

Alachua County Public Schools

# William S. Talbot Elem School



## 2021-22 Schoolwide Improvement Plan

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# William S. Talbot Elem School

5701 NW 43RD ST, Gainesville, FL 32653

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

## Demographics

Principal: Christopher Beland

Start Date for this Principal: 1/4/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	40%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: B (57%) 2017-18: A (64%) 2016-17: A (66%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Alachua County School Board on 10/19/2021.

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## William S. Talbot Elem School

5701 NW 43RD ST, Gainesville, FL 32653

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

### 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-5	No	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

### School Board Approval

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### SIP Authority

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

We are committed to the success of every student!

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

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

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

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

### Demographic Information

#### Principal start date

Saturday 1/4/2020, Christopher Beland



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

1

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

13

**Total number of teacher positions allocated to the school**

36

**Total number of students enrolled at the school**

550

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

8

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

10

### Demographic Data

## Early Warning Systems

### 2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	108	112	88	97	120	108	0	0	0	0	0	0	0	633
Attendance below 90 percent	0	16	9	14	8	8	0	0	0	0	0	0	0	55
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	12	4	8	3	10	0	0	0	0	0	0	0	37
Course failure in Math	1	6	5	8	8	13	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	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	1	8	4	5	5	12	0	0	0	0	0	0	0	35

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

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

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

Tuesday 9/28/2021

## 2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	98	90	100	114	104	83	0	0	0	0	0	0	0	589
Attendance below 90 percent	2	10	7	12	11	6	0	0	0	0	0	0	0	48
One or more suspensions	0	0	3	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	1	4	0	4	0	1	0	0	0	0	0	0	0	10
Course failure in Math	1	3	1	7	0	2	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	12	0	0	0	0	0	0	0	14

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	0	6	2	7	0	0	0	0	0	0	0	20

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	0	6	2	7	0	0	0	0	0	0	0	20

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

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

## 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				68%	59%	57%	68%	58%	56%
ELA Learning Gains				60%	57%	58%	61%	53%	55%
ELA Lowest 25th Percentile				32%	49%	53%	45%	40%	48%
Math Achievement				66%	60%	63%	75%	64%	62%
Math Learning Gains				66%	61%	62%	73%	58%	59%
Math Lowest 25th Percentile				42%	49%	51%	55%	45%	47%
Science Achievement				62%	57%	53%	69%	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
03	2021					
	2019	67%	57%	10%	58%	9%
Cohort Comparison						
04	2021					
	2019	70%	55%	15%	58%	12%
Cohort Comparison		-67%				
05	2021					
	2019	66%	55%	11%	56%	10%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	58%	1%	62%	-3%
Cohort Comparison						
04	2021					
	2019	69%	60%	9%	64%	5%
Cohort Comparison		-59%				
05	2021					
	2019	69%	57%	12%	60%	9%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	61%	55%	6%	53%	8%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

ELA

K-1: DIBELS, ISIP

2-5: AIMS, ISIP

Math

K-5: AIMS, ISIP

Science

3-5: AIMS

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	76	86	89
	Economically Disadvantaged	80	80	89
	Students With Disabilities	63	89	67
	English Language Learners	100	100	100
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60	66	72
	Economically Disadvantaged	39	46	50
	Students With Disabilities	35	23	29
	English Language Learners	57	67	83
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	78	66	76
	Economically Disadvantaged	68	51	65
	Students With Disabilities	65	69	35
	English Language Learners	88	100	83

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	62	65
	Economically Disadvantaged	36	30	22
	Students With Disabilities	33	21	14
	English Language Learners	33	33	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59	56	59
	Economically Disadvantaged	42	39	33
	Students With Disabilities	25	15	21
	English Language Learners	0	0	25
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65	75	78
	Economically Disadvantaged	44	29	52
	Students With Disabilities	29	29	33
	English Language Learners	57	75	63
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	73	57	63
	Economically Disadvantaged	56	29	28
	Students With Disabilities	32	18	33
	English Language Learners	75	75	63

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	51	59
	Economically Disadvantaged	21	32	33
	Students With Disabilities	0	9	8
	English Language Learners	25	50	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	76	86	89
	Economically Disadvantaged	80	80	88
	Students With Disabilities	63	89	67
	English Language Learners	100	100	100
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	53	57
	Economically Disadvantaged	26	45	33
	Students With Disabilities	0	9	9
	English Language Learners	50	75	50

## 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	21			18							
ELL	58			58							
ASN	68			68							
BLK	27	29		29	31		12				
HSP	65			50			50				
MUL	55			35							
WHT	80	74		71	62		63				
FRL	37	38	20	27	38	27	31				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	39	26	20	50	43	21				
ELL	73			91							

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
ASN	74	74		81	79		75				
BLK	31	39	36	36	49	43	14				
HSP	60	44		63	63						
MUL	66	50		57	67		47				
WHT	82	69	9	77	71	39	79				
FRL	42	48	43	44	55	42	38				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	42	35	25	50	45	10				
ASN	67	71		80	73						
BLK	28	34	26	41	56	56	30				
HSP	61	63		79	71		60				
MUL	78	67		81	89						
WHT	81	67	73	84	77	50	83				
FRL	44	51	34	61	70	63	40				

### 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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	414
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	60



English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	26
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	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students 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	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
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?

Talbot has lower amounts of achievement and learning gains in the following state assessment categories from 2018 to 2019: ELA Lowest Quartile Learning Gains (-8), Math Achievement (-9), Math Learning Gains (-7), Math Lowest Quartile Learning Gains (-13), and Science (-7). Progress monitoring data (AIMS, ISIP, DIBELS) includes similar trends. Overall achievement in ELA, math, and science has dropped from 2018 to 2021. For example, FSA Math Achievement was 58% in 2021 and 76% in 2017; Science Achievement was 47% in 2021 and 69% in 2018. Students with disabilities and African American students have the lowest levels of proficiency in all core content areas. ELA proficiency was the most consistent had the least amount of decline in the last four years.

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

Based on the 2019 School, State and District Comparison chart, the two data components that showed the lowest performance were the ELA Lowest 25th Percentile (32%) and the Math Lowest 25th Percentile (42%). Similar trends included in both categories for lowest quartile students. Additionally, students with disabilities (31%) and African American students (35%) fall below the federal achievement goal of 41%.

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

Contributing factors for this need for improvement for ELA Lowest 25th Percentile Learning Gains and Math Lowest 25th Percentile Learning Gains include: learning gaps, prior year retentions, and a lack of home support, a newly adopted math curriculum, and a high teacher turnover (15 teachers).

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

The data component that showed the most improvement was ELA Achievement in 2019 (68%) from 2018 (68%) and ELA Learning Gains in 2019 (60%) from 2018 (61%).

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

Contributing factors to this improvement include: strong, highly qualified teachers in ELA testing areas, professional development in ELA, data chats. New actions the school will take in this area include: ELA vertical and horizontal lesson planning, data chats, and professional development.

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

To accelerate learning, we will examine pacing calendars, progress monitoring data, and test blueprints to pinpoint key standards for grade-level achievement to occur and for students to become proficient. We have conducted teacher training on the RTI process with emphasis on tiered support, data collection and technical assistance on skyward.

**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.**

We have conducted teacher training on the RTI process with emphasis on tiered support, data collection and technical assistance on skyward. The Leadership Committee will review data monthly and assist teachers with unpacking the standards during grade level data chats. We are working very hard to boost staff moral by providing time, events, and opportunities for self care on a regular basis.

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

Different stakeholder groups including PTA, SAC, ACPS district leaders, and Talbot's team leaders will read our plan and review it quarterly, providing feedback, input, and changes.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus Description and Rationale:</b>	This area of focus was identified based on analysis of FSA data and ESSA criteria. The federal index for the students with disabilities was 31% which is well below the target of 41% or above. Focusing on this area will improve overall instruction and monitoring of our students with disabilities.
<b>Measurable Outcome:</b>	The federal index for students with disabilities will be 41% or greater.
<b>Monitoring:</b>	Area of Focus will monitored by analyzing and disaggregating student performance and progress monitoring data using quarterly assessments (AIMS, DIBELS), monthly progress monitoring (ISIP Reading and Math), and classroom data (weekly, unit tests).
<b>Person responsible for monitoring outcome:</b>	Chris Beland (belandcr@gm.sbac.edu)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. ESE support facilitation model</li> <li>2. Small-group instruction</li> <li>3. Cooperative groups</li> <li>4. Data analysis</li> <li>5. High Dosage Tutoring</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<p>The support facilitation model provides the students with disabilities with in-class peer models and access to the grade level curriculum while being supported by the general education and ESE teachers.</p> <p>In order for a teacher to focus on specific objectives and tailor instruction for specific needs, the teacher needs the opportunity to work with students in a small group. While working with small groups of students, a teacher can analyze the student data and and develop intervention strategies to address any gaps in learning.</p> <p>High Dosage Tutoring is an evidence-based strategy to target students who are struggling in ELA. It is a small group of one to two students.</p>

**Action Steps to Implement**

1. ESE teachers will push into classrooms for ELA and Math support.
2. The students will be included in the rotation for Tech Lab one each morning.
3. Teachers will progress monitor and analyze data to make sure each the students have the supports in place they need to achieve success.
4. Implement High Dosage Tutoring within the school day.

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

**#2. ESSA Subgroup specifically relating to Black/African-American**

<b>Area of Focus Description and Rationale:</b>	This area of focus was identified based on analysis of FSA data and ESSA criteria. Focusing on this area will improve overall instruction and monitoring of our Black/African American students and assist us in closing our achievement gap in both ELA and math. The federal index for our Black/ African American students was 35% which is well below the target of 41% or above
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**Measurable Outcome:** The federal index for Black/African American students will be 41% or greater.

**Monitoring:** Area of Focus will monitored by analyzing and disaggregating student performance and progress monitoring data using quarterly assessments (AIMS, DIBELS), monthly progress monitoring (ISIP Reading and Math), and classroom data (weekly, unit tests).

**Person responsible for monitoring outcome:** Chris Beland (belandcr@gm.sbac.edu)

**Evidence-based Strategy:**

1. Culturally responsive instruction
2. Small group instruction for ELA and Math
3. Disaggregate data
4. Use of formative assessments
5. High Dosage Tutoring

**Rationale for Evidence-based Strategy:** Culturally responsive teaching creates an environment of mutual respect for different cultures among students and helps to reduce racial and cultural discrimination. Through utilizing formative assessments and data analysis, teachers can make informed decisions that can positively impact students' learning. High Dosage Tutoring is an evidence-based strategy to target students who are struggling in ELA. It is a small group of one to two students.

**Action Steps to Implement**

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

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

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** In today's school climate, the social emotional well being of our students is critical. Reducing the number of absences for illness, appointments, or suspensions of students will ensure they have access to high quality direct instruction as well as support through Social Emotional Learning curriculum, PBIS program, morning meetings and classroom guidance lessons.

**Measurable Outcome:** The number of absences, tardies, and early check outs will decrease throughout the school year and will be monitored by Skyward reports. The effectiveness of PBIS and participation in school wide events will be measured by the number of students who 'buy in' to school-wide events. Skyward behavior referrals will also be less this year as a result.

**Monitoring:** The leadership team will review attendance at weekly leadership meetings, then reach out to families with students who are absent for multiple days in a row. We will also monitor the number of Skyward referrals as a way to show the effectiveness of our program implementation. The district has provided a Student Risk Screening Scale (SRSS) that will be done during the first and second semester to identify students who are at risk for mental health concerns.

**Person responsible for monitoring outcome:** Chris Beland (belandcr@gm.sbac.edu)

**Evidence-based Strategy:** Ongoing review of data by leadership team.

**Rationale for Evidence-based Strategy:** Much like progress monitoring, school leaders use data to ensure students' needs are being met.

**Action Steps to Implement**

School Counselor, Ms. Linn will roll out the SRSS to homeroom teachers. Homeroom teachers will complete the screener on all students. Ms. Linn will use the results to make small groups for counseling sessions.

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

Attendance will be monitored through Skyward and documented on a shared Google Doc. Members of the Leadership Team will make contact with the families of truant or chronically tardy students to put supports in place.

**Person Responsible** Chris Beland (belandcr@gm.sbac.edu)

Mr. Shenk, our Behavior Resource Teacher will maintain a Google Doc with behavior calls, parent contacts and suspensions. The Leadership Team monitors the document and reviews activity each Monday at the weekly leadership meeting.

**Person Responsible** Nathan Shenk (shenknr@gm.sbac.edu)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.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.

**Talbot had 1 Out of School Suspension that was 1 day in length. Talbot had 0 African American suspensions, 0 American American Student with Disabilities suspensions, and 0 Students with Disabilities suspensions.**

**Talbot had 0.4 incidents per 100 students. When compared to all elementary schools statewide, it falls into the moderate category. Talbot ranked #4 out of 21 elementary schools in Alachua County.**

**The school culture and environment at Talbot will be monitored by looking at discipline referrals, out of school suspensions, out of class timeouts (administration support), teacher and staff feedback, and behavior plans. The leadership team will meet weekly and discuss behavior data and updates.**

#### **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.**

Talbot Elementary School currently utilizes schoolwide expectations, Tiger Tickets, and numerous PBIS activities to promote a positive culture among, students, families, faculty and staff. For the 2021-2022 school year, we will develop a PBIS Committee. This group will meet regularly and assess the needs of our students and will develop a plan for integrating PBIS that is inclusive and culturally responsive, creating a positive, caring, safe and supportive environment for all students and adults.

- Identify current strengths and needs – what are we doing well (surveys, virtual meetings) and needs
- Establish ways of communicating – sharing information, listening to concerns, rules of engagement
- Identify and provide community building activities
- Develop a statement of vision, mission, values, goals and strategies for implementation
- Develop common language terms/vocabulary
- Research and share effective strategies to promote understanding and healing and teach decision making and problem solving skills via:
  - Website
  - Faculty Meetings
  - Team Meetings

- Team Leader Meetings
- Email newsletter/tips and resources for families

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

The faculty and staff at Talbot Elementary work collaboratively with all stakeholders (PTA, SAC, families, business partners) to promote a positive school culture. We believe all students will learn and grow in an atmosphere of high expectations, highly qualified instructors, and well planned, deliberate instruction. Our village is vast and works hard for the success of all students.

## Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities					\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	5100	520-Textbooks	0561 - William S. Talbot Elem School	General Fund		\$250.00	
			Notes: ADV Money could be used to purchase textbooks.				
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American					\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning					\$0.00
Total:						\$250.00	