

Duval County Public Schools

Smart Pope Livingston Elementary



2019-20 Schoolwide Improvement Plan

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Smart Pope Livingston Elementary

1128 BARBER ST, Jacksonville, FL 32209

<http://www.duvalschools.org/splivingston>

Demographics

Principal: Tora Talbott

Start Date for this Principal: 7/29/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: F (31%) 2014-15: F (23%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

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.

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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-2</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	F*	F	F

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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.

S. P. Livingston Elementary School-Accelerated Primary Learning Center's faculty, staff, parents, and community are dedicated to the intellectual, personal, social, and physical development of students. Our highly qualified staff recognizes the importance of being life-long learners to increase student achievement. Our instructional practices are both reflective and data driven designed to meet the needs of each student. We are dedicated in providing educational excellence in every classroom, for every student, every day.

Provide the school's vision statement.

The vision at S. P. Livingston Elementary School-Accelerated Primary Learning Center is to prepare and motivate students to be life-long learners while addressing the whole child and establishing high expectations for all through a student-centered instructional environment while fostering positive relationships with all stakeholders in a safe and caring educational 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
Talbot, Torra	Principal	<p>Torra Talbott, Principal: Provides a common vision for the use of data-based decision making; ensures that the school-based team is implementing Rtl; conducts assessment of Rtl skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support Rtl implementation; and communicates with parents regarding school-based Rtl plans and activities. Performs walkthroughs and CAST (Collaborative Assessment System for Teachers) observations with targeted/ timely feedback on the effectiveness of instruction; communicates with school-based academic coaches, and district specialists in order to discuss instructional needs of teachers; facilitates, leads, and participates in common planning/ PLC with emphasis on incorporating best practices, data-based instruction, student engagement and rigor; provides professional development training to teachers; utilizes data to monitor student achievement aligned to performance expectations; participates in data chats with teachers and students; and provides for the safety of all students at S. P. Livingston Elementary School. She processes referrals according to the “Student Code of Conduct”; communicates with the school counselor, ESE teacher, and other behavioral specialists to act as a student advocate; responds to constituent concerns in a timely, efficient, and positive manner; develops and monitors school-based Emergency Management Plans and adheres to district protocol for conducting safety drills; communicates with stakeholders; and facilitates/serves on committees.</p> <p>In closing, the Principal serves as the Instructional Leader, Operational Leader, Budgetary/Financial Leader, Transformational Leader, and the Culture/Climate Leader.</p>
Brown, Shellisa	Assistant Principal	<p>Shellisa Brown, Assistant Principal: Supports the principal in all aspects of school operations, performs walkthroughs and CAST (Collaborative Assessment System for Teachers) observations with targeted/ timely feedback on the effectiveness of instruction; communicates with the principal, school-based academic coaches, and district specialists in order to discuss instructional needs of teachers; participates in common planning/ PLC with emphasis on incorporating best practices, data-based instruction, student engagement and rigor; provides professional development training to teachers; utilizes data to monitor student achievement aligned to performance expectations; participates in data chats with teachers and students; processes referrals according to the “Student Code of Conduct”; communicates with the school counselor, ESE teacher, and other behavioral specialists to act as a student advocate; responds to constituent concerns in a timely, efficient, and positive manner; develops and monitors school-based Emergency Management Plans and adheres to district protocol for conducting safety drills; communicates with stakeholders; and serves on the leadership, literacy,</p>

Name	Title	Job Duties and Responsibilities
		and Rtl committees.
Roberts, Margaret	Instructional Coach	<p>Margarett Lynch Roberts, Reading Coach/Professional Development Facilitator: Reading Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum and intervention approaches; identifies systematic patterns of student needs while working with school based and district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier I, Tier II, and Tier III intervention plans; and provides support for assessment and implementation monitoring.</p> <p>Professional Development Facilitator: Obtains information and training through on-line and face-to-face PDF meetings; assists the principal in identifying participants; assists the principal in the selection of mentor teachers; meets regularly with mentors and novice teachers to provide support; facilitates scheduling dates for principal observations; assists the mentor with scheduling formative observations throughout the year; assists with the development of the novice teacher’s Individual Professional Development Plan (NT-IPDP) each year of their program participation; provides resources to both the mentor and novice teacher as needed; Ensures that all required documentation has been completed to assist with Florida Educator Accomplished Practices verification; Reviews all required documentation prior to principal’s final review.</p>
Jones, Alexis	School Counselor	<p>Alexis Jones, Rtl Facilitator: Participates on Building Leadership Team; acts as liaison for implementation of Rtl at the school level; receives ongoing Rtl training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support Rtl. Alexis Jones, School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies to schools and families to support the child’s academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.</p>
Blaylock, Patricia	Teacher, ESE	<p>Patricia Blaylock, Special Education Teacher: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier II and/or Tier III instruction; and</p>

Name	Title	Job Duties and Responsibilities
		collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
Other		Brittany Wivholm, Reading Interventionist: Provides Tier II and Tier III interventions to primary students in Reading based on i-Ready data with ongoing progress monitoring. The teacher uses prescriptive lessons from i-Ready, DAR-TTS, Barton, and FCRR to address the skill deficits of each student.

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	104	130	128	0	0	0	0	0	0	0	0	0	0	362
Attendance below 90 percent	0	0	2	0	0	0	0	0	0	0	0	0	0	2
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	2	11	11	0	0	0	0	0	0	0	0	0	0	24

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	0	0	0	0	0	0	0	0	0	0	0	0	
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)

25

Date this data was collected or last updated

Wednesday 8/28/2019

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	41	65	76	0	0	0	0	0	0	0	0	0	0	182
One or more suspensions	16	30	15	0	0	0	0	0	0	0	0	0	0	61
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	2	11	11	0	0	0	0	0	0	0	0	0	0	24

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	0%	50%	57%	0%	49%	55%
ELA Learning Gains	0%	56%	58%	0%	56%	57%
ELA Lowest 25th Percentile	0%	50%	53%	0%	54%	52%
Math Achievement	0%	62%	63%	0%	62%	61%
Math Learning Gains	0%	63%	62%	0%	63%	61%
Math Lowest 25th Percentile	0%	52%	51%	0%	54%	51%
Science Achievement	0%	48%	53%	0%	50%	51%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	K	1	2	
Number of students enrolled	104 (0)	130 (0)	128 (0)	362 (0)
Attendance below 90 percent	0 ()	0 ()	2 ()	2 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State 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	16	30	34	27	40	34	8				
BLK	20	37	37	27	41	47	13				
FRL	21	37	39	28	42	43	12				
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
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

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)	CS&I
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	223
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	27
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students

Federal Index - Black/African American Students	32
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - 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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

During the "2018-2019" school year, in 2nd Grade i-Ready ELA increased by 31%. Based on i-Ready ELA data, this grade level had the lowest performance in ELA. The attendance and behavioral issues were contributing factors.

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

During the "2018-2019" school year, in 2nd Grade i-Ready ELA increased by 31%. Based on i-Ready ELA data, this grade level had the lowest performance in ELA. The attendance and behavioral issues were contributing factors.

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.

Due to the school being an Accelerated Learning Primary Center, the school does not have state data.

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

During the "2018-2019" school year, the Kindergartners showed the most improvement in ELA. The students increased from 11% to 83%. During the "2018-2019", the school used Language for Learning and LAFS.

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

The following areas of concern are: Attendance and Out of School Suspension.

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

1. Reading on Grade Level
2. Writing
3. Math
4. Attendance
5. Out of School Suspension

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading and the alignment of instruction to the English Language Arts Standards
Rationale	<p>Reading achievement will increase by ensuring that core instructional programs, materials, lesson plans and student-centered activities are aligned to the English Language Arts Standards. Teachers will use the Duval County Public School Curriculum Guides, county approved materials, CPALMS, and the English Language Arts Standards. The Principal, Assistant Principal, and Reading Coach provide support at common planning meetings by assisting teachers with unpacking the standards, data disaggregation, lesson planning that ensures the appropriate level of rigor and aligning learning tasks/activities to the standards. During common planning, Administrators, Reading Coach, and Teachers will review student work to analyze the alignment of the work to the standards and students success with meeting the standards. Also, during common planning, data from RMSE and Language from Learning will be analyzed to determine next steps for each student. The Instructional Framework for ELA consists of Foundation Skill Deficits addressed during a scheduled "60 minute" block, core, differentiated centers with blended learning program (I-Ready), and writing city. The Reading Interventionist provides additional "prescriptive" support to 1st and 2nd grade students based on foundation skill deficits.</p>
State the measurable outcome the school plans to achieve	<p>If teachers implement Language for Learning, ELA CORE (LAFS), and ELA Differentiated Centers aligned to the standards, then students reading on grade level will increase from 332 to 362 on the Kindergarten grade I-ready Spring Assessment.</p> <p>If teachers implement RMSE/Language for Learning, ELA CORE (LAFS), and ELA Differentiated Centers aligned to the standards, then students reading on grade level will increase from 379 to 434 on the 1st grade I-ready Spring Assessment.</p> <p>If teachers implement RMSE, ELA CORE (LAFS), and ELA Differentiated Centers aligned to the standards, then students reading on grade level will increase from 416 to 489 on the 2nd grade I-ready Spring Assessment.</p>
Person responsible for monitoring outcome	Torra Talbott (talbottt@duvalschools.org)
Evidence-based Strategy	Effective Teacher-Based Practices
Rationale for Evidence-based Strategy	The rationale for selecting this evidence-based strategy is that it incorporates the elements of effective teacher-based practices which include content focused learning, incorporates active learning, supports collaboration, uses models of effective practice, provides coaching support, offers feedback and reflection and is of sustained duration.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop and implement grade level common planning meeting schedules. 2. Provide teachers copy of grade level ELA Standards, Curriculum Guides, and Teachers' Manuals. 3. During meetings unpack grade level ELA standards and create rigorous, aligned lesson plans and student-centered activities 4. Teachers deliver aligned instruction, assign rigorous student-centered activities. 5. Administrators, Reading Coach, and teachers review student work and determine mastery toward standards.

Person Responsible Torra Talbott (talbottt@duvalschools.org)

#2

Title Increase the number of students reading on grade level

Rationale The rationale for this area of focus is that through the application of data-based problem solving, we can accelerate and maximize student academic and social-emotional outcomes.

If teachers effectively implement Response to Intervention (Rtl) and Multi-Tiered Interventions, then students reading on grade level will increase from 332 to 362 on the Kindergarten grade I-ready Spring Assessment.

State the measurable outcome the school plans to achieve If teachers effectively implement Response to Intervention (Rtl) and Multi-Tiered Interventions, then students reading on grade level will increase from 379 to 434 on the 1st grade I-ready Spring Assessment.

If teachers effectively implement Response to Intervention (Rtl) and Multi-Tiered Interventions, then students reading on grade level will increase from 416 to 489 on the 2nd grade I-ready Spring Assessment.

Person responsible for monitoring outcome Torra Talbott (talbottt@duvalschools.org)

Evidence-based Strategy Assisting Students with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades

Rationale for Evidence-based Strategy These practices have demonstrated a range of effectiveness from minimal to strong on literacy for students with disabilities and struggling readers in kindergarten through grade 2.

Action Step

1. The School Leadership Team will identify trends and patterns at the school level in reading instruction across the grade levels.
2. The School Leadership Team will ensure that the Response to Intervention Team is in place and aware of its responsibilities
3. Teachers will receive training on the expectations of the Rtl process and the required documentation for taking students through the process.
4. Tier II and Tier III interventions will be discussed, planned and monitored at regularly scheduled meetings throughout the year.
5. Student data will be reviewed to determine effectiveness of interventions and used for planning next steps in the Rtl process.

Description

Person Responsible Torra Talbott (talbottt@duvalschools.org)

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).

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.

The school plans to build positive relationships with parents, families, and other community stakeholders by implementing the following:

1. SAC Committees
2. PTA
3. Parent Night Workshops (PFEP) and Parent Academy Workshops
4. Monthly Newsletters
5. PFEP Classroom

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.

The School ensures that the social-emotional needs of all students are met as a result of the School Counseling program emphasis and mission. The School Counselor's mission is to deliver a multi-layered, comprehensive, and accountable school counseling program in which equity, access, and academic success for all students is the focus. Therefore, every child is viewed as a child that can learn and will receive support to ensure his or her success. The School Counseling program at S. P. Livingston ensures that all students have appropriate instruction and support to acquire communication skills, healthy self-images, and appropriate relationships with their peers. The School Counselor provides direct services to students, parents, and teachers, indirect services for assisting students, and provides program planning and support to students by engaging in the following: facilitates Response to Intervention (Rtl), ensures referrals for the Duke Scholars program, conducts 504 & ELL plan meetings, LEA for IEP and EP plan meetings, provides vision screenings, conducts gifted screenings, facilitates School Counselor Advisory Committee(SCAC), Attendance Intervention Team facilitator(AIT), sets up Multidisciplinary Referral Team (MRT) meeting agendas, provides classroom guidance lessons, facilitates Red Ribbon week Activities, assists w/VPK data tracking, facilitates ALERT training for children safety, provides group and individual counseling sessions, and collaborates with stakeholders such as Learning for Life Inc. and Monique Burr Foundation Child Safety Matters. Also, the School Counselor provides services to parents, and acts as liaison with the community such as attending monthly Oversight Committee meetings at the Ribault Full Service School Office.

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

S.P. Livingston's Pre-Kindergarten classes for the preschool students have stringent guidelines and procedures to equip students with the necessary skills for Kindergarten. Parents and students must adhere to the Pre-K policies to stay active in the program. Students who attend are expected to master the Pre-K objectives of academic and social growth. Additionally, within the first thirty days of enrollment, kindergarten students are given the Florida

Kindergarten Readiness Screening to obtain a reading benchmark. This assessment is comprised of two sub-tests. The data is used to group students for differentiated instruction and obtain strategies for immediate intensive intervention. In addition, students take the i-ready diagnostic in reading and math which provides the teacher with readiness levels for each student. An uninterrupted literacy block is implemented in Kindergarten classrooms to provide instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. At the end of the first grading period, students are reassessed to determine their reading progress. Kindergarten students also complete a baseline mathematics assessment during the first five weeks of school. This assessment assists teachers with identifying students that will require intervention. Ongoing progress monitoring is used to determine effectiveness of instruction and to monitor students' progress.

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.

School leadership identifies and aligns all available resources in order to meet the needs of our students and maximize desired outcomes. School leadership is mindful of the focus areas of Title I (student achievement, parental involvement, high quality teaching, professional development, and supplemental services) and coordinates our services to maximize outcomes.

1. Student Achievement - Data chats: Administrators, teachers, students, and parents are encouraged to participate in monthly data chats to drive the instructional process and improve student achievement.
2. Professional Development - School administrators encourage teachers to attend district-based professional development to stay abreast of best practices and current trends in elementary education.
3. Reading Coach-S. P. Livingston employs a full-time reading coach to provide all teachers with ELA support. The Reading Coach assists teachers diagnostic reading testing and assists them with data collection, and data analysis and progress monitoring. Additionally, the reading coach meets weekly with teachers and provides support with lesson planning, implementation and roll-out of new district initiatives aimed at increasing reading proficiency of the students at the school. The Reading Coach models best practices for teachers, leads coaching cycles and leads professional development targeted at identifying student deficits and assisting teachers with creating differentiated instruction aimed at students' areas of need.
4. Reading Interventionist-S. P. Livingston employs a full-time reading interventionist that works with small groups of students requiring intensive remedial instruction as identified through i-ready diagnostic testing, Reading Mastery diagnostic placement testing and Language for Learning diagnostic testing. The reading Interventionist provides Tier II and Tier III instruction for students identified through the Response to Intervention Process.
5. Part-Time Tutor-S. P. Livingston employs a part-time tutor to provide additional support to students that require support.

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

During the "2019-2020" school year, students at S. P. Livingston Elementary Accelerated Primary Learning Center will take part in the following "Blended-Learning" programs: i-Ready (ELA and Math), Writing City, and Acaletics. Through Title I, the school provides each student with an individual headset designed to make learning safe while improving foundational skill/skill deficits in ELA and Math. The Multimedia Interactive carts will enhance student engagement by allowing our students an opportunity to learn through an interactive process while supporting the different learning styles of all students in ELA, Math, and Science.

The following Educational Field Trips will reinforce the Instructional Process: SeaWorld, Museum of Science and History (MOSH), World of Nations, Jacksonville Zoo and Gardens, Theater Words. This is a

great opportunity to bring learning to life while allowing students to problem-solve through “Real-World” application.

Due to a rigorous-engaging curriculum in ELA, Math, and Science, the students will demonstrate an understanding of the concepts in ELA, Math, and Science. The teachers make copies and print documents to support the instructional process. Also, this will support common planning, professional learning communities, and analyzing and disaggregating data.

Part V: Budget

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

1	III.A.	Areas of Focus: Reading and the alignment of instruction to the English Language Arts Standards	\$0.00
2	III.A.	Areas of Focus: Increase the number of students reading on grade level	\$0.00
Total:			\$0.00