William S. Talbot Elem School

2020-21 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2019-20 ESSA Subgroups Represented (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*
School Grades History	2018-19: B (57%) 2017-18: A (64%) 2016-17: A (66%) 2015-16: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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 Alachua County School Board on 10/6/2020.

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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William S. Talbot Elem School

5701 NW 43RD ST, Gainesville, FL 32653

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	A	A

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

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, position title, and job duties/responsibilities 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 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 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 coordinates the mentoring program for at-risk students. The BRT is the chairperson of the Positive Behavior Support team and facilitates monthly meetings with that team.

Demographic Information

Principal start date
Wednesday 7/1/2015, Christopher Beland

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

34

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2019-20 ESSA Subgroups Represented (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*
School Grades History	2018-19: B (57%) 2017-18: A (64%) 2016-17: A (66%) 2015-16: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().	

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	98	90	100	114	104	83	0	0	0	0	0	0	0	589
Attendance below 90 percent	2	10	7	12	11	6	0	0	0	0	0	0	0	48
One or more suspensions	0	0	3	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	1	4	0	4	0	1	0	0	0	0	0	0	0	10
Course failure in Math	1	3	1	7	0	2	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	12	0	0	0	0	0	0	0	14

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	1	4	0	6	2	7	0	0	0	0	0	0	0	20

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	1	1	1	1	1	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 9/4/2020

Prior Year - As Reported

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	
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	

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	
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	

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**	
	(0)	(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.

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%

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

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				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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%	1
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%	0
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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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.

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. 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 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.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Two potential areas of concern based on the EWS data is the attendance and the number of students in 3rd grade who received a level 1 on the FSA in reading and/oron the 2019 FSA.

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

1. Reduce the achievement gap by increasing the performance of our 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. Increase the opportunities for students to participate in social-emotional learning.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	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.
Measurable Outcome:	The federal index for students with disabilities will be 41% or greater.
Person responsible for monitoring outcome:	Nannette Dell (dellnt@gm.sbac.edu)
Evidence-based Strategy:	1. ESE support facilitation model 2. Small-group instruction 3. Double dose or reading or math for students identified as needing extra support 4. Cooperative groups 5. After-school tutoring 6. Data analysis
Rationale for Evidence-based Strategy:	The support facilitation model provides the students with disabilities with in-class peer models and access to the grade level curriculum while being supported by the general education and ESE teachers. In order for a teacher to focus on specific objectives and tailor instruction for specific needs, the teacher needs the opportunity to work with students in a small group. While working with small groups of students, a teacher can analyze the student data and and develop intervention strategies to address any gaps in learning. Providing after-school tutoring provides students with extended learning opportunities

Action Steps to Implement

1. ESE teachers will push into classrooms for ELA and Math support.
2. Students may be pulled for a double dose of reading or math instruction based on their level of need.
3. The students will be included in the rotation for Tech Lab one each morning.
4. Teachers will progress monitor and analyze data to make sure each the students have the supports in place they need to achieve success.
5. The students will participate in after school tutoring sessions two times a week.

Person Responsible	Sarah Freedman (freedmsm@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	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.
Measurable Outcome:	The federal index for Black/African American students will be 41% or greater.
Person responsible for monitoring outcome:	Nannette Dell (dellnt@gm.sbac.edu)
Evidence-based Strategy:	1. Culturally responsive instruction 2. Small group instruction for ELA and Math 3. Disaggragate data 4. Use of formative assessments 5. After school tutoring
Rationale for Evidence-based Strategy:	Culturally responsive teaching creates an environment of mutual respect for different cultures among students and helps to reduce racial and cultural discrimination. Through utilizing formative assessments and data analysis, teachers can make informed decisions that can positively impact students' learning.

Action Steps to Implement

1. Continue article/book study with faculty and staff regarding culturally responsive teaching.
2. Provide a rigorous curriculum based on grade level standards.
3. Small group work will take place during teacher led workstations.
4. Teachers will disaggregate data during data chats to pinpoint standards students have not mastered.
5. Formative assessments are used to identify standards the students have not mastered.
6. Invite students to after school tutoring for reading and math.

Person Responsible Sarah Freedman (freedmsm@gm.sbac.edu)

#3. Other specifically relating to Gains of the Lowest Quartile in ELA and Math	
Area of Focus Description and Rationale:	We will work with students to improve their ELA and Math gains on the 2021 FSA.
Measurable Outcome:	Increase by three percentage points over the 2019 FSA scores or one percentage point over the highest of the last three years.
Person responsible for monitoring outcome:	Nannette Dell (dellnt@gm.sbac.edu)
Evidence-based Strategy:	Targeted instruction in ELA and Math Teachers and administrators will visit the community centers that serve our students. Social emotional resources will be used After school tutoring in reading and math will take place
Rationale for Evidence-based Strategy:	It is important for struggling students to have multiple opportunities for growth, have a strong home-school relationship, and opportunities to grow through social emotional experiences. This will allow them to experience success on multiple levels.

Action Steps to Implement

1. Teachers will use data (AIMS quarterly assessments, ISIP data, weekly tests) to track progress and implement interventions for struggling students.
2. Teachers will use district adopted materials to support struggling students such as IXL, Reflex Math, and Istation.
3. The school counselor will provide training using social emotional resources for teachers to use with their students including Sanford Harmony, Zones of Regulation, Child Safety Matters, and Start with Hello.
4. Administrators and teachers will participate in quarterly meetings at the community centers that serve our students.
5. Students will be invited to participate in after school tutoring.

Person Responsible	Sarah Freedman (freedmsm@gm.sbac.edu)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Based on discipline data, there is a need to address Social Emotional Learning for our students.
Measurable Outcome:	1. Increase in number of students participating in grade level and school level reward programs 2. Decrease the number of social emotional referrals to the guidance department.
Person responsible for monitoring outcome:	Valerie Linn (linnva@gm.sbac.edu)
Evidence-based Strategy:	Create a Social Emotional Learning Colition team to: Continue implementation of PBIS. Use Start with Hello program Use Child Safety Matters curriculum
Rationale for Evidence-based Strategy:	Social and emotional learning involves the processes through which individuals acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions, feel and show empathy for others, establish and achieve positive goals, develop and maintain positive relationships, and make responsible decisions.

Action Steps to Implement

1. Identify current strengths and needs – what are we doing well (surveys, virtual meetings) and needs
2. Establish ways of communicating – sharing information, listening to concerns, rules of engagement
Identify and provide community building activities – i.e. One book, One school, Charter, Kindness Club (community service), school beautification (i.e.murals, sensory walks)
3. Develop environmental conditions and supports for all staff to develop emotional resiliency
4. Social Emotional Learning – Provide examples (videos, text, visuals) and practice modeling of ways to integrate into academic instruction
5. Teachers will include the time allotted for trust and safety building in daily schedule

Person Responsible	Valerie Linn (linnva@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Talbot will continue participation in year two of the James Patterson Literacy Challenge in partnership with the University of Florida. Through continued participation, teacher will provide literacy support to students by addressing foundational skills that the students need to be successful readers.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Talbot Elementary School currently utilizes Start with Hello, Unity Day, The Great Kindness Challenge and the PBIS programs to promote a positive culture among, students, families, faculty and staff.

For the 2020-2021 school year, we will develop a Social Emotional Learning Coalition team that consists of of staff, educators, PTA members. This group will meet regularly and assess the needs of our students and will develop a plan for integrating social emotional learning that is inclusive and culturally responsive, creating a positive, caring, safe and supportive environment for all students and adults.
With minimum: 2 gen.ed. teachers, 1 ESE, 1 parent, 2 mental health, 1 administrator, 1 support staff the Social Emotional Learning Coalition Team will:
-Identify current strengths and needs – what are we doing well (surveys, virtual meetings) and needs
-Establish ways of communicating – sharing information, listening to concerns, rules of engagement
-Identify and provide community building activities – i.e. One book, One school, Charter, Kindness Club (community service), school beautification (i.e.murals, sensory walks)
-Develop a statement of vision, mission, values, goals and strategies for implementation
-Develop environmental conditions and supports for all staff to develop emotional resiliency
-Develop environmental conditions and supports for all students to develop emotional resiliency
-Social Emotional Learning – Provide examples (videos, text, visuals) and practice modeling of ways to integrate into academic instruction
-Develop common language terms/vocabulary to identify emotions, co-regulation,
-Research and share effective strategies to co-regulate emotions, promote understanding and healing, teach
decision making and problem solving skills via:
• Website
• Faculty Meetings
• Team Meetings
• Team Leader Meetings
• Email newsletter/tips and resources for families

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$12,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0561 - William S. Talbot Elem School	School Improvement Funds		$10,000.00
			Notes: Purchase research based curriculum materials to assist in the instruction of ELA and math standards.			
		140-Substitute Teachers	0561 - William S. Talbot Elem School	School Improvement Funds		$2,500.00
			Notes: Provide substitutes for teachers to attend professional development, observe other teachers and/or analyze data.			
		120-Classroom Teachers	0561 - William S. Talbot Elem School	General Fund		$0.00
			Notes: Students will receive intervention during the school day through small group, differentiated classroom instruction, the support facilitation model, or double-dose intervention groups.			
2	III.A.	Areas of Focus: ESSA Subgroup: African-American				$12,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		120-Classroom Teachers	0561 - William S. Talbot Elem School	School Improvement Funds		$6,000.00
			Notes: Provide extended learning opportunities through after-school tutoring two times a week for selected students.			
		140-Substitute Teachers	0561 - William S. Talbot Elem School	School Improvement Funds		$4,400.00
			Notes: Provide substitutes for teachers to meet and analyze data and develop plans for remediation and reteaching.			
		120-Classroom Teachers	0561 - William S. Talbot Elem School	General Fund		$0.00
			Notes: Students will receive intervention during the school day through small group, differentiated instruction.			
		100-Salaries	0561 - William S. Talbot Elem School	School Improvement Funds		$2,000.00
			Notes: Provide a stipend for teachers to participate in a book/article study on culturally responsive teaching practices.			
3	III.A.	Areas of Focus: Other: Gains of the Lowest Quartile in ELA and Math				$24,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		520-Textbooks	0561 - William S. Talbot Elem School	School Improvement Funds		$6,000.00
			Notes: Purchase research based curriculum materials to support ELA and math standards.			

		120-Classroom Teachers	0561 - William S. Talbot Elem School	School Improvement Funds		$6,000.00
		Notes: Provide after school tutoring for selected students two times per week.				
		140-Substitute Teachers	0561 - William S. Talbot Elem School	School Improvement Funds		$4,400.00
		Notes: Teachers will be provided a half-day substitute once per semester to provide time for teams to analyze data and plan for instruction and intervention.				
		120-Classroom Teachers	0561 - William S. Talbot Elem School	School Improvement Funds		$8,000.00
		Notes: Stipends for curriculum planning, data analysis, and professional development after contract hours.				
4	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$12,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		500-Materials and Supplies	0561 - William S. Talbot Elem School	School Improvement Funds		$8,000.00
		Notes: Purchase incentives for the PBIS program and fund quarterly event to celebrate student successes.				
		500-Materials and Supplies	0561 - William S. Talbot Elem School	School Improvement Funds		$4,000.00
		Notes: Purchase materials and resources for social-emotional learning and update calm down boxes.				
		500-Materials and Supplies	0561 - William S. Talbot Elem School	School Improvement Funds		$200.00
		Notes: Purchase materials and supplies for the Start with Hello program.				
		500-Materials and Supplies	0561 - William S. Talbot Elem School	School Improvement Funds		$300.00
		Notes: Purchase materials and supplies for community outreach events.				
					Total:	**$61,800.00**