

Duval County Public Schools

Smart Pope Livingston Elementary



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	14
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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	N/A
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	14
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

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1128 BARBER ST, Jacksonville, FL 32209

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

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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.

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 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 S. P. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Talbot, Torra	Principal	<p>Ensures the implementation of the highest academic standards in a safe and a secure learning environment for all students.</p> <ol style="list-style-type: none"> 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, PTA, volunteers, business partners, civic clubs, and parents to create shared ownership for students 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. 10. 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

Name	Position Title	Job Duties and Responsibilities
		<p>accountability for all participants engaged in the educational process.</p> <p>11. 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.</p>
Brown, Shellisa	Assistant Principal	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>5. Collaborates with families, businesses, volunteers, and community members; responds to a diverse community interests and needs; works effectively within the larger organization; and mobilizes community resources.</p> <p>6. Collects and analyzes data for continuous school improvement.</p> <p>7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</p> <p>8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material.</p>
Blaylock, Patricia	Other	<p>1. Provides technical assistance and training to the classroom staff to support classroom instructional programs for students with emotional and behavioral needs.</p> <p>2. Assists teachers in creating classrooms incorporating elements of preferred practices for students with emotional and behavioral disorders.</p> <p>3. Develops, implements, models, and monitors behavioral management systems to include motivation/reward systems for appropriate behavior.</p>

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 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 the 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 Florida Department of Education, and follows steps outlined in the district protocol.
Herndon, Xaviers	Behavior Specialist	<ol style="list-style-type: none"> 1. Provides technical assistance and training to the 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 the 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 Florida Department of Education, and follows steps outlined in the district protocol.
Johnson, Carole	Other	<ol style="list-style-type: none"> 1. Provides intensive instruction in math 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 math proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, and other identified math curricula-based learning objectives. 3. Coordinates with school Principal to develop a schedule of one-on-one or small group math support, based upon analysis of current data, for identified at-risk students. 4. Works closely with identified at-risk students' math teachers to coordinate intervention program efforts that align with regular classroom instructional focuses to

Name	Position Title	Job Duties and Responsibilities
		<p>promote student success.</p> <p>5. Monitors and maintains accurate data and anecdotal records on student progress towards math achievement goals. Articulates the students' response or progress to the intervention of at-risk students weekly through a progress monitoring database system</p>
Roberts, Margaret	Reading Coach	<ol style="list-style-type: none"> 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. Provides daily support to classroom teachers in each of the major reading components based on an analysis of student performance data. 3. 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. 4. Supports teachers and reading coaches with planning instruction to meet student needs through differentiated 5. 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. 6. 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. 7. Participate in the development and facilitation of learning communities for the purpose of professional study and collaborative work. 8. Facilitates implementation of standards-based instruction by participating in district, regional, and/or state meetings.
Skinner, Julie	Other	<ol style="list-style-type: none"> 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 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

Name	Position Title	Job Duties and Responsibilities
		<p>of one-on-one or small group reading support, based upon analysis of current data, for identified at-risk students.</p> <p>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.</p> <p>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.</p>
Washington, Earline	Other	<p>1. Provides technical assistance and training to the classroom staff to support classroom instructional programs for students with emotional and behavioral needs.</p> <p>2. Assists teachers in creating classrooms incorporating elements of preferred practices for students with emotional and behavioral disorders.</p> <p>3. Develops, implements, models, and monitors behavioral management systems to include motivation/ reward systems for appropriate behavior.</p> <p>4. Facilitates the development of appropriate IEP goals and objectives and data collection systems.</p> <p>5. Trains school staff on preferred methodologies for teaching students with emotional and behavioral disorders.</p> <p>6. Monitors the 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.</p> <p>7. Reports any instance of physical restraint to Florida Department of Education, and follows steps outlined in the district protocol.</p>

Demographic Information

Principal start date

Sunday 7/1/2018, Tora Talbott

Number of teachers with a 2022 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 2022 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

38

Total number of students enrolled at the school

386

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	101	110	98	0	0	0	0	0	0	0	0	0	0	309	
Attendance below 90 percent	0	66	62	0	0	0	0	0	0	0	0	0	0	128	
One or more suspensions	0	2	5	0	0	0	0	0	0	0	0	0	0	7	
Course failure in ELA	0	7	2	0	0	0	0	0	0	0	0	0	0	9	
Course failure in Math	0	3	2	0	0	0	0	0	0	0	0	0	0	5	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 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	30	56	0	0	0	0	0	0	0	0	0	0	86	

Using the table above, complete the table below with the number of students by current grade level who have 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	36	52	0	0	0	0	0	0	0	0	0	0	88

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Thursday 7/28/2022

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	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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

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	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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

Part II: Needs Assessment/Analysis

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	62	92	36	59		13				
BLK	28	61	84	35	64	68	23				
FRL	26	61	85	33	60	65	21				
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							
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	362
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	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	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
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%	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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 trends are based on the 2021-2022 "I-Ready Fall and Spring Data

The following trends emerged across grade levels based on proficiency:

ELA-Percentage On Grade Level:

K-Increased from 16% (Fall) to 74% (Spring)

1st-Increased from 5% (Fall) to 40% (Spring)

2nd-Increased from 8% (Fall) to 40% (Spring)

Math-Percentage On Grade Level:

K-Increased from 6% (Fall) to 62% (Spring)

1st-Increased from 1% (Fall) to 35% (Spring)

2nd-Increased from 1% (Fall) to 40% (Spring)

All grade levels had growth in ELA and Math.

Kindergarten had the most growth in ELA and Math.

1st Grade had the lowest growth in Math.

2nd Grade had the lowest growth in ELA.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on i-Ready (ELA and Math), students had growth in ELA and Math. According to the i-Ready Math data, 0% of 1st and 2nd Graders scored on "Late Grade Level". The goal is to have 50% of students demonstrate proficiency in each grade level in ELA and Math. In 1st Grade Math, 35% were on grade level by 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:

1. Average Daily Attendance,
2. Students Leaving Early
3. COVID-19 Pandemic
4. No Math Coach or Math Interventionist

The following new actions will be implemented:

1. A plan to address the Average Daily Attendance
2. Secure a Math Interventionist
3. Purchase additional Manipulatives
4. Secure a Paraprofessional to Support Teachers and Students with Blended Learning Programs
5. Professional Development Sessions on New Math Curriculum-FLReveal

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Kindergarten had the most improvement in ELA and Math.

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

Improvement in Kindergarten

Aligned Lesson Plans Provided to Teachers in ELA and Math based on B.E.S.T. Standards, which allowed teachers in common planning to:

1. Analyze and disaggregate data
2. Collaborate and discuss best practices
3. Develop and incorporate checks for understanding throughout each lesson
4. Attend sessions in I-Ready
5. Develop Differentiated Centers

The additional contributing factors played a role in this improvement:

1. Benchmark Advance Curriculum, which included Foundations, Reading Core, Writing, and Vocabulary
2. RMSE During an Intervention Block
3. Guided Reading
4. Walkthroughs with Targeted Feedback and Next Steps

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

The following strategies will be implemented to accelerate learning:

- I. Aligned Lesson Plans Provided to Teachers in ELA and Math based on B.E.S.T. Standards, which will allow teachers in common planning to:
 - a. Analyze and disaggregate data
 - b. Collaborate and discuss best practices
 - c. Develop and incorporate checks for understanding throughout each lesson
 - d. Attend sessions in I-Ready
 - e. Develop Differentiated Centers
- II. Attend Educational Field Trips to Diamond D. Ranch, Jacksonville Zoo, and MOSH
- III. Perform Peer Instructional Rounds
- IV. Walkthroughs with Targeted Feedback & Next Steps
- V. Implement tutoring during school and after school
- VI. Provide Paraprofessional support to teachers and students
- VII. Implement Blended Learning Programs
- VIII. Improve the Average Daily Attendance

IX. ELA

- a. Benchmark Advance Curriculum, which included Foundations, Reading Core, Writing, and Vocabulary
- b. Guided Reading
- c. Utilization of LLI Program by the Reading Coach, Reading Interventionist, and Tutor
- d. Reading Interventionist and Tutor provide Tier 3 Support
- e. Ongoing Professional Development

X. Math

- a. Implement the New Math Curriculum: FL Reveal
- b. Incorporate Math Manipulatives
- c. Math Interventionist and Tutor provide Tier 3 Support
- d. Ongoing Professional Development

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:

Guided Reading, Vocabulary Strategies, Differentiated Centers (Math and Reading), B.E.S.T.

Standards in ELA & Math, MTSS (RtI), Guided Reading, LLI, I-Ready, Benchmark Advance Reading Curriculum, FL Reveal Curriculum, Waterford Reading, 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. Mentors to support Novice Teachers
2. Coaching Cycle to support teachers with the Instructional Delivery
3. PBIS team to provide positive behavioral strategies to support teachers
4. Truancy Support to address the daily attendance
5. Methods to Sustain a Positive Culture and Climate

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

In order to improve each student's performance in ELA and Math, it is important to ensure that the instructional practice is aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.) grade-level standards.

It was identified as a critical need based on "Benchmark-Based Instruction and Assessment Walkthrough" Calibration data.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If 90% of core content teachers implement instruction aligned to the B.E.S.T. standards, then the overall proficiency in each ELA and Math will increase.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored by the following:
 1. Weekly Walkthroughs by the Principal and Assistant Principal
 2. Ongoing Assessments

Person responsible for monitoring outcome:

Torra Talbott (talbottt@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The instructional delivery process ensures that students are exposed to aligned instruction, learning tasks, and assessments based on the B.E.S. T. Standards. During calibration, the team will use the "Benchmark-Based Instruction and Assessment Walkthrough" tool to collect data based on the Standard Focus Board, Instructional Delivery, and Assessing Student Learning.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 instruction aligned to the grade-level B.E.S.T. standards.
 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Principal will present and discuss the "area of focus" during pre-planning.

Person Responsible Torra Talbott (talbottt@duvalschools.org)

The Principal and Assistant Principal will assist by facilitating Common Planning sessions with the Teachers and Instructional Support Team Members (Behavioral Interventionist, Math Interventionist, Reading Coach, Reading Interventionist, Site Coaches, Tutors, and VE Teachers) on a weekly basis.

Person Responsible Torra Talbott (talbottt@duvalschools.org)

The Principal will implement monthly PLC workshops with an emphasis on aligned instruction to the B.E.S.T. Standards. The Assistant Principal, Behavioral Interventionist, Math Interventionist, Reading

Coach, Reading Interventionist, School Counselor, VE Teacher, Tutor, and Core Teachers will assist with monthly PLC workshops.

Person Responsible Torra Talbott (talbottt@duvalschools.org)

The Reading Coach and Reading Interventionist will provide models of aligned ELA lesson plans to grade-level B.E.S.T. Standards. Instructional materials and storeroom supplies will be required to support the instructional delivery of lesson plans aligned to grade-level standards.

Person Responsible Margaret Roberts (robertsm5@duvalschools.org)

The Math Interventionist and teachers will provide models of aligned Math lesson plans to grade-level B.E.S.T. standards. Instructional materials and storeroom supplies will be required to support the instructional delivery of lesson plans aligned to grade-level standards.

Person Responsible Carole Johnson (johnsonc11@duvalschools.org)

The Principal and Assistant Principal will perform calibration walkthroughs in a collaborative process while identifying the next steps based on the data in ELA and Math.

Person Responsible Torra Talbott (talbottt@duvalschools.org)

The Principal, Assistant Principal, Teachers, and Instructional Support Members will conduct ongoing Analyses of Data, Data Disaggregation, and Review of Student Work Samples to Determine Mastery Of B.E.S.T. Standards.

Person Responsible Torra Talbott (talbottt@duvalschools.org)

Peer Instructional Rounds by Teachers and the Instructional Support Team to increase collaboration and sharing of best practices.

Person Responsible Julie Skinner (skinnerj@duvalschools.org)

All students will participate in educational field trips at the Diamond D. Ranch, Jacksonville Zoo & Gardens, and MOSH based on grade-level B.E.S.T. standards.

Person Responsible Shellisa Brown (browns20@duvalschools.org)

#2. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of focus relating to small group instruction was identified based on the percentage of students performing below grade level on the I-Ready Diagnostic Assessments in ELA and Math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If small group instruction is implemented based on the needs of students, then 50% of students in ELA and Math should show growth and be proficient.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored based on the following:

1. Weekly Walkthroughs with Targeted Feedback and Next Steps
2. Ongoing Assessments
3. Differentiated Center Plans-Teachers, Math Interventionist, Reading Interventionist, and Tutors

Person responsible for monitoring outcome:

Torra Talbott (talbottt@duvalschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The Instructional Practice relating to small group instruction ensures that the needs of students are addressed based on data through differentiated centers.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Small group instruction will allow teachers, interventionists, and tutors the opportunity to provide targeted and differentiated instruction based on the needs of each student in a group.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During Differentiated Centers, all teachers will implement small group instruction in ELA and Math.

Person Responsible

Torra Talbott (talbottt@duvalschools.org)

The Reading Interventionist and Tutors will implement small group instruction using the LLI Program.

Person Responsible

Julie Skinner (skinnerj@duvalschools.org)

During Common Planning and PLC workshops, the teachers will receive professional development on Implementing Guided Reading.

Person Responsible

Margarett Roberts (robertsm5@duvalschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Current 2nd Graders-41% are on Grade-Level.

In order to improve each student's performance in 2nd Grade ELA, it is important to ensure that the instructional practice is aligned to grade-level B.E.S.T. standards.

Standards-Aligned Instruction impacts student learning because it guides the instructional delivery/planning process, implementation, and assessment of student learning.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A-The Highest Grade is 2nd.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

If the teachers implement daily aligned instruction based on B.E.S.T. ELA Standards, then 50% of students tested should be on grade level in ELA.

Grades 3-5: Measureable Outcome(s)

N/A-The Highest Grade is 2nd.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Ongoing Monitoring will take place through:
Daily Walkthroughs
Analyzing and Disaggregating Data from Assessments

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Talbott, Torra, talbottt@duvalschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The following Evidence-Best Practices will be implemented in ELA:

1. Benchmark Advance Curriculum
2. I-Ready and Waterford Blended Learning Programs
3. LLI Program for Small Group Instruction

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The Rationale for selecting the instructional practices and programs:

1. Aligned to grade-level B.E.S.T. Standards in ELA
2. Supports foundational skills and skills in ELA
3. Provides Instructional Strategies to support students performing below grade level
4. Promotes Confidence and Positive Relationships

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Professional Learning- The Principal will implement monthly PLC workshops with an emphasis on aligned instruction to the B.E.S.T. Standards. The Assistant Principal, Behavioral Interventionist, Math Interventionist, Reading Coach, Reading Interventionist, School Counselor, VE Teacher, Tutor, and Core Teachers will assist with monthly PLC workshops.	Talbott, Torra, talbottt@duvalschools.org
Assessment The Teachers, Reading Coach, Reading Interventionist, and Tutors will implement small group instruction based on ongoing assessments in ELA.	Talbott, Torra, talbottt@duvalschools.org
Professional Learning-The Reading Coach will provide a workshop on Guided Reading and LLI.	Roberts, Margaret, robertsm5@duvalschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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, investing in teachers and students, building relationships, celebrating teachers and students, and supporting 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, and follow the school's Positive Behavior Intervention Supports, set appropriate consequences, rewards good behavior and effort, tracks and measure student success.
3. Paraprofessionals-Support teachers with multi-tiered systems of support, build relationships with teachers and students, actively participate in school activities and events.
4. Students-Participate in establish 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 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 on 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 student's 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 their academic, physical, spiritual, and social well-being of our students.