

Duval County Public Schools

Smart Pope Livingston Elementary



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	19
Budget to Support Goals	20

Smart Pope Livingston Elementary

1128 BARBER ST, Jacksonville, FL 32209

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

Demographics

Principal: Tora Talbott

Start Date for this Principal: 7/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: F (31%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
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.

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

Name	Title	Job Duties and Responsibilities
		<p>communicates with the school counselor, ESE teacher, and other behavioral specialists to act as a student advocate; responds to constituent concerns in a timely, efficient, and positive manner; develops and monitors school-based Emergency Management Plans and adheres to district protocol for conducting safety drills; communicates with stakeholders; and serves on the leadership, literacy, and RtI committees.</p>
<p>Roberts, Margaret</p>	<p>Instructional Coach</p>	<p>Margarett Lynch Roberts, Reading Coach/Professional Development Facilitator: Reading Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum and intervention approaches; identifies systematic patterns of student needs while working with school based and district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier I, Tier II, and Tier III intervention plans; and provides support for assessment and implementation monitoring. Professional Development Facilitator: Obtains information and training through on-line and face-to-face PDF meetings; assists the principal in identifying participants; assists the principal in the selection of mentor teachers; meets regularly with mentors and novice teachers to provide support; facilitates scheduling dates for principal observations; assists the mentor with scheduling formative observations throughout the year; assists with the development of the novice teacher’s Individual Professional Development Plan (NT-IPDP) each year of their program participation; provides resources to both the mentor and novice teacher as needed; Ensures that all required documentation has been completed to assist with Florida Educator Accomplished Practices verification; Reviews all required documentation prior to principal’s final review.</p>
<p>Blaylock, Patricia</p>	<p>Teacher, ESE</p>	<p>Patricia Blaylock, Special Education Teacher: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier II and/or Tier III instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.</p>

Name	Title	Job Duties and Responsibilities
Annam, Debra	Guidance Counselor	Debra Annam, School Counselor and Rtl Facilitator, acts as liaison for implementation of Rtl at the school level; receives ongoing Rtl training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support Rtl. She provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies to schools and families to support the child’s academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

Demographic Information

Principal start date

Wednesday 7/15/2020, 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.*

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.*

Total number of teacher positions allocated to the school

42

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students)	Black/African American Students Economically Disadvantaged

(subgroups in orange are below the federal threshold)	Students Students With Disabilities
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: F (31%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 7/15/2020

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	104	130	128	0	0	0	0	0	0	0	0	0	0	362
Attendance below 90 percent	0	0	2	0	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	11	11	0	0	0	0	0	0	0	0	0	0	24

The number of students identified as retainees:

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

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	104	130	128	0	0	0	0	0	0	0	0	0	0	362
Attendance below 90 percent	0	0	2	0	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	11	11	0	0	0	0	0	0	0	0	0	0	24

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	50%	57%	0%	50%	56%
ELA Learning Gains	0%	56%	58%	0%	51%	55%
ELA Lowest 25th Percentile	0%	50%	53%	0%	46%	48%
Math Achievement	0%	62%	63%	0%	61%	62%
Math Learning Gains	0%	63%	62%	0%	59%	59%
Math Lowest 25th Percentile	0%	52%	51%	0%	48%	47%
Science Achievement	0%	48%	53%	0%	55%	55%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	K	1	2	
	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

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

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

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

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%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	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
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
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES

Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0
--	---

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The following Data was used: i-Ready Reading (Fall 2019 to Winter 2020)

During the "2019-2020" school year, 2nd Grade students performance on i-Ready Reading increased by 18 points. According to the data, this grade level had the lowest performance in Reading. The attendance and COVID-19 were contributing factors. The data provided does not represent an entire year.

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

According to i-Ready Reading, the data is not declining. The students are progressing.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

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

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

The following Data was used: i-Ready Reading (Fall 2019 to Winter 2020)

During the "2019-2020" school year, the Kindergartners showed the most improvement on the i-Ready Reading Diagnostic Assessment, which improved by 22 points. During an intervention block, the school implemented RMSE (Reading Mastery Signature Edition).

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

Reflecting on the EWS data, Attendance and Out of School Suspensions are two areas of concern.

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

1. Students Reading on Grade Level
2. Attendance
3. Out of School Suspensions

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: The Positive Behavior Intervention and Support encompasses 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.

Measureable Outcome: If the behavior improves, then the number of students being suspended will decrease from 18 students to 6 students.

Person responsible for monitoring outcome: Torra Talbott (talbottt@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 Calm Classroom (3 times a day for 3 minutes a session) by the Teachers. The Assistant Principal will assist with this process.

Person Responsible Torra Talbott (talbottt@duvalschools.org)

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

Person Responsible Torra Talbott (talbottt@duvalschools.org)

Implement Restorative Justice by the School Counselor.

Person Responsible Debra Annam (annamd@duvalschools.org)

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

Person Responsible Torra Talbott (talbottt@duvalschools.org)

Review and Discuss Data in PLC with next steps.

Person Responsible Torra Talbott (talbottt@duvalschools.org)

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

In order to improve each student 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.

Area of Focus Description and Rationale:

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

The following data points (lowest data in each category) are based on the "2019-2020" Standard Walkthrough Dashboard:
 Standards Focus Board-Guides Learning (Student Use):.7%
 Instructional Delivery-Instruction Matches Focus Board:.9% and Student Task Alignment: .9%
 Assessing Student Learning-Learning Arc Alignment: .8%

Measurable Outcome: 90% of our current core content teachers will engage in successful standards-based instructional procedures.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: The instructional delivery 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 (Standard Based Instruction)

Person Responsible Torra Talbott (talbottt@duvalschools.org)

Conduct grade level common planning meetings every week. The Administrators will assist with facilitating Common Planning Meetings.

Person Responsible Margaret Roberts (robertsm5@duvalschools.org)

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

Person Responsible Margaret Roberts (robertsm5@duvalschools.org)

Delivery of Standards-aligned instruction by the Teachers. The Principal and Assistant Principal will perform calibration walkthroughs in a collaborative process while identifying next steps based on the data collected.

Person Responsible Torra Talbott (talbott@duvalschools.org)

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

Person Responsible Torra Talbott (talbott@duvalschools.org)

Provide Differentiated Instruction and Reteach based on the Formative Assessment Data.

Person Responsible Torra Talbott (talbott@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 (talbott@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

Each "Area of Focus" addresses all schoolwide improvement priorities identified in 2.E.

Part IV: Positive Culture & Environment

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

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

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

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

1. Communicate the Goals, Vision, and Mission in the Weekly Newsletter
2. Implement RMSE/LFL Intervention Daily from 9:15 a.m. to 10:00 a.m.
3. Provide Professional Development
4. Establish SDM to Discuss Budgetary Issues, Concerns Effecting the Culture and Climate, etc.
5. Post Classroom Rituals and Routines in Each Classroom
6. Post the Guidelines for Success Throughout the School and in Each Classroom
7. Discuss the PBIS Plan, Office Managed vs. Classroom Managed Discipline Issues, and the Student Code of Conduct (Pre-Planning and Early Dismissal Meetings)
8. Host Summer Meetings with Each Grade Level-Lunch and Learn
9. Conduct Monthly Novice Meetings-Breakfast and Learn
10. Discuss the Code of Ethics and the School's Faculty/Staff Handbook with Scenarios (Pre-Planning)
11. Implement Monthly Team Building Activities (Early Dismissal Meetings)
12. Implement Spirit Day-Every Friday
13. Conduct Lesson Study on Growth Mindset
14. Implement Monthly Team Building Activities
15. Assign Each Grade Level to Parent Night Meetings (Literacy/Technology Night, Math Trivia Night, I Want to Be a Scientist, Father and Daughter Dance, Mother and Son Dance, Game Night, etc.) to Host
16. Conduct Monthly PBIS Meetings to Discuss Discipline Data and Issues
17. Conduct a Deep Discussion on "Love Them First" (Pre-Planning)
18. Participate in School-wide Data Chats with All Stakeholders
19. Establish a Mentoring Program for "At-Risk" Students
20. Conduct Instructional Rounding to Allow Teachers an Opportunity to Collaborate, Share Best Practices, and Provide Peer Feedback
21. Conduct Professional Development Sessions on Guided Reading, Differentiated Centers Rotations, PBIS, and Analyzing/Disaggregating Data
22. Implement Weekly Professional Development Based on SIP Goals
23. Perform Surveys on Professional Development Sessions, which Allow Teachers an Opportunity to Recommend Professional Development Workshops
24. Conduct Surveys with Faculty, Staff, Students, and Parents Regarding the Culture and Climate
25. Implement Morning Meetings/Sanford Harmony with Students
26. Host Monthly SAC Meetings and Mid-Year Stakeholders Meeting

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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