources and the principal work collaboratively to review applicants in our applicant tracking portal. The staffing supervisor provides eligible applicant names to the school with vacancies at regular intervals and upon request. Turnaround schools are given priority for hiring by having early access to available surplus teachers and early access to applicants at job fairs.

Currently, we do not hire for specific schools at the district level, although when the district staffing team hires teachers, we do provide the names of open contracts and TPG Cultural Exchange teachers to these schools and may have principals sit in on scheduled interviews for priority access to potential hires.

In the event of an unexpected vacancy at a turnaround school, the district will assign an experienced certified teacher to the vacancy until a candidate has been hired to ensure students continue to receive high-quality instruction.

As a recruitment and retention strategy, the district is providing an incentive of $10,000 to instructional and administrative personnel for this TOP school. Recruited personnel must have a 2025 VAM rating of Effective or Highly Effective to be eligible for transferring to the school. The incentive is paid at the conclusion of each semester and prorated for personnel who transfer in or out after the start of the school year.

A union agreement is in effect as of August 31, 2025.

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?

1. **What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school?** Human Resources is actively recruiting teachers with Highly Effective/Effective VAM ratings from other Duval County Public schools to turnaround schools and advising them of the available Supplemental Teacher and Administrator Allocation (STAA)l.

2. **How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory?** Five teachers were reassigned due to VAM ratings below Effective.

3. **Confirm that all reassigned instructional personnel were not reassigned to SI schools.** Teachers were not reassigned to other SI schools.

4. **How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?** No, all vacancies are not currently filled. We are actively seeking current teachers with Highly Effective/Effective VAM to transfer from other schools. We are also reviewing surplus teachers for potential moves to these schools. New applicants are being sent to the principal on a regular basis and targeted social media ads are being leveraged.

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

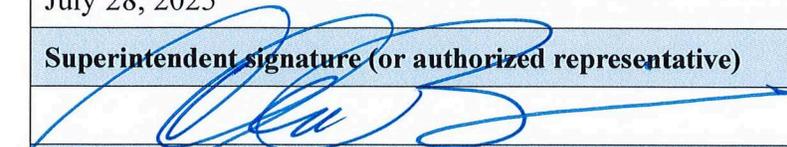| VAM DATA – School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	4	14	0	0
School %	22%	78%	0%	0%
District %	9.58%	67.98%	12.57%	9.87%
State %	11.82%	68.21%	12.29%	7.69%

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
Laura Bowes

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Contact information: email, phone number
bowesL@duvalschools.org | 904-699-5023
Date submitted to the RED and the Bureau of School Improvement (due October 1)
July 28, 2025
Superintendent signature (or authorized representative)
Local School Board Chair Signature (or authorized representative)
Date local school board approved
September 2, 2025

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