



TOP-1

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

Duval County Public Schools
Smart Pope Livingston Elementary

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

Due: September 1

Purpose

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

Directions

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

School

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

School Name/ MSID Number
Smart Pope Livingston Elementary 1491

Stakeholder Engagement

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

The goal of the Smart Pope Livingston Elementary Community Assessment Team (CAT) is to provide targeted, actionable recommendations to guide improved student outcomes and school performance. A collaborative approach will be used to engage stakeholders in implementing comprehensive turnaround strategies that will address the specific needs of the Smart Pope Livingston school community. Currently, schools are in the process of identifying additional stakeholders in addition to those identified below. These stakeholders will join the district, school and state team members (below) for meetings as follows:

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CAT Team Members

Smart Pope Livingston Elementary CAT Team Members		
District Representatives	BSI Representatives	Community Representatives
Barbara Sims, Principal	Cassandra Brusca, BSI	Sandra Thompson, SAC Chair
Kechiera Meadows, Assistant Principal	Khristopher Henderson, BSI	Deborah Jackson, Community/Business Partner
Latrese Fann, Region Leadership	Tiffany Towns, BSI	Dianne Robinson, Parent
Scott Schneider, Chief of Schools		Sarah Kitchen, Teacher/Staff Member
Laura Bowes, OSI		
Erin Royce, OSI		

Proposed Meeting Dates*

- October 23, 2025
- February 12, 2026
- May 14, 2026

*The dates above are tentative. BSI representatives will work with the school and CAT to explore aligning dates with School Advisory Council (SAC), Mid-Year Reviews, and other family engagement nights to increase participation. As a result, these dates may be adjusted based on the team member recommendations. A final schedule will be provided to the Regional Executive Director (RED) of the Bureau of School Improvement (BSI).

The analysis of school data will include CAT members reviewing the academic performance, attendance records, historical trends and other relevant data needed to understand the current and historical needs. Stakeholder feedback will be gathered from team members (teachers, parents, students and community members) to also identify strengths, weaknesses and areas for improvement. At the first meeting, team members will be provided with historical data (below) and PM1 data. The identified supports provided by the district and BSI, along with the approved School Improvement Plan (SIP) and Unified School Improvement Grant (UniSIG) budget, will be shared with the team to generate further recommendations for improvements of school performance

Data

Every Student Succeeds Act (ESSA) Subgroup Performance: Please note that this data is from Susie E. Tolbert Elementary School, which is the receiving school for Smart Pope Livingston Elementary, a grades K-3 feeder pattern school.

Smart Pope Livingston: ESSA Data				
ESSA Category (CSI, TSI or ATSI)	Federal Percent of Points Index	Overall Federal Percent of Points Below 41%?	Total Number of Subgroups Missing the Target	Subgroups Missing the Target

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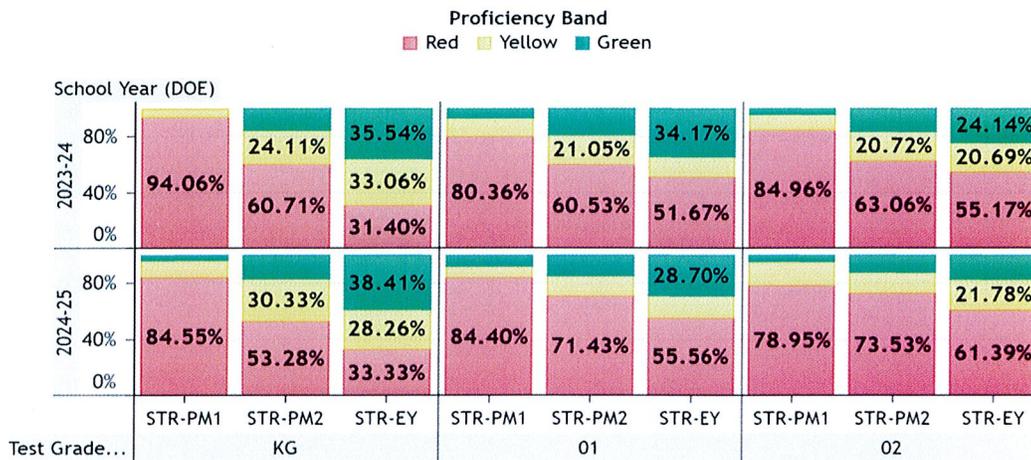
CSI	34	YES	6	White, Black/African American, Hispanic, Multiracial, Students with Disabilities, Economically Disadvantaged
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State Assessment Data Grades 3-5: Please note that this data is from Susie E. Tolbert (1281), which is the receiving school for Smart Pope Livingston Elementary, a K-3 feeder pattern school.

School	English Language Arts Achievement (ELA)	Mathematics Achievement	Science Achievement	Grade 2025	Grade 2024	Grade 2023
Susie Tolbert Elementary	17	23	21	D	D	C

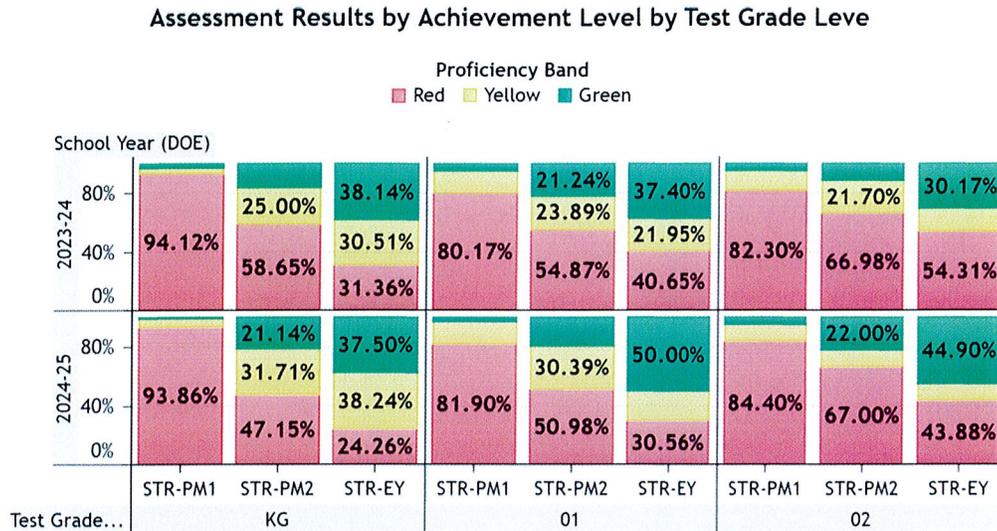
Star ELA Proficiency Grades K-2:

Assessment Results by Achievement Level by Test Grade Leve



Star Math Proficiency Grades K-2:

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Identified causes of Low Performance

- Instructional tasks are not consistently aligned to Florida benchmarks and standards.
- Ineffective systems to promote consistent student attendance.
- Teacher vacancies and attrition.
- Lack of teacher experience in implementing effective strategies for the growing English Language Learner (ELL) population.
- Inconsistent parental involvement.
- Inconsistent implementation of Multi-Tiered System of Supports (MTSS).

Recommendations for School Improvement

- Implement an attendance campaign to motivate students and educate parents regarding the importance of consistent attendance.
- Provide additional mentor support and professional learning for all teachers with 1 to 5 years of experience.
- Provide a truancy officer to monitor attendance, engage families and provide resources.
- Strengthen home-to-school connections by gathering stakeholder feedback and implementing initiatives to improve parental involvement.
- Provide professional learning and ongoing support for teachers to implement targeted interventions for students.
- Conduct instructional reviews to determine supports and/or professional learning to improve instruction and student outcomes.
- Implement Positive Behavioral Interventions and Supports (PBIS) to ensure a safe and respectful school environment.
- Consider additional feedback and recommendations from the CAT.

District-Managed Turnaround Plan Assurances

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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 s. 1001.215(8), F.S., as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading and for K-4 students with a substantial deficiency in mathematics. The district shall demonstrate alignment of Florida's state academic standards across grade levels to improve background knowledge in social studies, science and the arts.

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

Assurance 2: School Capacity-Leaders and Educators

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

Leaders

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

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

The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround

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success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

Educators

- The district shall ensure the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data.
- The district shall ensure the instructional personnel who do not have a VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.
- The district must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field instructional personnel assigned to the school is at least or at a minimum, not higher than the district average.
- Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

Required Documentation

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

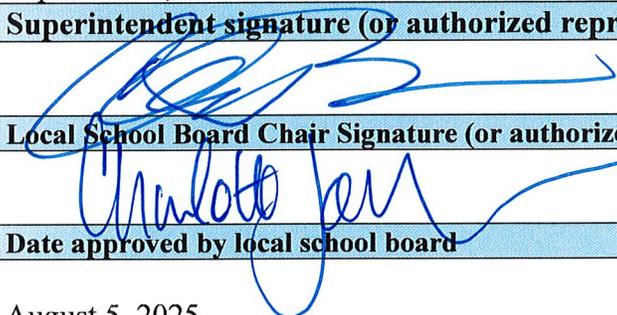
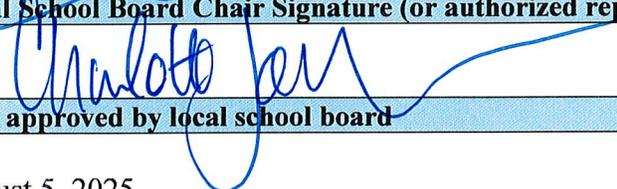
- An MOU pursuant to s. 1001.42(21), F.S., shall be emailed to BSI@fldoe.org no later than September 1. The subject line of the email must include: district name, school name, and MOU. If an MOU has not been approved by the district school board, provide a detailed status of negotiations.
- The district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

VAM DATA – School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	4	14	0	0
School %	22.22%	77.77%	0%	0%
District %	9.58%	67.98%	12.57%	9.87%
State %	11.82%	68.21%	12.29%	7.69%

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Acknowledgment

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

Name and title of person responsible for completion and submission of TOP-1
Laura Bowes
Contact information: email, phone number
Email: bowesL@duvalschools.org Phone: 904-390-2505
Date submitted to the RED and the Bureau of School Improvement (due September 1)
September 1, 2025
Superintendent signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date approved by local school board
August 5, 2025