

Alachua County Public Schools

# William S. Talbot Elem School



## 2019-20 Schoolwide Improvement Plan

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# William S. Talbot Elem School

5701 NW 43RD ST, Gainesville, FL 32653

<https://www.sbac.edu/talbot>

## Demographics

Principal: Christopher Beland

Start Date for this Principal: 7/1/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	40%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: B (57%) 2017-18: A (64%) 2016-17: A (66%) 2015-16: A (63%) 2014-15: A (78%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Alachua County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## William S. Talbot Elem School

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<https://www.sbac.edu/talbot>

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	A	A	A

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### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

To teach children in a way that promotes academic growth and life-long learning within a safe environment, which recognizes the diversity of childrens' needs and abilities.

We are committed to the success of every student!

**Provide the school's vision statement.**

W. S. Talbot Elementary School strives for excellence by actively involving all students, parents, staff and the community in a safe, nurturing and respectful environment.

### School Leadership Team

**Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Dell, Nannette	Principal	Talbot's principal serves as the instructional leader for the school. She oversees all curricular decisions. The school principal also observes and provides feedback to the teachers regarding effective instructional practices. She helps support a common vision for the use of data based decision making, ensures the school based team is implementing RtI, coordinates and/or provides professional development, conducts classroom walk-throughs, participates in grade level data chat meetings and other grade level meetings, facilitates leadership team meetings and team leader meetings. The principal also communicates with parents regularly through email, phone messages, newsletters, and parent conferences to share information and to address concerns and questions.
Freedman, Sarah	Assistant Principal	Talbot's Assistant Principal provides curriculum support and training for teachers, provides assessment and data support, and serves as assessment coordinator. The Assistant Principal also provides behavior support and training for teachers, helps develop behavior interventions, monitors behavior data for individual students and school-wide behavior trends and supports the teachers in the PBIS program. The Assistant Principal also serves as the Healthy School Teams Chairperson. The Assistant principal also conducts classroom walk-throughs, teacher observations, and faculty and staff evaluations.
Linn, Valerie	School Counselor	The School Counselor provides training and support in the RtI process annually and as needed, collaborates and consults with teachers, facilitates leadership meetings related to RtI, monitors scheduling of Educational Planning Team meetings, facilitates Educational Planning Team meetings, teaches students through classroom guidance lessons, is responsible for scheduling of ESE meetings and 504 meetings, and works with parents of students who have academic and/or social concerns. The School Counselor also oversees programs that support our families such as the food basket and holiday gift drives, Unity Day, and No-name Calling Day. Our School Counselor is the chairperson for the Trauma Sensitive Schools team and is the ESE team leader.
Shenk, Nathan	Dean	The Behavior Resource Teacher (BRT) provides behavior support and training for students, teachers, and families, helps develop and implement behavior interventions, helps to implement and monitor the school-wide behavior plan, compiles and shares behavior data with the faculty. The BRT is the chairperson of the Positive Behavior Support team and facilitates monthly meetings with that team

## Early Warning Systems

### Current Year

**The number of students by grade level that exhibit each early warning indicator listed:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	117	130	135	133	102	90	0	0	0	0	0	0	0	707
Attendance below 90 percent	0	17	6	4	5	7	0	0	0	0	0	0	0	39
One or more suspensions	0	2	1	1	1	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	4	7	8	0	2	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	3	24	18	0	0	0	0	0	0	0	45

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	0	1	4	6	0	0	0	0	0	0	0	13

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	3	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### FTE units allocated to school (total number of teacher units)

55

#### Date this data was collected or last updated

Wednesday 9/11/2019

#### Prior Year - As Reported

#### The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

#### Prior Year - Updated

#### The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	68%	59%	57%	70%	59%	55%
ELA Learning Gains	60%	57%	58%	64%	61%	57%
ELA Lowest 25th Percentile	32%	49%	53%	45%	48%	52%
Math Achievement	66%	60%	63%	76%	63%	61%
Math Learning Gains	66%	61%	62%	76%	65%	61%
Math Lowest 25th Percentile	42%	49%	51%	59%	50%	51%
Science Achievement	62%	57%	53%	71%	55%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	117 (0)	130 (0)	135 (0)	133 (0)	102 (0)	90 (0)	707 (0)
Attendance below 90 percent	0 ( )	17 ( )	6 ( )	4 ( )	5 ( )	7 ( )	39 (0)
One or more suspensions	0 ( )	2 (0)	1 (0)	1 (0)	1 (0)	1 (0)	6 (0)
Course failure in ELA or Math	0 ( )	4 (0)	7 (0)	8 (0)	0 (0)	2 (0)	21 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	3 (0)	24 (0)	18 (0)	45 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	57%	10%	58%	9%
	2018	65%	56%	9%	57%	8%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	70%	55%	15%	58%	12%
	2018	69%	54%	15%	56%	13%
Same Grade Comparison		1%				
Cohort Comparison		5%				
05	2019	66%	55%	11%	56%	10%
	2018	70%	55%	15%	55%	15%
Same Grade Comparison		-4%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	58%	1%	62%	-3%
	2018	73%	60%	13%	62%	11%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2019	69%	60%	9%	64%	5%
	2018	70%	60%	10%	62%	8%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				
05	2019	69%	57%	12%	60%	9%
	2018	83%	61%	22%	61%	22%
Same Grade Comparison		-14%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	61%	55%	6%	53%	8%
	2018	68%	55%	13%	55%	13%
Same Grade Comparison		-7%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	39	26	20	50	43	21				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	73			91							
ASN	74	74		81	79		75				
BLK	31	39	36	36	49	43	14				
HSP	60	44		63	63						
MUL	66	50		57	67		47				
WHT	82	69	9	77	71	39	79				
FRL	42	48	43	44	55	42	38				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	42	35	25	50	45	10				
ASN	67	71		80	73						
BLK	28	34	26	41	56	56	30				
HSP	61	63		79	71		60				
MUL	78	67		81	89						
WHT	81	67	73	84	77	50	83				
FRL	44	51	34	61	70	63	40				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20	31	36	18	59	52	22				
ASN	76	71		88	100						
BLK	25	47	48	40	58	57	29				
HSP	68	50		76	75		58				
MUL	75	60		71	60						
WHT	85	73	46	87	81	65	82				
FRL	44	53	52	54	61	52	45				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	446
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The components that showed the lowest performance were the lowest quartile in reading and in math.

One contributing factor is that our school had a greater teacher turnover than in previous years. Our school had 15 new teachers last year. These teachers replaced several very seasoned teachers. Another factor is that new teachers often lack the rigor that experienced teachers use.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Overall math performance (achievement, gains and lowest quartile gains) showed the greatest declines from the previous year, as well as lowest quartile gains in ELA. Our district's adopted resources do not fully address the complexity of the standard. This may have contributed to the decline in math performance. Also, there was a gap in the students' knowledge of basic facts which impacts the students ability to solve complex problems.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The gains of our lowest quartile in ELA and math had the greatest gap when compared to the state. Factors that contributed to this include a new model was used to serve the ESE students and we strived to maintain consistency throughout the year. Another factor that contributed to this gap is the lack of early intervention.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The percentage of students in grades three through five who scored a level 3 or above in ELA remained at the same level from the prior year, whereas other scores declined. We utilized materials to supplement our reading basal that more directly addressed the standards and provided the rigor and complexity to master the standard. We also implemented Title I services for all grade levels and conducted Parent Nights to share information about the FSA and grade level specific test item specifications. Our school also used the Florida Ready Resource for ELA to maintain instructional rigor.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Two potential areas of concern based on the EWS data is the attendance for our first grade students and the number of students in 4th and 5th grade who received a level 1 on the FSA in reading and/or math last year.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Increase the performance of our Black/African American students
2. Increase the performance of our students with disabilities
3. Increase the performance of our lowest quartile in ELA and Math
4. Reduce the achievement gap
5. Reduce the number of suspensions, especially among our Black/African American students.

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Increase the Performance of Students with Disabilities
<b>Rationale</b>	This area of focus was identified based on analysis of FSA data and ESSA criteria. The federal index for the students with disabilities was 31% which is well below the target of 41% or above. Focusing on this area will improve overall instruction and monitoring of our students with disabilities.
<b>State the measurable outcome the school plans to achieve</b>	The federal index for students with disabilities will be 41% or greater.
<b>Person responsible for monitoring outcome</b>	Nannette Dell (delInt@gm.sbac.edu)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. ESE support facilitation model</li> <li>2. Small-group instruction</li> <li>3. Double dose or reading or math for students identified as needing extra support</li> <li>4. Title I small group intervention</li> <li>5. Cooperative groups</li> <li>6. After-school tutoring</li> <li>7. Data analysis</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	We have selected these strategies based on resources available to us. These include instructional and staff related expenses such as teachers for instruction during small groups, grade level appropriate materials to teach the standards, and materials used to analyze data. Small group instruction based on data identifying individual student needs positively impacts academic achievement and growth. Utilizing the support facilitation model provides the students with disabilities with in-class peer models and access to the grade level curriculum with multiple supports in place.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. ESE teachers will push into classrooms for ELA and Math support.</li> <li>2. Students may be pulled for a double dose of reading or math instruction based on their level of need.</li> <li>3. The students are included in Title I support groups.</li> <li>4. The students will be included in the rotation for Tech Lab one each morning.</li> <li>5. Teachers will progress monitor and analyze data to make sure each the students have the supports in place they need to achieve success.</li> <li>6. The students will participate in after school tutoring sessions two times a week.</li> </ol>
<b>Person Responsible</b>	Sarah Freedman (freedmsm@gm.sbac.edu)



#2	
<b>Title</b>	Increase the Performance of Black/African American Students
<b>Rationale</b>	This area of focus was identified based on analysis of FSA data and ESSA criteria. Focusing on this area will improve overall instruction and monitoring of our Black/African American students and assist us in closing our achievement gap in both ELA and math. The federal index for our Black/African American students was 35% which is well below the target of 41% or above.
<b>State the measurable outcome the school plans to achieve</b>	The federal index for Black/African American students will be 41% or greater.
<b>Person responsible for monitoring outcome</b>	Nannette Dell (dellnt@gm.sbac.edu)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Small group instruction for ELA and Math</li> <li>2. Disaggragate data</li> <li>3. Implementation of JPLC small group instruction</li> <li>4. Use of formative assessments</li> <li>5. Staff book study</li> <li>6. After school tutoring</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	As we focus on increasing gains and achievement for all students, we will use research and data to improve practice that involves students, teachers and parents in the process as we work through difficulties and setbacks and celebrate accomplishments.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Small group work will take place during teacher led workstations.</li> <li>2. Teachers will disaggregate data during data chats to pinpoint standards students have not mastered.</li> <li>3. As a JPLC school teachers have received training on effective practices in small group work. This training will continue throughout the year.</li> <li>4. Formative assessments are used to identify standards the students have not mastered.</li> <li>5. Teachers will participate in a book study on closing the achievement gap.</li> <li>6. Invite students to after school tutoring for reading and math.</li> </ol>
<b>Person Responsible</b>	Sarah Freedman (freedmsm@gm.sbac.edu)

#3	
<b>Title</b>	Increase Gains of the Lowest Quartile in ELA and Math
<b>Rationale</b>	Students in the lowest quartile need additional assistance in making gains in ELA and Math.
<b>State the measurable outcome the school plans to achieve</b>	Increase by three percentage points annually, or one percentage point over the highest of the last 3 years, whichever is greater.
<b>Person responsible for monitoring outcome</b>	Nannette Dell (dellnt@gm.sbac.edu)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Targeted instruction in math</li> <li>2. Small group instruction from Title I</li> <li>3. Parent Meetings conducted by Title I personnel</li> <li>4. Teacher visits to the community centers serving our students</li> <li>5. Administrator visits to the parent meetings community centers serving our students</li> <li>6. Use of social-emotional resources</li> <li>7. After school tutoring</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	Students who are struggling in math and reading will benefit from additional small group, direct instruction. Students in the lowest quartile also require a strong home - school relationship and social emotional skills that will allow them to experience success.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will use Reflex Math, IXL, Istation for practice and reteaching.</li> <li>2. Small group instruction will be provided by Title I staff and classroom teachers targeting phonics, fluency, phonemic awareness, vocabulary and comprehension.</li> <li>3. Title I teachers will work with administration to facilitate parent meetings.</li> <li>4. Teachers and administrators will participate in the quarterly meetings at the community center that serves our students to meet with parents and provide information about curriculum and school events.</li> <li>5. The school counselor provides social-emotional resources and calm down boxes for each teacher. She also uses Zones of Regulation, Child Safety Matters, and Start with Hello to teach students.</li> <li>6. Targeted instruction during small groups to meet individual students' social emotional and academic needs.</li> <li>7. Invite students to after school tutoring for reading and math.</li> </ol>
<b>Person Responsible</b>	Sarah Freedman (freedmsm@gm.sbac.edu)

#4	
<b>Title</b>	Improve Disproportionate Discipline Data
<b>Rationale</b>	This area of focus was identified based on analysis of our discipline data. Focusing on decreasing the suspensions of our Black/African American students will allow students to maintain access to academic and social/emotional learning. Continual and sustained access to curriculum and teacher support will assist in decreasing our suspension rate and achievement gap.
<b>State the measurable outcome the school plans to achieve</b>	Reduce the number of out of school suspensions for Black/African American students by at least 15%.
<b>Person responsible for monitoring outcome</b>	Nathan Shenk (shenknr@gm.sbac.edu)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Positive Behavior Intervention Support (PBIS)</li> <li>2. Start with Hello</li> <li>3. Child Safety Matters</li> <li>4. Zones of Regulation</li> <li>5. Access to calm down boxes</li> <li>6. Assign school-based mentors</li> <li>7. Harmony social/emotional curriculum</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	The use of Positive Behavior Intervention Support (PBIS) helps to create a positive school culture by providing tiered behavior support for all students. Access to social-emotional learning provides the benefits of academic success through improved attitudes toward school, fewer behavior problems because students learn how to express their emotions appropriately, and positive social behavior because students are able to develop and maintain positive relationships with peer and teachers.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Continue the implementation of our PBIS program school-wide and provide the necessary resources for the program's success.</li> <li>2. Use social emotional curriculums that support students and improve school climate such as Zones of Regulation, Child Safety matters, and Start with Hello.</li> <li>3. Identify students who are at risk and assign them a mentor to build positive relationships and check in on them regularly.</li> <li>4. Provide the resources and training for each teacher for a Calm Down Box that students may use when they are felling anxious or overwhelmed.</li> <li>5. Provide Sanford Harmony (social/emotional curriculum) for teachers to use during morning meetings.</li> <li>6. Continue to look at alternatives to suspension in order to keep students on campus so they can learn.</li> <li>7. Include a restorative practice for each offense on referrals.</li> </ol>
<b>Person Responsible</b>	Valerie Linn (linnva@gm.sbac.edu)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Talbot is in its first year of participation in the James Patterson Literacy Challenge in partnership with the University of Florida. Through participation in this program, our teachers will receive ongoing professional learning activities, personalized online professional development and school-based direct support from the JPLC partnership coordinators to assist them in providing literacy support for all readers, especially those who may be struggling. Many struggling readers lack the foundational skills needed to be successful readers. This program will assist in enhancing our school's literacy culture and provide the teachers with the tools to assess, instruct and provide interventions in literacy skills.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Facilitate Home School Communication

1. Phone home system
2. Student Planners
3. Parent news letter
4. Maintain parent resource area
5. School based Family and Community Engagement activities
6. Home School Compact/ Parent Conferences

### PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

1. Education and awareness activities: Start with Hello, Child Safety Matters, Zones of Regulation, Calm Down Boxes, Unity Day, and Acts of Kindness Week
2. Counseling provided by Ms. Linn, Village Counseling, and Meridian
3. Use of Sanford Harmony~Social Emotional curriculum.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Fifth grade students preparing for middle school prepare by shadowing at the school(s) they may attend.

Incoming Kindergarten students are invited to our Kindergarten Round Up where they have a tour of our school and classrooms, get to know the teachers, participate in activities, and experience going through the lunch line.

Students in our Pre-K students visit kindergarten classes multiple times toward the end of the school year. While there they participate in calendar time and academic activities in preparation for Kindergarten.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Shannon Zvoch, FCIMS Instructional Coach

Grace Szoda, Title I Intervention Teacher

Mrs. Zvoch serves fifth grade students as the teacher of record for their ELA instruction. She also pulls a fourth grade intervention group in addition to her FCIMs duties. Mrs. Zvoch coordinates data chats, creates eligibility lists, aggregates and disseminates data, plans and facilitates Parent Nights, and coordinates the EDI tutoring for our school.

Mrs. Szoda teaches students in grades first through 4th as part of a pull out model for teaching interventions. She also progress monitors students for growth, and assists Mrs. Zvoch with the tasks listed above.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Our business partners and community volunteers provide time and resources, and participate in campus wide activities and programs.

Fifth grade students will attend an all day trip to the Cade Museum in the spring to learn how businesses operate while students in grades 2, 3, and 4 will participate in the program on our campus.

The University of Florida has partnered with ACPS to provide a trip to their campus for all fifth grade students in our district. This includes watching a football game and touring their campus.

Furthermore, we work with middle school band directors who bring their bands to our campus so our fifth grade students are able to see one of the many programs available to them as they prepare for 6th grade.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Increase the Performance of Students with Disabilities				\$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0561 - William S. Talbot Elem School	School Improvement Funds		\$4,000.00
			<i>Notes: Purchase research based curriculum materials to assist in the instruction of ELA and math standards.</i>			
			0561 - William S. Talbot Elem School	School Improvement Funds		\$2,500.00
			<i>Notes: Provide substitutes for teachers to attend professional development, observe other teachers or analyze data.</i>			
2	III.A.	Areas of Focus: Increase the Performance of Black/African American Students				\$9,833.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0561 - William S. Talbot Elem School	General Fund		\$0.00

			<i>Notes: Students will receive intervention during the school day through small group differentiated classroom instruction, Title 1 intervention groups and the support facilitation model.</i>			
	5900	120-Classroom Teachers	0561 - William S. Talbot Elem School	Title, I Part A		\$5,000.00
			<i>Notes: Provide after school tutoring for selected students two times per week.</i>			
	6300	520-Textbooks	0561 - William S. Talbot Elem School	Title, I Part A		\$1,500.00
			<i>Notes: Purchase books for a book study on closing the achievement gap.</i>			
	6300	750-Other Personal Services	0561 - William S. Talbot Elem School	Title, I Part A		\$2,500.00
			<i>Notes: Provide substitutes for teachers to meet and analyze data and develop plans for remediation and reteaching.</i>			
	5900	210-Retirement	0561 - William S. Talbot Elem School	Title, I Part A		\$424.00
			<i>Notes: Retirement benefits for teacher stipends</i>			
	5900	220-Social Security	0561 - William S. Talbot Elem School	Title, I Part A		\$383.00
			<i>Notes: SSI benefits for stipends</i>			
	5900	290-Other Employee Benefits	0561 - William S. Talbot Elem School	Title, I Part A		\$26.00
			<i>Notes: Early Retirement benefits for stipends</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Increase Gains of the Lowest Quartile in ELA and Math</b>				<b>\$144,888.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	0561 - William S. Talbot Elem School	Title, I Part A		\$11,000.00
			<i>Notes: Purchase research-based curriculum materials to support ELA and Math standards.</i>			
	5900	120-Classroom Teachers	0561 - William S. Talbot Elem School	Title, I Part A		\$5,000.00
			<i>Notes: Provide after school tutoring for selected students two times per week.</i>			
	6300	750-Other Personal Services	0561 - William S. Talbot Elem School	School Improvement Funds		\$4,400.00
			<i>Notes: Teachers will be provided a half-day substitute once each semester to provide time for teams to analyze data and plan for instruction and interventions.</i>			
	5100	120-Classroom Teachers	0561 - William S. Talbot Elem School	Title, I Part A		\$108,455.00
			<i>Notes: Provide Title 1 small group intervention.</i>			
	6300	750-Other Personal Services	0561 - William S. Talbot Elem School	Title, I Part A		\$2,200.00
			<i>Notes: Provide substitutes for teachers to meet and analyze data and develop plans for remediation and reteaching.</i>			
	6300	120-Classroom Teachers	0561 - William S. Talbot Elem School	Title, I Part A		\$5,000.00

			<i>Notes: Stipends for curriculum planning, data analysis, book study, and professional development after teacher contract hours.</i>			
	6300	120-Classroom Teachers	0561 - William S. Talbot Elem School	School Improvement Funds		\$8,000.00
			<i>Notes: Stipends for curriculum planning, data analysis, book study, and professional development after contract hours.</i>			
	5900	210-Retirement	0561 - William S. Talbot Elem School	Title, I Part A		\$424.00
			<i>Notes: Retirement benefits for teacher stipends</i>			
	5900	220-Social Security	0561 - William S. Talbot Elem School	Title, I Part A		\$383.00
			<i>Notes: SSI benefits for teacher stipends</i>			
	5900	290-Other Employee Benefits	0561 - William S. Talbot Elem School	Title, I Part A		\$26.00
			<i>Notes: Early Retirement benefits for teacher stipends</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Improve Disproportionate Discipline Data</b>				<b>\$14,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0561 - William S. Talbot Elem School	School Improvement Funds		\$10,000.00
			<i>Notes: Purchase incentives and fund activities for quarterly events to support the PBIS program.</i>			
			0561 - William S. Talbot Elem School	School Improvement Funds		\$4,000.00
			<i>Notes: Support and replenish calm down boxes and materials for social/emotional learning.</i>			
					<b>Total:</b>	<b>\$175,221.00</b>