Duval County Public Schools

Smart Pope Livingston Elementary

2021-22 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: 7/1/2018

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Duval 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.

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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Smart Pope Livingston Elementary

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-2	No	%

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

School Grades History

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

School Board Approval

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SIP Authority

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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.

Smart Pope Livingston Elementary School-Accelerated Primary Learning Center 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 lifelong 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 to providing educational excellence in every classroom, for every student, every day.

Provide the school's vision statement.

The vision at Smart Pope Livingston Elementary School-Accelerated Primary Learning Center is to prepare and motivate students to be lifelong 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Talbott, Torra	Principal	Ensures the highest academic standards in a safe and secure learning environment for all students. 1. Leads, manages, supervises, and administers all programs, policies, and activities of the school. Monitors instruction, ensures implementation of district curriculum and assesses the effectiveness of instructional and support personnel. 2. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations. 3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement. 4. Facilitates professional development of the instructional staff utilizing assessment data and other performance measures. Ensures professional development strategies are aligned and targeted to meet the needs of students in programs. 5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. 6. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs). 7. Develops and encourages positive school/community relations with internal and external stakeholders, and serves as the liaison between the school, staff, and the community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success. 8. Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning. 9.Establishes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, in the area of literacy, math, and other foundational skills.
Brown, Shellisa	Assistant Principal	1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process. 2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills. 3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation.

Name	Position Title	Job Duties and Responsibilities
		4. Manages the organization, operations, facilities, and resources. Maximizes the use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment. 5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the larger organization; and mobilizes community resources. 6. Collects and analyzes data for continuous school improvement. 7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. 8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material.
Blaylock, Patricia	Teacher, ESE	Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, projects, and the like to communicate these objectives to students. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Strives to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives. 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 collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
Nesmith, Elanna	Other	Serves as the direct school liaison for teachers and paraprofessionals to provide in-class instructional and behavioral support with regard to academic and behavioral curricula. Provides direct guidance to teachers and paraprofessionals regarding federal and student compliance elements. 1. Provides technical assistance and training to classroom staff to support classroom instructional programs for students with emotional and behavioral needs. 2. Assists teachers in creating classrooms incorporating elements of preferred practices for students with emotional and behavioral disorders. 3. Develops, implements, models, and monitors behavioral management systems to include motivation/reward systems for appropriate behavior. 4. Facilitates the development of appropriate IEP goals and objectives and data collection systems. 5. Trains school staff on preferred methodologies for teaching students with emotional and behavioral disorders. 6. Monitors use of Professional Crisis Management (PCM) physical interventions and works with classroom teachers and district staff to develop plans to minimize the use of physical interventions.

Name	Position Title	Job Duties and Responsibilities
		7. Reports any instance of physical restraint to the Florida Department of Education, and follows steps outlined in the district protocol.
Roberts, Margarett	Reading Coach	1. Assists school administrators, school-based reading coaches, and teachers with analysis of school, class, and individual student data to determine needs in reading and ELA. 2. Models and conducts focus walks with school-based personnel to collect and analyze data to plan for instruction and professional development. 3. Provides daily support to classroom teachers in each of the major reading components based on an analysis of student performance data. 4. Models effective instructional strategies for teachers through co-teaching in classrooms, coaching, mentoring, and facilitating study groups. Interprets state and district mandates for teachers and math coaches, and how these mandates support student achievement. 5. Supports teachers and reading coaches with planning instruction to meet student needs through differentiated instruction. 6. Works with school-based coaches and teachers to ensure that research-based reading programs (comprehensive core reading programs, supplemental reading programs, and comprehensive intervention reading programs) and strategies are implemented with fidelity and adjusted to meet student needs. 7. Provides support for school-based professional development to build school training capacity. Develops and delivers school-based professional development in reading content and instructional strategies for assigned grades or content, based on targeted school needs and identified teacher needs. 8. Participate in the development and facilitation of learning communities for the purpose of professional study and collaborative work. 9. Ensures that intensive reading teachers implement a 90-minute uninterrupted reading block using the SupplementalReading Intervention Program (SIRP). 10. Facilitates implementation of standards-based instruction by participating in district, regional, and/or state meetings.
Washington, Earline	Other	Serves as the direct school liaison for teachers and paraprofessionals to provide in-class instructional and behavioral support with regard to academic and behavioral curricula. Provides direct guidance to teachers and paraprofessionals regarding federal and student compliance elements. 1. Provides technical assistance and training to classroom staff to support classroom instructional programs for students with emotional and behavioral needs. 2. Assists teachers in creating classrooms incorporating elements of preferred practices for students with emotional and behavioral disorders. 3. Develops, implements, models, and monitors behavioral management systems to include motivation/reward systems for appropriate behavior.

Name	Position Title	Job Duties and Responsibilities
		4. Facilitates the development of appropriate IEP goals and objectives and data collection systems. 5. Trains school staff on preferred methodologies for teaching students with emotional and behavioral disorders. 6. Monitors use of Professional Crisis Management (PCM) physical interventions and works with classroom teachers and district staff to develop plans to minimize the use of physical interventions. 7. Reports any instance of physical restraint to the Florida Department of Education, and follows steps outlined in the district protocol.
Herndon, Xaviers	Behavior Specialist	Serves as the direct school liaison for teachers and paraprofessionals to provide in-class instructional and behavioral support with regard to academic and behavioral curricula. Provides direct guidance to teachers and paraprofessionals regarding federal and student compliance elements. 1. Provides technical assistance and training to classroom staff to support classroom instructional programs for students with emotional and behavioral needs. 2. Assists teachers in creating classrooms incorporating elements of preferred practices for students with emotional and behavioral disorders. 3. Develops, implements, models, and monitors behavioral management systems to include motivation/reward systems for appropriate behavior. 4. Facilitates the development of appropriate IEP goals and objectives and data collection systems. 5. Trains school staff on preferred methodologies for teaching students with emotional and behavioral disorders. 6. Monitors use of Professional Crisis Management (PCM) physical interventions and works with classroom teachers and district staff to develop plans to minimize the use of physical interventions. 7. Reports any instance of physical restraint to the Florida Department of Education, and follows steps outlined in the district protocol.
Johnson, Carole	Other	Reading Interventionist Provides explicit Reading instruction in a one-to-one or small group setting to improve specific reading skills of a particular child or small group of children to support regular classroom instruction. Works with the school principal and reading teacher to design and create intervention plans of learning aligned with regular classroom reading objectives and most appropriate for each child or small group of students identified as at-risk of meeting grade-level reading proficiency. Monitors and reports student progress and/or response to a planned program of reading instruction and adjusts as needed to increase student reading achievement. 1. Provides intensive instruction in reading to at-risk students in a one-on-one or small group setting. 2. Identifies students who are at-risk of not meeting grade-level reading

Name	Position Title	Job Duties and Responsibilities
		proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, and Measures of Academic Progress (MAP), and other identified reading curricula-based learning objectives. 3. Coordinates with school Principal to develop a schedule of one-on-one or small group reading support, based upon analysis of current data, for identified at-risk students. 4. Works closely with identified at-risk students' reading teachers to coordinate intervention program efforts that align with regular classroom instructional focuses to promote student success. 5. Monitors and maintains accurate data and anecdotal records on student progress towards reading achievement goals. Articulates the students' response or progress to the intervention of at-risk students weekly through a progress monitoring database system.
Luster, Shimika	School Counselor	Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, projects, and the like to communicate these objectives to students. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Strives to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives. 1. Designs and implements a data-driven, comprehensive guidance program to meet the academic, career, and social/personal needs of students at the school as outlined in the District School Counseling Plan. Supervises the maintenance and procedures regarding student records. 2. Conducts classroom guidance activities focused on academic, career, and social-emotional learning. 3. Monitors each student's State Assessment requirements and course requirements for promotion and/or graduation. 4. Implements, in conjunction with teachers and staff, the district career program to provide for students information on curriculum and specific programs; postsecondary opportunities; scholarships and financial aid; and career opportunities. 5. Makes student referrals to school and community agencies and provides regular and appropriate feedback to teachers. 6. Offers developmental and preventive individual and group counseling for all students. 7. Conducts planned articulation and orientation programs for feeder schools. 8. Serves as a resource person for school staff on guidance-related activities and techniques. 9. Coordinates district/community counseling services conducted in the school, including the services of the student services team that serves the school.

Name	Position Title	Job Duties and Responsibilities
		10. Provides students, parents, and teachers with the appropriate and necessary support, consultative services, and training.
Skinner, Julie	Teacher, ESE	Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, projects, and the like to communicate these objectives to students. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Strives to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives. 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 collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

Demographic Information

Principal start date

Sunday 7/1/2018, Tora Talbott

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.*

0

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.*

0

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

420

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	92	120	114	0	0	0	0	0	0	0	0	0	0	326
Attendance below 90 percent	0	0	1	0	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	2	2	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	18	64	0	0	0	0	0	0	0	0	0	0	82

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	109	125	142	0	0	0	0	0	0	0	0	0	0	376
Attendance below 90 percent	0	0	4	0	0	0	0	0	0	0	0	0	0	4
One or more suspensions	8	3	7	0	0	0	0	0	0	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	7	3	18	0	0	0	0	0	0	0	0	0	0	28

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	

2020-21 - 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	109	125	142	0	0	0	0	0	0	0	0	0	0	376
Attendance below 90 percent	0	0	4	0	0	0	0	0	0	0	0	0	0	4
One or more suspensions	8	3	7	0	0	0	0	0	0	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	7	3	18	0	0	0	0	0	0	0	0	0	0	28

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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					50%	57%		50%	56%
ELA Learning Gains					56%	58%		51%	55%
ELA Lowest 25th Percentile					50%	53%		46%	48%
Math Achievement					62%	63%		61%	62%
Math Learning Gains					63%	62%		59%	59%
Math Lowest 25th Percentile					52%	51%		48%	47%
Science Achievement					48%	53%		55%	55%

Grade Level Data Review - State Assessments
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

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

I-Ready Diagnostic Assessments in Reading and Math are used to compile the data below.

Grade 1				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	13%	11%	41%
	Economically Disadvantaged	13%	11%	41%
	Students With Disabilities	9%	0%	27%
	English Language Learners	0%	0%	0%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	10%	1%	36%
	Economically Disadvantaged	10%	1%	35%
	Students With Disabilities	18%	0%	33%
	English Language Learners	0%	0%	0%

Grade 2				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	9%	19%	36%
	Economically Disadvantaged	10%	18%	38%
	Students With Disabilities	3%	8%	12%
	English Language Learners	0%	0%	0%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	9%	10%	30%
	Economically Disadvantaged	9%	10%	29%
	Students With Disabilities	13%	0%	16%
	English Language Learners	0%	0%	0%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	20	14		39	60		38				
BLK	21	37	37	34	46	44	20				
WHT	31			46							

2021 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 2019-20	C & C Accel 2019-20
FRL	20	36	39	31	44	41	25				
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	246
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	34
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The following trends emerged across grade levels based on proficiency:
ELA:
K-Increased from 35% (Fall) to 74% (Spring)
1st-Increased from 13% (Fall) to 41% (Spring)
2nd-Increased from 9% (Fall) to 36% (Spring)

Math
K-Increased from 31% (Fall) to 62% (Spring)
1st-Increased from 10% (Fall) to 36% (Spring)
2nd-Increased from 9% (Fall) to 30% (Spring)

1st Grade was the only grade level that dropped from Fall to Winter (see data below):
ELA
Decreased from 13% (Fall) to 11% (Winter)
Math
Decreased from 10% (Fall) to 1% (Winter)

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to the i-Ready Math data, 0% of 1st and 2nd Graders scored on "Late Grade Level". In 1st Grade, there was a decrease from 2% (Fall) to 0% (Spring).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The following contributing factors played a role: Attendance, COVID-19 Pandemic, and the Number of Novice Teachers. In order to see an improvement, a Math Interventionist is needed to provide Tier 3 support to students performing below grade level.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The following data component showed the most improvement based on i-Ready Diagnostic Data from Fall to Spring:
1st Grade ELA increased from 13% (Fall) to 41% (Spring)

What were the contributing factors to this improvement? What new actions did your school take in this area?

The following contributing factors played a role in this improvement: RMSE During an Intervention Block, Guided Reading, i-Ready, Drop Everything and Read, Collaboration, Common Planning, Walkthroughs with Targeted Feedback, Differentiated Centers, Tier 3 Support Provided by the Reading Interventionist, Calibrations Based on the Learning Arc Model, Coaching Support Provided to the Teachers, Prescriptive Academic Support Based on Data for Students in Boys & Girls Club, Establishing Positive Relationships, Equivalent Experience Assessments, Incorporating Vocabulary Strategies, and Data-Driven Decisions. The following new actions were implemented: Drop

Everything and Read, Calibrations Based on the Learning Arc Model, Tutorial Support, Prescriptive Academic Support Based on Data for Students in Boys & Girls Club, and Equivalent Experience Assessments. Also, Common Planning started at 7:50 a.m., which allowed the entire 1st-grade team an opportunity to plan, collaborate and share best practices.

What strategies will need to be implemented in order to accelerate learning?

The strategies listed above will be maintained. Adding a Math Interventionist to the team will accelerate the learning of students performing below grade level.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The following Professional Development opportunities will be provided at the school: Learning Arc, Guided Reading, Vocabulary Strategies, Differentiated Centers (Math and Reading), B.E.S.T. Standards in ELA & Math, MTSS (RtI), i-Ready, Benchmark Advance Reading Curriculum, and Data-Driven Instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The following additional services will be implemented to ensure the sustainability of improvement:
1. The teachers will participate in instructional rounds and provide feedback with targeted next steps. The teachers will have more opportunities to share best practices.
2. Mentors to support Novice Teachers
3. Coaching Cycle to support teachers with the Instructional Delivery
4. PBIS team to provide positive behavioral strategies to support teachers
5. Truancy Support to address the attendance
6. Establishing a Positive Culture and Climate

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	In order to improve each student's performance in all core areas, it is important to ensure that the learning tasks/activities are aligned to the standards and are on grade level. Standards-Aligned Instruction impacts student learning because it guides the instructional delivery/planning process, implementation, and assessment of student learning. The following data point was identified as the lowest: Assessing Student Learning-Learning Arc Alignment
Measurable Outcome:	90% of our current core content teachers will engage in successful standards-based instructional procedures.
Monitoring:	The Area of Focus will be monitored through weekly walkthroughs by the Principal and Assistant Principal.
Person responsible for monitoring outcome:	Torra Talbott (talbottt@duvalschools.org)
Evidence-based Strategy:	The instructional delivery process ensures that students are exposed to standards-aligned instruction, learning tasks, and assessments. During calibration, the team will use the "Standard Walkthrough" tool to collect data based on the Standard Focus Board, Instructional Delivery (Alignment to the Standards), and Assessing Student Learning.
Rationale for Evidence-based Strategy:	As discussed in the "Opportunity Myth", schools need to ensure that all students have an equitable educational experience by ensuring that all students are learning based on tasks/activities aligned to the standards and on grade level. This will allow each student an opportunity to be prepared to pass assessments designed by the state, along with the following year's progression of the standards.

Action Steps to Implement

The Principal will train the faculty/staff on the relationship between the SIP (School Improvement Plan) and the SBI (Standards-Based Instruction)

Person Responsible	Torra Talbott (talbottt@duvalschools.org)

Conduct grade-level common planning meetings every week. The Administrators will assist by facilitating Common Planning Meetings with the Reading Coach, Teachers, and Instructional Support Team Members.

Person Responsible	Margarett Roberts (robertsm5@duvalschools.org)

Conduct monthly PLC with Emphasis on Standards-Based Instruction. The Assistant Principal, Reading Coach, Reading Interventionist, School Counselor, VE Teacher, Tutor, and Core Teachers will assist the Principal with this process.

Person Responsible	Torra Talbott (talbottt@duvalschools.org)

Unpack grade-level standards and create rigorous, aligned lesson plans and student-centered activities. The Administrators, Reading Coach, Reading Interventionist, Teachers, and Site Coaches will assist with this process.

Person Responsible	Margarett Roberts (robertsm5@duvalschools.org)

Delivery of Standards-aligned instruction by the Teachers. The Paraprofessional will provide support to students during the Instructional Process. The Principal and Assistant Principal will perform calibration walkthroughs in a collaborative process while identifying the next steps based on the data collected. Instructional materials and storeroom supplies will be purchased to support the implementation of standards-aligned instruction.

Person Responsible Torra Talbott (talbottt@duvalschools.org)

Data Disaggregation, Review of Student Work Samples, and Determination of Mastery Toward Standards.

Person Responsible Torra Talbott (talbottt@duvalschools.org)

The Teachers, Reading Interventionist, and Tutor will provide Differentiated Instruction and Reteach based on the Formative Assessment Data.

Person Responsible Carole Johnson (johnsonc11@duvalschools.org)

Conduct Instructional Rounds at S. P. Livingston Elementary School with the Assistant Principal, Reading Coach, Site Coaches, Reading Interventionist, School Counselor, VE Teacher, Teachers, and Tutors.

Person Responsible Torra Talbott (talbottt@duvalschools.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Positive Behavior Intervention and Support encompass attendance and behavior. PBIS designed to improve the following areas: school culture builds social skills, reduces discipline referrals, reduces suspensions, increases instructional time, social and emotional development, school safety, student engagement, academic performance, family involvement, and faculty retention. Addressing the needs of the whole child will have a major impact on student achievement. This was identified as a critical need based on data from the 5E's and EWS.
Measurable Outcome:	If the behavior improves, then the number of students being suspended will decrease from 4 students to 1 student.
Monitoring:	The Area of Focus will be monitored for the desired outcomes through FOCUS (Discipline Data).
Person responsible for monitoring outcome:	Shellisa Brown (browns20@duvalschools.org)
Evidence-based Strategy:	The following evidence-based strategies will be implemented: Calm Classroom and Sanford Harmony. Calm Classroom provides mindfulness-based tools to deal with stress and achieve emotional well-being throughout the day by activating the body's relaxation response. Calm Classroom will be implemented 3 times a day (Morning, Before Lunch, and After Lunch) for 3 minutes/session. Sanford Harmony is a social-emotional learning program for Pre-K-2nd grade students designed to support communication and understanding, connection, and community both in and outside the classroom. Students who participate in a Sanford Harmony curriculum, develop into compassionate and caring adults. Also, the school will use Restorative Justice to support behavioral issues.
Rationale for Evidence-based Strategy:	Calm Classroom and Sanford Harmony are research-based programs. During pre-planning, faculty/staff will participate in Sanford Harmony team building activities and will participate in a Calm Classroom workshop. Calm Classroom and Sanford Harmony will be implemented daily by the teachers, and the School Counselor will deliver instruction from Sanford Harmony to all students.

Action Steps to Implement

Provide Calm Classroom and Sanford Harmony Workshops during Pre-Planning. The Site Coach will assist with this process.

Person Responsible	Shellisa Brown (browns20@duvalschools.org)

Delivery of Sanford Harmony every day by the Teachers and School Counselor. The Assistant Principal will assist with this process.

Person Responsible	Shellisa Brown (browns20@duvalschools.org)

Implement Restorative Justice by the School Counselor.

Person Responsible	Shimika Luster (lusters@duvalschools.org)

Analyze Attendance and Discipline data in FOCUS. The Assistant Principal will assist with this process.

Person Responsible	Shellisa Brown (browns20@duvalschools.org)

Review and Discuss Data in PLC with the next steps.

Person Responsible   Torra Talbott (talbottt@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the "2019-2020" data from the School Safety dashboard, S. P. Livingston is ranked 308 out of 1395 schools in the state of Florida. In Duval County, the school is ranked 16 out of 97 schools. The school received a low incidence ranking. The school received a "Very Low" ranking (#1 County and State) for the following areas: Drug/Public Order Incidents, Suspensions, and Property Incidents. The school received a Low ranking for Violent Incidents. Overall, the data is positive. The school culture and environment will be monitored through the following: Referrals/ Discipline Data in FOCUS, Surveys from the 5 Essentials, and SAS.

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.

The following strategies are designed to build a positive school culture and environment at S. P. Livingston Elementary School while ensuring all stakeholders are involved by:

1. Increasing Parental Involvement
2. Celebrating Personal Achievement, Academic, and Behavioral through Incentives and Recognition
3. Implementing Monthly Team Building Activities
4. Posting Guidelines for Success throughout the Entire School
5. Encouraging Innovation in Every Classroom
6. Establishing Shared Decision Making to Discuss Budgetary Issues, Concerns Affecting the Culture and Climate, etc.
7. Conducting Monthly Novice Meetings (Breakfast and Learn)
8. Implementing Spirit Day-Every Friday
9. Conducting a Deep Discussion on "Love Them First" (Pre-Planning)
10. Providing Professional Development Designed to Improve Teaching and Learning through Common

Planning, and PLCs
11. Promoting Collaboration
12. Participating in School-wide Data Chats with All Stakeholders
13. Conducting Surveys with Faculty, Staff, Students, and Parents Regarding the Culture and Climate
14. Hosting Monthly SAC Meetings and Mid-Year Stakeholders Meeting
15. Establishing and Communicating Clear Expectations-The Vision
16. Building Positive-Trusting Relationships with All Stakeholders
17. Maintaining an Inviting School
18. Building Capacity

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teaching and Learning can be hindered if a positive culture is not established. In a quest to establish a positive culture and climate it is imperative that the following stakeholders play a pivotal role in promoting a positive culture and environment:

1. Administrators- Promote a positive school culture by communicating the Vision, invest in teachers and students, build relationships, celebrate teachers and students, and support collaboration and sharing of best practices to improve teaching and learning. Lead by example. It is important to be credible, ethical, transparent, and trustworthy.
2. Teachers-Build strong relationships with colleagues and students, follow the school's Positive Behavior Intervention Supports, set appropriate consequences, reward good behavior and effort, track and measure student success.
3. Paraprofessionals-Support teachers with multi-tiered systems of supports, build relationships with teachers and students, actively participate in school activities and events.
4. Students-Participate in establishing the expectations and consequences for academic and behavioral success, participate in monitoring their progress toward meeting the grade-level expectations.
5. Instructional Support Team-Provides support for teachers, paraprofessionals, and students under the leadership of the school principal.
6. Grade Level Department Chairs-Serve as a liaison between the Administrators, Instructional Support Team, and Grade Level Teams to disseminate information of positive school culture initiatives.
7. Parents-Are encouraged to participate in the development of the School Improvement Plan and the PFEP, are encouraged to be actively involved in all aspects of their child's educational experience through teacher conferences, Parent Teacher Association, awards ceremonies, school programs, and support provided to their child at home.
8. Parent-Teacher Association- Is dedicated to students' educational success, health, and well-being through strong family and community engagement. The PTA meets monthly to discuss fundraising opportunities that are implemented to provide rewards and incentives for positive academic and behavioral efforts.
9. School Advisory Council- The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. Additionally, SAC receives funds "to be used at the discretion of the School Advisory Committee A portion of the money should be used for implementing the school improvement plan." A portion of the SIP includes goals and objectives for promoting a positive school culture and environment.
10. Boys and Girls Club-Provides students with academic assistance and after-school activities to support positive behaviors.
11. Local Business Partners- Provide mentoring and monetary support for incentives and rewards for students and teachers that implement positive behavior supports.
12. Faith-Based Partners-Provide support for parents and students to enhance the academic, physical, spiritual, and social well-being of our students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00