

Duval County Public Schools

Susie E. Tolbert Elementary School



2020-21 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
1281	Susie E. Tolbert Elementary School	Y			\$166,530.00	

Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items

Family and Community Partnerships

Explain how the school will establish comprehensive support services that develop family and community partnerships.

Susie E. Tolbert will establish comprehensive support services that develop family and community partnerships by continuing our partnership with Edward Waters College and FSCJ. Our community partnerships with our local colleges helps by interns and pre-interns providing instructional standards based support for our students. We are also privy to special events and STEM activities to enhance our instructional programs. We have also formed partnerships with surrounding businesses to help support our instructional goals, visions, and missions at Susie E. Tolbert. We will continue to reach out to our community to leverage resources to ensure they are involved every step of the way with social economic, mentor-ships, and event resources needed.

o Parent and Family Liaison

? To ensure our parents and families have a person to connect to at the school. A parent liaison will be beneficial to make phone calls and be an avenue of communication with the school for parents and families. In an effort to assure wrap-around services, the parent liaison can communicate with business and community stakeholders to meet the needs of families.

o Family Nights/Parent Academies

? To further expand the support and strategies to increase parent engagement, our school plans to host several parent academy nights to include: Core classroom teachers to work up to a maximum of \$24 per hour (+benefits) for up to 4 hours

o Truancy Officer

? To ensure our school adds an additional layer of parent connectedness and support, a truancy officer will help make phone calls and home visits to ensure our students have what they need and encourage the students to come to school every day.

Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

Avid Coach will...

1. Support the implementation of Making Meaning, Corrective Reading, Text dependent Writing, small group instruction and AVID Strategies to build comprehension skills in standards-based instruction.

2. Provide teachers with professional development and modeling of this supplemental program and monitor its progress.
3. Provide teachers instructional Coaching Cycle's to ensure fidelity of the aforementioned instructional programs
4. Support data monitoring and plans of action and implementation of problem of practice and four step action plan to ensure academic growth.

Paraprofessionals will...

1. Assist the teacher in the classroom by offering small group support to students with learning deficits and by supplementing regular classroom curriculum with additional enrichment activities.
2. Provide teachers the opportunity to teach core content to small groups of students and thus improving academic proficiency.
3. Implement Small Group direct instruction of Corrective Reading
4. Support and provide Social skill building activities to support the social emotional development of our at risk students.

Parental Involvement

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

Parent and Family Liaison

5 Essentials Area of Improvement Survey Questions.

1. Parents do their best to help their children learn.
2. Teachers and parents at this school think of each other as partners in educating children.
3. Staff at this school work hard to build trusting relationships with parents.

~Parental Involvement

Our Parent Liaisons will support growth in the above 5 Essentials Parent Survey response questions by doing the following....

1. Continue to conduct monthly parent training's that help support the academic success of our students.
2. Build relationships with our families and support them via our food pantry, community outreach connections, clothing closet and school supplies.
3. Communicate with our parents via our school dojo, facebook, FOCUS news and twitter.
4. Support our school by encouraging parent involvement in the school, foster trust between parents and the educational community and attain higher academic achievement through collaboration with school personnel.
5. Empowered a growing number of parents to become active participants in the education of their children.
6. Ensure our parents and families have a person to connect to at the school.
7. Make phone calls during face to face and virtual school platform. In an effort to assure wrap-around services, the parent liaison can communicate with business and community stakeholders to meet the needs of families.

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

The strategies the school will implement to identify, recruit, retain, and reward instructional personnel at Susie E. Tolbert Elementary are as follows:

1. Coordinate with Human Resources to:
 - a. Identify potential teachers. Potential teachers will be offered an opportunity to hear about the school and the \$15,000 and \$7,500 bonus for teachers with a 3-year aggregate VAM score of Highly Effective or Effective. Teachers understand the bonus will be paid in two installments.
 - b. Participate in a virtual recruitment fair before non-turnaround schools in June, 2020.
 - c. Allow priority transfer teachers with Highly Effective or Effective VAM scores to be placed in vacant positions prior to the official transfer period.
2. New to Susie E Tolbert teachers will be provided a buddy teacher to assist with understanding the "way of work".
3. First and second year teachers will be provided a mentor to assist with daily classroom planning, instruction, and management.
4. The school will provide incentives for attendance via monetary and non-monetary means.
5. Team building exercises will occur throughout the school year to build comradery and collegial relationships.

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

Assistant Principal

~In order to ensure professional development opportunities are rigorous and focused on direct instruction, the assistant principal will be able to partake in the planning of training opportunities and implementation of strategies learned, faculty wide. In effort to increase and maintain high levels of instructional strategies, the assistant principal will also be able to observe classroom instruction and provide deeper levels of ongoing support and training as needed. The assistant principal is a former Reading Coach and will be an asset when creating relevant and up to date professional development for teachers in all content areas.

AVID Coach

~In order to create and maintain high academic and character standards, the AVID coach will work consistently with teachers throughout the year to coordinate site level curriculum conversations and model implementation of strategies during professional development meetings. The coach will also analyze school wide data components in order to ensure that strategies and teaching techniques learned, are demonstrating upward trends. By utilizing the AVID WICOR strategies, teachers will have a personal AVID Coach to consult at any time.

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

Paraprofessionals

~In order to improve academic proficiency, paraprofessionals will assist the teacher in the classroom by offering small group support to students with learning deficits and by supplementing regular classroom curriculum with additional enrichment activities. Paraprofessionals will also provide teachers the opportunity to teach core content to small groups of students and thus improving academic proficiency. Paras also support direct instruction of Corrective Reading and social skill building.

3 Content Area Specialists (ELA/MATH/SCIENCE)

~The content area specialists will increase academic proficiency by providing teachers with one on one coaching and modeling of instructional strategies specific to their content areas. Teachers will have the opportunity to work with the specialists in a coaching cycle that is designed to improve academic proficiency.

Supplementary Materials and Supplies

~To support tutoring, small group instruction, and Breakfast & Lunch Bunch, we will utilize the following supplementary materials: LAFS/MAFS Rehearsal and Becoming a Better Test Taker and Sadlier Vocabulary Workshop for Comprehension. These materials are aligned to the state standards and offer a range of on grade level instructional support for students.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.