

Phase 1

Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.

Item 1: In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district's turnaround plan.

Richard L. Brown Elementary School MSID 1481

Part II: Stakeholder Engagement

A. Community Assessment Team

Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.

Item 2: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

B. Turnaround Option Selection Process

Item 3: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.

A. Needs Assessment

The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

Item 4: Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

Based on the performance of the school over the last five years, coupled with duplicative challenges among several elementary schools within the same geographic area and feeder pattern, including access to the highest levels of human capital for leaders and teachers, declining enrollment, and low levels of parent confidence in the school, the Duval County School Board approved the Superintendent's recommendation to convert Richard L. Brown Elementary School to a Gifted and Talented Magnet School, which released the school of attendance boundaries. Stakeholders connected to the school and community participated in working group sessions and community meetings regarding the school's change and eventually voted to also support the recommendation for conversion. The school became a school of full choice. Students from the school were reassigned to higher performing schools. At the K-2 level, students were reassigned to Lone Star Elementary School, which is a "B" school, and students in grades 3-5 were reassigned to Long Branch Elementary School, which is a "C".

B. Turnaround Option Selection

Item 5: The district must select from the following turnaround options based upon the school's needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

Option 1: District-Managed Turnaround

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of "D" for three consecutive years must implement the district-managed turnaround option.*

Option 2: Closure

The district will reassign students to another school or schools and monitor progress of each reassigned student.

Option 3: Charter

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

Option 4: External Operator

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

Option 5: Hybrid

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

Item 6: Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

The district did not believe that improvement at the school was sustainable due to the need to maintain high levels of direct district support to the school along with others in the same geographic area. Students at the school would be better served in surrounding higher performing schools where human capital factors were more consistent and stronger, including parent support. The addition of a boundary-free, dedicated gifted and talented elementary school in the area provides parents with a stronger choice option. The new school has a new principal and faculty. The FDOE issued a new school number for the building and school.

Phase 2

Option 2: Closure

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall close the school(s) and reassign students to higher-performing schools in the district.

Assurance 2

The district shall monitor the reassigned students and report their progress to the department for three years.

Implementation Plan

Closure Item 1: For this option, the district shall use the **2016-17 DIAP** in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of students identified in Phase 1. In the box below, provide the page numbers of the attached **DIAP** where these items are addressed.

Students who previously attended R.L. Brown Elementary or were zoned for the school's previous attendance zone have been reassigned to two higher performing schools, which are a "C or higher". The two schools are Lone Star Elementary (K-2) and Long Branch Elementary (3-5). Students are provided transportation to these schools. In addition, if parents decided to enroll their students at a school that was a "D" or "F" through the district's choice process despite being assigned to a "C or higher school" then the district sent a letter to these parents informing them that their students were assigned to a "C or higher school."

A list of those students reassigned to schools will be provided to the Differentiated Accountability team, and the district will submit a quarterly progress monitoring report for those students.



Pearl Roziers
Assistant Superintendent of School Choice

1701 Prudential Drive | Jacksonville, FL 32207
904.390.2144
www.duvalschools.org

August 10, 2016

Dear Parent or Guardian of [Student Name],

Based on our records, your child was scheduled to attend [insert school name] for your child's education beginning Monday, August 15th.

As part of the conversion of Richard Lewis Brown to a new dedicated magnet for Gifted and Talented, your child was originally assigned to the Early Learning Center at John Love (K-2) for the 2016-2017 school year. The school's recent school grade of "D" or your child's currently enrolled school of a "D" or "F" does not meet the state requirement as a "high performing school" when students are reassigned from a school that is converted or closed.

As a result, your child is now assigned to Lone Star Elementary, which is a "B" school, for the 2016-17 school year.

To change your child's enrollment to a school other than Lone Star Elementary, please visit our School Choice Office on Prudential Drive or contact the office at (904) 390-2144.

Sincerely,

Pearl Roziers
Assistant Superintendent of School Choice

District: Duval	Reviewer: Wayne Green
TOP Summary	
<i>Phase 1</i>	
Part I: Schools to Be Supported	
Smart Pope Livingston: #16-1491	
Part III: Turnaround Option Selection	
A. Needs Assessment	
DATA REVIEWED: School grade data.	
B. Turnaround Option Selection	
SELECTED Option 2: Closure	
The district has chosen to close Smart Pope Livingston Elementary School	
<i>Phase 2</i>	
Option 2: Closure	
Areas of Assurance	
<i>Has the district included language that addresses the high degree of input that the principal will have in selecting their leadership team to include assistant principal(s), coaches, deans, behavior specialists, etc.?</i>	
NA	
<i>What does the district do to groom turnaround leaders and are there incentives to go to turnaround schools? Are their incentives to retain high quality turnaround leaders?</i>	
Not applicable to S. P. Livingston, and there is no mention of incentives to attract or retain high quality turnaround leaders. The TOP does state that the district will continue to directly support and monitor the school through the Duval Transformation Office (DTO), which supports the district's lowest performing schools through active problem solving with a focus on improving instruction, human capital, and instructional leadership.	
<i>What incentives does the district offer to reduce turnover at these fragile schools? Is there a union agreement to offer bonuses and if so, what are the qualifications?</i>	
Not applicable to S. P. Livingston, however, the district has reviewed VAM data for reading and math teachers to remove those lowest performing teachers while providing \$20,000 and \$17,000 incentives for the highest performing reading and math teachers based on VAM performance. There is no mention of an MOU.	
<i>Is the principal the instructional leader necessary to bring the school grade up to a 'C' and what is the district's position to replace them if they do not increase the school grade?</i>	
NA	
<i>Are assurances provided that these schools are given priority status in hiring?</i>	
NA	
<i>What specific actions will the district take to recruit teachers with positive VAM scores and reassign teachers with less than effective VAM scores each school year?</i>	
Not applicable to S.P. Livingston, however, the district has reviewed VAM data for reading and math teachers to remove those lowest performing teachers while providing \$20,000 and \$17,000 incentives for the highest performing reading and math teachers based on VAM performance.	
<i>Has the district included the most recent detailed VAM data on the educators slated to teach at these schools?</i>	
No.	

Implementation Plan

S.P. Livingston Elementary will be closed as a traditional K-5 institution. The building will be used as an Early Learning Center beginning in the 2016-17 school year. Stakeholders from the school and throughout the community were engaged in the recommendation, which was subsequently approved by the School Board. The needs assessment demonstrated that numerous schools within the same geographic area were all challenged by the same factors of low achievement levels, lower residency rates, challenges with high quality principal and teacher recruitment, and poor early learning options. These conditions stretched district resources in an unsustainable pattern. A focus on dramatically upgrading early learning in the area was necessary to eventually improve student achievement within the feeder pattern.

Will the district change the external partner if the school grade does not improve?

Not applicable

Additional Comments:	The superintendent is aware that the progress of students that were reassigned will be monitored.
-----------------------------	---

Date of Review:	10/8/16
------------------------	---------

Phase 1

Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.

Item 1: In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district's turnaround plan.

Smart Pope Livingston MSID 1491

Part II: Stakeholder Engagement

A. Community Assessment Team

Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.

Item 2: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

B. Turnaround Option Selection Process

Item 3: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.

A. Needs Assessment

The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

Item 4: Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

After reviewing current and historic enrollment and academic performance, the Superintendent recommended to the School Board that the district close S.P. Livingston Elementary as a traditional K-5 institution. Instead, the building will be used as an Early Learning Center beginning in the 2016-17 school year. Stakeholders from the school and throughout the community were engaged in the recommendation, which was subsequently approved by the School Board. The needs assessment demonstrated that numerous schools within the same geographic area were all challenged by the same factors of low achievement levels, lower residency rates, challenges with high quality principal and teacher recruitment, and poor early learning options. These conditions stretched district resources in an unsustainable pattern. A focus on dramatically upgrading early learning in the area was necessary to eventually improve student achievement within the feeder pattern.

B. Turnaround Option Selection

Item 5: The district must select from the following turnaround options based upon the school's needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

Option 1: District-Managed Turnaround

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of "D" for three consecutive years must implement the district-managed turnaround option.*

Option 2: Closure

The district will reassign students to another school or schools and monitor progress of each reassigned student.

Option 3: Charter

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

Option 4: External Operator

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

Option 5: Hybrid

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

Item 6: Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

The district did not believe that improvement at the school was sustainable due to the need to maintain high levels of direct district support to the school along with others in the same geographic area and feeder pattern. Students at the school would be better served in surrounding higher performing schools where human capital factors were more consistent and stronger, including parent support while providing parents and the community a strong early learning option. Students in grades K-2 were assigned to Reynolds Lane (C) and students in grades 3-5 were assigned to Susie B. Tolbert Elementary School (C).

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

Phase 2

Option 2: Closure

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall close the school(s) and reassign students to higher-performing schools in the district.

Assurance 2

The district shall monitor the reassigned students and report their progress to the department for three years.

Implementation Plan

Closure Item 1: For this option, the district shall use the **2016-17 DIAP** in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of students identified in Phase 1. In the box below, provide the page numbers of the attached **DIAP** where these items are addressed.

The district closed S.P. Livingston Elementary and converted the building to an Early Learning Center serving 3 year olds to 2nd graders. The district, for the first time, will be able to hire Head Start teachers and select aligned curriculum to the New Florida Standards. This will enable educators to focus on an early learning intervention model to ensure students are ready to achieve grade level expectations by 3rd grade.

Students previously enrolled or zoned to S.P. Livingston Elementary were reassigned/zoned to a “C or higher school” and were provided the opportunity to attend other district schools that were higher performing through the district’s choice process. The Duval Teachers Union agreed to reconstitute the faculty at the Early Learning Center. The Early Learning Center will offer an arts integration and nature-based curriculum, fully released reading interventionists for small group instruction, a parent liaison to engage parents, and a behavior interventionist to support teachers with disruptive students. A partnership with the University of Florida’s Lastinger Center will provide ongoing professional development to teachers with a focus on early literacy. In addition, all teachers will be trained in the Orton-Gillingham multi-sensory approach to reading instruction. A new principal was selected for the school.

Students who previously attended S.P. Livingston Elementary or were zoned for the school’s previous attendance zone have been reassigned to two higher performing schools, which are a “C or higher”. The two schools are Reynolds Lane (K-2) and Susie Tolbert Elementary (3-5). Students are provided transportation to these schools. In addition, if parents decided to enroll their students at a school that was a “D” or “F” through the district’s choice process despite being assigned to a “C or higher school” then the district sent a letter to these parents informing them that their students were assigned to a “C or higher school.”

A list of those students reassigned to schools that were “C or higher” will be provided to the Differentiated Accountability team, and the district will submit a quarterly progress monitoring report for those students.



Pearl Roziers
Assistant Superintendent of School Choice

1701 Prudential Drive | Jacksonville, FL 32207
904.390.2144
www.duvalschools.org

August 10, 2016

Dear Parent or Guardian of [Student Name],

Based on our records, your child was scheduled to attend [insert school name] for your child's education beginning Monday, August 15th.

As part of the conversion of Smart Pope Livingston Elementary to an Early Learning Center, your child was originally assigned to the Early Learning Center at S.P. Livingston (K-2) for the 2016-2017 school year. The school's recent school grade of "F" or your child's currently enrolled school of a "D" or "F" does not meet the state requirement as a "high performing school" when students are reassigned from a school that is converted or closed.

As a result, your child is now assigned to Reynolds Lane, which is a "C" school, for the 2016-17 school year.

To change your child's enrollment to a school other than Reynolds Lane, please visit our School Choice Office on Prudential Drive or contact the office at (904) 390-2144.

Sincerely,

Pearl Roziers
Assistant Superintendent of School Choice