

Duval County Public Schools

Susie E. Tolbert Elementary School



2017-18 Schoolwide Improvement Plan

Susie E. Tolbert Elementary School

1925 W 13TH ST, Jacksonville, FL 32209

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School 3-5	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	98%

School Grades History

	2016-17	2015-16	2014-15	2013-14
Year	D	C	C*	C
Grade				

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Susie E. Tolbert Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Susie E. Tolbert Elementary School, we will provide meaningful learning experiences where every student will reach academic excellence in every class... everyday.

b. Provide the school's vision statement.

Every student at Susie E. Tolbert Elementary will be inspired and prepared for success in college or a career, and life.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Susie E. Tolbert Elementary works hard to remove cultural biases and make teachers and students more culturally sensitive to student education and personality development. Students today are a part of an increasingly globalized world where cross-cultural awareness has become necessary. Annually, teachers and staff host a meet and greet opportunity for parents and students to initiate a collaborative relationships prior to the first day of school. Throughout the school year, parent and community involvement activities and events will take place to learn and share information.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The faculty and staff of Susie E. Tolbert Elementary establishes a culture of inclusion and respect that welcomes all students. The school utilizes Positive Behavior Interventions and Supports, like Class Dojo, that reward students when they show thoughtfulness and respect for peers, adults and the school.

School-wide expectations are set, taught and reiterated throughout the school year regarding behavioral expectations in the common areas and assemblies are held to discuss appropriate behaviors in and outside of the classroom.

The school makes sure that students interact safely. The faculty and staff monitor bullying in and around the building. Tolbert Elementary enlists the help of all school staff that can keep an eye out for bullying. The staff also helps set the tone at the school. Messages reach kids best when they com from many different adults who talk about and show respect and inclusion.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Susie E. Tolbert follows CHAMPs rituals and routines. We are currently formulating a PBIS with the members of the leadership team as well as other teachers. At the school level, we utilize Class Dojo. Class Dojo is a positive behavioral support system overseen by the adults in the building and given out to individual students. It is an academic support system that motivates are students to be fully engaged and reach their goals. The Foundations team meets to address school-wide behavioral issues and brainstorm ways to respond to issues as they arise. School faculty, staff and teachers are trained on school-wide expectations and how students earn hero points.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school ensures the socio-emotional needs of all students in a variety of ways that vary from student to student. Teachers make guidance referrals to our School Counselor when student needs arise. The school strives to reach every students' needs through implementation of guidance lessons, positive referrals, incentives, mentoring, character building, lessons on bullying and Safety Matters (child abuse prevention), school wide. School Counselor documents and follows up with every student concern to ensure students are receiving every service possible.

Students and families who have needs beyond the school's realm of expertise are usually referred to the Full Service program that provides parents who have limited resources and skills with the much needed support. Support is given for behavioral management, psychological services, mental health services and resources, as well as parenting skills and transportation to appointment and meetings.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Teachers monitor accurate attendance daily through FOCUS and a follow up is made with the parent after 5 or more absences or tardies. After 5 absences or tardies they are referred to the School Social Worker for an AIT meeting.

Attendance below 90 percent would impede any students ability to learn new material and absorb information thus increases behavior problems and increases suspensions.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	0	0	0	9	3	6	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	9	7	28	0	0	0	0	0	0	0	44
Course failure in ELA or Math	0	0	0	17	0	0	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	19	8	17	0	0	0	0	0	0	0	44

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	17	2	8	0	0	0	0	0	0	0	27

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students receiving two or more early warning indicators are identified by the leadership team and teachers. Students then receive interventions based on the needs anticipated.

The Tolbert RtI Team will follow the Problem Solving Model (problem identification, problem analysis,

intervention design and implementation, and evaluation) to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (Tier 2 or Tier 3). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

Interventions being utilized include i-Ready online, teacher made centers from Investigation games, leveled readers, Trial Teaching Strategies (DAR Support) FCRR Activities, Achieve 3000, and Houghton Mifflin Leveled text for teacher led groups.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Susie E. Tolbert Elementary believes strongly in building relationships with families and other stakeholders. The school builds relationships through surveying parents to determine needs, interest and ideas.

The school communicates frequently with parents about curriculum, classroom expectations, and ways parents can become involved. The school conveys that it is a welcoming, caring place that ensures visitors are greeted by welcoming signs and responsive staff.

The school creates a feeling of community where parents feel that they are part of the school community, as they are kept aware of school events and other important school information. Parents are clear about the school's curriculum, assessments, achievement levels, and reporting methods. Parents receive regular information about how to support their children succeed in school. They have the information they need to help their children thrive and achieve. Relationships are developed to share information and strategies, everyone feels connected to the school community.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Susie E. Tolbert Elementary builds and sustains partnerships with the community by reaching out to the local community and various agencies through phone calls, face-to-face meetings, letters and/or emails. The school's partnerships are involved in developing positive and proactive relationships with teachers, staff, parents and administrators. Through the availability of family services and resources, the needs of the families are usually specific in nature such as counseling services, food and clothing needs, gifts for the holidays and/or housing services. We diligently seek support services in our immediate community so that the parents are aware of locations and services that are easily accessible to them. Community partners are actively involved in the school's improvement plan development and implementation. Student planners, school newsletters, and the school marquee is used to increase the home-school connection.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Williams Scott, Andrea	Principal
Howard, Judy	Assistant Principal
Hodge, Tomia	Instructional Coach
Goins , Alisha	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Tolbert RtI/SIP teams oversees the creation and implementation of the School Improvement Plan. They lead the faculty in reviewing data and work with the Leadership Team, Grade level Teams, Foundations/PBIS Team, and Shared Decision Making Team in drafting the SIP. The SIP is approved, regularly reviewed and updated by all teams and the School Advisory Council.

The Tolbert SIP is the guiding document for the work of the school. The plan will be regularly reviewed and updated as the school population of students change. This plan includes formal review procedures which demonstrates how Tolbert has used the RtI process to analyze data and make necessary informed changes positively impact student achievement.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS/RtI Leadership Team has four primary functions:

1. Regularly attend all district RtI training;
2. Provide presentations to their school faculty and staff on RtI practices;
3. Review school wide student performance data, identifying large scale needs and problems at particular grade levels; and
4. Monitor the implementation of the three-tiered Response to Intervention model in their school.

The entire school-based RtI Leadership Team meets at least bi-weekly to engage in school wide problem-solving. The team will engage in the following activities:

- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation;
- Identify professional development needs and RtI resources;
- Review universal screening data and link to instructional decisions;
- Review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks;
- Monitor RtI activities conducted by the collaborative teacher teams to assure sound problem-solving and fidelity of intervention implementation.

The Tolbert RtI Team will follow the Problem Solving Model (problem identification, problem analysis, intervention design and implementation, and evaluation) to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (Tier 2 or Tier 3). An intervention plan will be developed which identifies a student’s specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dwyane Howard	Business/Community
Debra Wolfe	Teacher
Rose Wallace	Education Support Employee
Barbara Burt	Business/Community
Andrea Williams-Scott	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Each member receives a copy of the SIP from the previous year, along with the school's data. After discussing the needs assessment, the members are asked for input based on what is presented from the development of the SIP by administration, faculty and staff. Discussion is held as to the resources, tools and personnel that are in place to increase or maintain our school proficiency level.

b. Development of this school improvement plan

To assist in the preparation and evaluation of the school improvement plan (Sec. 1001.452(2) F.S.),

The members of the SAC team will be provided trend and current data to determine the needs of the school to maintain student achievement and continue to focus on targeted sub-groups for improvement. The SAC team will also determine if needed, the monetary allocations that are aligned with improving student achievement.

c. Preparation of the school's annual budget and plan

The annual budget is based on the needs of the SIP and what is allotted from the state.

The school's budget for the rising school year is shared with the SAC at the last meeting in May. In September, it is shared with the new SAC and the members have an opportunity to ask questions. The district uses an Allocation Model to determine school budgets.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Williams Scott, Andrea	Principal
Howard, Judy	Assistant Principal
Hodge, Tomia	Instructional Coach
McRae , April McRae	Teacher, K-12
Goins , Alisha	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will work with all stakeholders to move our first quartile students. They will also mentor students who have been identified as at-risk students. The team reviews student data(at the state, district, and classroom level) and communicates ideas and/or makes decisions about curriculum practices in reading and writing school wide and/or at grade level.

Literacy Leadership Team initiatives include, but are not limited to:

1. Florida State Common Core Standards
2. Achieve 3000
3. iReady Reading
4. Million Word Campaign
5. Celebrate Literacy Week
6. Increase opportunities to read more through use of informational text and novels

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Susie E. Tolbert Elementary implements weekly Common Planning Meetings with administration and the instructional coach which gives teachers the opportunity to work together, collaborate about curriculum, analyze data and receive regular on-going, real-time professional development. Also, administration has strategically scheduled additional common planning time which creates other opportunities for teacher collaboration. When needed, academic support from school-based coaches is available.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Ongoing training at both the school level (Early Release, Faculty meeting, and Planning Days training sessions) and district level (content training and leadership development).

- Principal, Assistant Principal, Coaches, Teacher Leaders

Establishment of model classrooms for on-site PD for all teachers.

- Principal, Assistant Principal, Coaches, Teacher Leaders

Ongoing mentorship at the school level by CET trained teachers.

- Principal, Assistant Principal, Coaches, Teacher Leaders

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All mentoring teachers must be CET Trained in addition to successfully completing the Teacher, Math and/or Reading Academy. The mentor teachers must have at least 3 years of successful teaching experience and ratings of effective or highly effective. The pairings are made based upon content areas of expertise. The purpose of this partnership is to build capacity and support within the school by offering times to meet and collaborate, complete paperwork based on district timeline and to answer any questions or concerns that may arise.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Susie E. Tolbert Elementary ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Infuse writing into all content areas.
- Providing Tier III instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at by class and grade level on scheduled data days
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching
- *Updating books in the school's library that will captivate the students and engage them in literature in order to foster a love of reading

*Providing students with periodicals about current events in order to increase their ability to read and understand nonfiction texts

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

At Susie E. Tolbert Elementary teachers, coaches, interventionist and administration analyze, track and monitor student performance data to plan for differentiated instruction with each core subject area instructional blocks.

Students are provided intensive support by the teacher and interventionist based on triangulated data sources such as iReady, DAR, District Baseline Assessments, Achieve 3000, teacher made assessments, Duval Math Modules assessments and teacher observation. Students are tracked via bi-weekly progress monitoring by using the available web-based programs and DAR TTS lessons as needed. Teachers target specific standards and skills that are not proficient and need to be addressed intensively through small group center rotations and activities that strategically align with the data sources using a variety of resources as well as the district's curriculum/resources. iReady lessons are used to differentiate instruction for reading and math that specifically meets the needs of each student based on their performance of non-proficient skills. Beginning this year, students that have been identified by various assessments may also receive intensive support from the reading interventionist using Leveled Literacy Intervention, the Barton System, and other resources. If students are still demonstrating difficulties at attaining mastery are referred to the Rtl team. Teachers employ a variety of instructional strategies that have proven to be successful in meeting the needs of low-performing students to close the academic achievement gap. Strategies that are engaging and of interest to students yield more positive results. Effective and consistent use of these strategies allows for students to build a repertoire of skills to be used in the future.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

TEAM-Up~ Students participate in TEAM-Up after school each day. TEAM-Up has an academic portion and an enrichment portion wherein students are able to participate in many different activities including sports, arts and crafts, Girl Scouts, Girls on the Run, etc.

Students have the opportunity to join our school's Lego League where they are learning STEAM concepts. It enhances team problem solving skills and promotes critical thinking for advanced students.

Qualified students will also be given an opportunity to join the National Elementary Honor Society.

Strategy Rationale

Students and parents have expressed a desire to enrich the quality of education through extracurricular activities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams Scott, Andrea, williamsa7@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected through parent and student surveys, assessments, FSA results, and District Assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement in all accountability areas.

- G2.** If teachers explicitly teach academic vocabulary in all subjects, then students will improve content knowledge.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase student achievement in all accountability areas. 1a

G098339

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
FCAT 2.0 Science Proficiency	40.0
ELA/Reading Lowest 25% Gains	60.0
FSA ELA Achievement	30.0
Math Lowest 25% Gains	60.0
FSA Mathematics Achievement	60.0
Math Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack the knowledge of how to use data to group their students
- Teachers lack an understanding of what resources are appropriate to use in small group instruction.
- Teachers lack strategies to accelerate learning for students who arrive with many academic and social deficiencies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Leadership Team
- Professional Development
- i-Ready Teacher Toolbox

Plan to Monitor Progress Toward G1. 8

Throughout the year student usage of blended learning programs and growth with these programs will be monitored.

Person Responsible

Andrea Williams Scott

Schedule

Weekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

i-Ready, Achieve3000, and PENDA

G2. If teachers explicitly teach academic vocabulary in all subjects, then students will improve content knowledge. 1a

G098340

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
FSA ELA Achievement	30.0
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	60.0
FSA Mathematics Achievement	60.0
FCAT 2.0 Science Proficiency	40.0
Math Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack strategies to effectively teach vocabulary to students.
- Students don't read across genres which limits their exposure to vocabulary.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology Interests
- Blended Learning Tools
- Duval Core Curriculum
- Support Personnel
- PLC/Common Planning Documents

Plan to Monitor Progress Toward G2. 8

Administration and teachers will look at students' progress on mastering general, content-specific and academic vocabulary as evidenced in blended learning programs, district assessments and the core curriculum.

Person Responsible

Judy Howard

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

iReady reports, Achieve 3000 reports, district assessment, and module assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement in all accountability areas. 1

G098339

G1.B1 Teachers lack the knowledge of how to use data to group their students 2

B264561

G1.B1.S1 The teachers will participate in a variety of professional development opportunities that will guide them through the process of disaggregating data, planning and implementing small group instruction to address students' academic deficiencies. 4

S280275

Strategy Rationale

Data days will allow teachers to receive support/feedback from the leadership team and other grade level teachers to assist them in effectively implement differentiated groups.

Action Step 1 5

After gathering the data, teacher will create small groups with appropriate tasks that meets student needs.

Person Responsible

Andrea Williams Scott

Schedule

Every 6 Weeks, from 9/4/2017 to 6/1/2018

Evidence of Completion

Differentiated Instructional Grouping of Students

Action Step 2 5

Teachers will implement differentiated instruction via small groups to remediate deficient academic areas.

Person Responsible

Andrea Williams Scott

Schedule

Daily, from 9/18/2017 to 6/1/2018

Evidence of Completion

Differentiated Small Group Plans

Action Step 3 5

Engage in a problem solving process with the district to establish our school's instructional needs.

Person Responsible

Andrea Williams Scott

Schedule

Weekly, from 11/1/2017 to 6/1/2018

Evidence of Completion

Needs Assessment

Action Step 4 5

Purchase the appropriate materials and contract for the needed professional development to ensure proper implementation

Person Responsible

Andrea Williams Scott

Schedule

Quarterly, from 10/23/2017 to 1/31/2018

Evidence of Completion

Action Plan

Action Step 5 5

Work with district support to hold professional development and establish proper monitoring tools ensure implementation is being done with fidelity

Person Responsible

Andrea Williams Scott

Schedule

On 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teacher Observations

Person Responsible

Andrea Williams Scott

Schedule

Daily, from 9/5/2017 to 6/1/2018

Evidence of Completion

Walk-Through Analysis and Next Steps

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data Chats with Teachers

Person Responsible

Andrea Williams Scott

Schedule

On 6/1/2018

Evidence of Completion

Anecdotal notes from data chat meetings with teachers; student data tracking forms

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review needs assessment, product order, PD and monitoring tools to ensure alignment

Person Responsible

Andrea Williams Scott

Schedule

Weekly, from 10/23/2017 to 6/1/2018

Evidence of Completion

Deliverables collected after each step

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The administration will monitor student improvement in i-Ready, Achieve3000 and district created assessments.

Person Responsible

Andrea Williams Scott

Schedule

Weekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

i-Ready, Achieve3000, and district created assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monthly meetings will be held with schools leadership team and district support staff and to ensure learning experiences from purchased products is having a positive impact observational data

Person Responsible

Andrea Williams Scott

Schedule

Monthly, from 10/23/2017 to 6/1/2018

Evidence of Completion

Classroom walkthroughs, informal and formal observations and coaching logs

G1.B2 Teachers lack an understanding of what resources are appropriate to use in small group instruction.

2

 B264562

G1.B2.S1 Provide professional development on how to locate resources that should be used for small group instruction. 4

 S280276

Strategy Rationale

When teachers know which materials should be used with their students in small groups, then they can to plan instruction more effectively.

Action Step 1 5

Teacher will collaborate and find tools and tasks to address the lowest areas of student need.

Person Responsible

Andrea Williams Scott

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Common Planning Logs and Tasks for Center Rotations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers' differentiated plans will be monitored using walk-throughs and data chats.

Person Responsible

Judy Howard

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teacher Small-Group Plans and Administration Feedback Forms

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The effectiveness of the professional development will be monitored through how often teachers are using the tools discussed during their small-group instruction time.

Person Responsible

Andrea Williams Scott

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Differentiated Plans and Center Activities

G1.B3 Teachers lack strategies to accelerate learning for students who arrive with many academic and social deficiencies. **2**

 B264563

G1.B3.S1 IMPACT team members will provide support to students to meet their social and emotional needs. **4**

 S280277

Strategy Rationale

Although students may have academic deficiencies, many of them face other challenges that negatively impact their ability or willingness to learn. It is imperative that we find ways to address the whole child so that learning becomes easier and rewarding for students.

Action Step 1 **5**

Collaborate with district support staff and IMPACT team to determine students needs.

Person Responsible

Andrea Williams Scott

Schedule

Weekly, from 11/1/2017 to 6/1/2018

Evidence of Completion

Agendas and student data used to determine need

Action Step 2 **5**

Set action plan, including measurables and calendar, for IMPACT team to support identified students.

Person Responsible

Andrea Williams Scott

Schedule

Weekly, from 11/1/2017 to 6/1/2018

Evidence of Completion

Action Plan

Action Step 3 5

Monitor support from IMPACT team through bi-weekly progress monitoring meetings.

Person Responsible

Andrea Williams Scott

Schedule

Biweekly, from 11/1/2017 to 6/1/2018

Evidence of Completion

Progress monitoring tools established during action planning meeting.

Action Step 4 5

Make changes to action plan as data indicates.

Person Responsible

Andrea Williams Scott

Schedule

Biweekly, from 11/1/2017 to 6/1/2018

Evidence of Completion

Changes/edits to action plan

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review collection of deliveries from each action step to determine each step was done with fidelity.

Person Responsible

Andrea Williams Scott

Schedule

Evidence of Completion

Deliverables collected after each step

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monthly meetings will be held with the principal, district support staff, and IMPACT team members to ensure support is having a positive impact on students.

Person Responsible

Andrea Williams Scott

Schedule

Monthly, from 11/1/2017 to 6/1/2018

Evidence of Completion

Indicators progress exhibit a positive trend.

G2. If teachers explicitly teach academic vocabulary in all subjects, then students will improve content knowledge. 1

G098340

G2.B1 Teachers lack strategies to effectively teach vocabulary to students. 2

B264564

G2.B1.S1 Professional development to ensure teachers understand how to embed the teaching of vocabulary strategies within their daily instruction. 4

S280278

Strategy Rationale

If teachers learn different strategies to teach vocabulary, then they can embed them seamlessly in their instruction to provide students with authentic experiences with vocabulary.

Action Step 1 5

Provide teachers with ongoing professional development about effective vocabulary instruction.

Person Responsible

Judy Howard

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

ERD and common planning meeting agendas/notes, classroom observations, lesson plans, exit tickets, take away activities

Action Step 2 5

Teachers are to embed strategies learned in professional development within in their lessons.

Person Responsible

Judy Howard

Schedule

Weekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Lesson plans created collaboratively in common planning, classroom walkthroughs and formal/informal observations

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom walk-throughs/observations with a focus on vocabulary instruction

Person Responsible

Judy Howard

Schedule

Weekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Lesson plans for whole group and small group instruction; classroom walkthrough notes, and classroom observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Increased student understanding of familiar and unfamiliar content specific and academic vocabulary

Person Responsible

Judy Howard


Schedule

Weekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Review of Student work, exit tickets, assessments, PLC meeting notes, Data chats documentation, and reports from blended learning programs

G2.B2 Students don't read across genres which limits their exposure to vocabulary. 2

 B264565

G2.B2.S1 Students have limited access to texts. As a result, their exposure to general, content-specific and academic vocabulary is limited. 4

 S280279

Strategy Rationale

By increasing students' access to texts across genres, students will have exposure to various forms of vocabulary within context. This will provide students with authentic experiences with determining the meaning of unfamiliar words simultaneously widening their vocabulary.

Action Step 1 5

The school will purchase additional books for classroom libraries, as well as the school's media center.

Person Responsible

Andrea Williams Scott

Schedule

On 12/1/2017

Evidence of Completion

Students choosing and reading books from multiple genres.

Action Step 2 5

Students using books from multiple genres to learn new vocabulary.

Person Responsible

Judy Howard

Schedule

On 6/1/2018

Evidence of Completion

Student work, comprehension checks that include vocabulary acquisition

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration will conduct classroom walk-through observations to see evidence of vocabulary acquisition

Person Responsible

Judy Howard

Schedule

Weekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Administrative Feedback Forms, Walk-Through Analysis, and Student Work

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administration will conduct data chats with teachers to discuss student improvement.

Person Responsible

Judy Howard



















Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Administration Feedback Forms, Teacher Next Steps

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B3.S1.MA1  M409124	Review collection of deliveries from each action step to determine each step was done with fidelity.	Williams Scott, Andrea	11/1/2017	Deliverables collected after each step	No End Date biweekly
G1.B2.S1.MA1  M409121	The effectiveness of the professional development will be monitored through how often teachers are...	Williams Scott, Andrea	8/22/2016	Differentiated Plans and Center Activities	6/2/2017 biweekly
G1.B2.S1.MA1  M409122	Teachers' differentiated plans will be monitored using walk-throughs and data chats.	Howard, Judy	8/22/2016	Teacher Small-Group Plans and Administration Feedback Forms	6/2/2017 weekly
G1.B2.S1.A1  A377906	Teacher will collaborate and find tools and tasks to address the lowest areas of student need.	Williams Scott, Andrea	8/22/2016	Common Planning Logs and Tasks for Center Rotations	6/2/2017 weekly
G2.B2.S1.MA1  M409128	Administration will conduct data chats with teachers to discuss student improvement.	Howard, Judy	8/22/2016	Administration Feedback Forms, Teacher Next Steps	6/2/2017 monthly
G2.B2.S1.A1  A377913	The school will purchase additional books for classroom libraries, as well as the school's media...	Williams Scott, Andrea	10/2/2017	Students choosing and reading books from multiple genres.	12/1/2017 one-time
G1.B1.S1.A4  A377904	Purchase the appropriate materials and contract for the needed professional development to ensure...	Williams Scott, Andrea	10/23/2017	Action Plan	1/31/2018 quarterly
G1.MA1  M409125	Throughout the year student usage of blended learning programs and growth with these programs will...	Williams Scott, Andrea	9/5/2017	i-Ready, Achieve3000, and PENDA	6/1/2018 weekly
G2.MA1  M409130	Administration and teachers will look at students' progress on mastering general, content-specific...	Howard, Judy	10/2/2017	iReady reports, Achieve 3000 reports, district assessment, and module assessments	6/1/2018 monthly
G1.B1.S1.MA1  M409116	The administration will monitor student improvement in i-Ready, Achieve3000 and district created...	Williams Scott, Andrea	9/5/2017	i-Ready, Achieve3000, and district created assessments	6/1/2018 weekly
G1.B1.S1.MA5  M409117	Monthly meetings will be held with schools leadership team and district support staff and to ensure...	Williams Scott, Andrea	10/23/2017	Classroom walkthroughs, informal and formal observations and coaching logs	6/1/2018 monthly
G1.B1.S1.MA1  M409118	Teacher Observations	Williams Scott, Andrea	9/5/2017	Walk-Through Analysis and Next Steps	6/1/2018 daily
G1.B1.S1.MA3  M409119	Data Chats with Teachers	Williams Scott, Andrea	10/2/2017	Anecdotal notes from data chat meetings with teachers; student data tracking forms	6/1/2018 one-time
G1.B1.S1.MA4  M409120	Review needs assessment, product order, PD and monitoring tools to ensure alignment	Williams Scott, Andrea	10/23/2017	Deliverables collected after each step	6/1/2018 weekly
G1.B1.S1.A1  A377901	After gathering the data, teacher will create small groups with appropriate tasks that meets...	Williams Scott, Andrea	9/4/2017	Differentiated Instructional Grouping of Students	6/1/2018 every-6-weeks
G1.B1.S1.A2  A377902	Teachers will implement differentiated instruction via small groups to remediate deficient academic...	Williams Scott, Andrea	9/18/2017	Differentiated Small Group Plans	6/1/2018 daily
G1.B1.S1.A3  A377903	Engage in a problem solving process with the district to establish our school's instructional needs.	Williams Scott, Andrea	11/1/2017	Needs Assessment	6/1/2018 weekly
G1.B1.S1.A5  A377905	Work with district support to hold professional development and establish proper monitoring tools...	Williams Scott, Andrea	10/23/2017		6/1/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1 M409123	Monthly meetings will be held with the principal, district support staff, and IMPACT team members...	Williams Scott, Andrea	11/1/2017	Indicators progress exhibit a positive trend.	6/1/2018 monthly
G1.B3.S1.A1 A377907	Collaborate with district support staff and IMPACT team to determine students needs.	Williams Scott, Andrea	11/1/2017	Agendas and student data used to determine need	6/1/2018 weekly
G1.B3.S1.A2 A377908	Set action plan, including measurables and calendar, for IMPACT team to support identified students.	Williams Scott, Andrea	11/1/2017	Action Plan	6/1/2018 weekly
G1.B3.S1.A3 A377909	Monitor support from IMPACT team through bi-weekly progress monitoring meetings.	Williams Scott, Andrea	11/1/2017	Progress monitoring tools established during action planning meeting.	6/1/2018 biweekly
G1.B3.S1.A4 A377910	Make changes to action plan as data indicates.	Williams Scott, Andrea	11/1/2017	Changes/edits to action plan	6/1/2018 biweekly
G2.B1.S1.MA1 M409126	Increased student understanding of familiar and unfamiliar content specific and academic vocabulary	Howard, Judy	10/2/2017	Review of Student work, exit tickets, assessments, PLC meeting notes, Data chats documentation, and reports from blended learning programs	6/1/2018 weekly
G2.B1.S1.MA1 M409127	Classroom walk-throughs/observations with a focus on vocabulary instruction	Howard, Judy	10/2/2017	Lesson plans for whole group and small group instruction; classroom walkthrough notes, and classroom observations	6/1/2018 weekly
G2.B1.S1.A1 A377911	Provide teachers with ongoing professional development about effective vocabulary instruction.	Howard, Judy	9/1/2017	ERD and common planning meeting agendas/notes, classroom observations, lesson plans, exit tickets, take away activities	6/1/2018 monthly
G2.B1.S1.A2 A377912	Teachers are to embed strategies learned in professional development within in their lessons.	Howard, Judy	10/2/2017	Lesson plans created collaboratively in common planning, classroom walkthroughs and formal/informal observations	6/1/2018 weekly
G2.B2.S1.MA1 M409129	Administration will conduct classroom walk-through observations to see evidence of vocabulary...	Howard, Judy	10/2/2017	Administrative Feedback Forms, Walk-Through Analysis, and Student Work	6/1/2018 weekly
G2.B2.S1.A2 A377914	Students using books from multiple genres to learn new vocabulary.	Howard, Judy	10/2/2017	Student work, comprehension checks that include vocabulary acquisition	6/1/2018 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement in all accountability areas.

G1.B1 Teachers lack the knowledge of how to use data to group their students

G1.B1.S1 The teachers will participate in a variety of professional development opportunities that will guide them through the process of disaggregating data, planning and implementing small group instruction to address students' academic deficiencies.

PD Opportunity 1

After gathering the data, teacher will create small groups with appropriate tasks that meets student needs.

Facilitator

Participants

Schedule

Every 6 Weeks, from 9/4/2017 to 6/1/2018

G2. If teachers explicitly teach academic vocabulary in all subjects, then students will improve content knowledge.

G2.B1 Teachers lack strategies to effectively teach vocabulary to students.

G2.B1.S1 Professional development to ensure teachers understand how to embed the teaching of vocabulary strategies within their daily instruction.

PD Opportunity 1

Provide teachers with ongoing professional development about effective vocabulary instruction.

Facilitator

Instructional Coaches

Participants

Grade level core teachers

Schedule

Monthly, from 9/1/2017 to 6/1/2018

PD Opportunity 2

Teachers are to embed strategies learned in professional development within in their lessons.

Facilitator

Yolanda Walker, Reading Coach

Participants

All teachers

Schedule

Weekly, from 10/2/2017 to 6/1/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	After gathering the data, teacher will create small groups with appropriate tasks that meets student needs.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1281 - Susie E. Tolbert Elementary School	Title, I Part A	436.0	\$2,500.00
			<i>Notes: Funding is needed for substitutes to provide teachers with time to meet and collaborate with administration, coaches and as a team for planning.</i>			
2	G1.B1.S1.A2	Teachers will implement differentiated instruction via small groups to remediate deficient academic areas.				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1281 - Susie E. Tolbert Elementary School	Title, I Part A	436.0	\$7,500.00
			<i>Notes: Teaching materials needed for remediation instruction</i>			
3	G1.B1.S1.A3	Engage in a problem solving process with the district to establish our school's instructional needs.				\$0.00
4	G1.B1.S1.A4	Purchase the appropriate materials and contract for the needed professional development to ensure proper implementation				\$37,256.60
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	1281 - Susie E. Tolbert Elementary School	UniSIG		\$1,561.16
			<i>Notes: Rentals- Curriculum Associates - Online digital toolbox for I-Ready</i>			
	5100	510-Supplies	1281 - Susie E. Tolbert Elementary School	UniSIG		\$31,350.88
			<i>Notes: Heinemann-Fountas/Leveled Literacy Intervention (LLI) Kits</i>			
	5100	510-Supplies	1281 - Susie E. Tolbert Elementary School	UniSIG		\$4,344.56
			<i>Notes: Houghton Mifflin Harcourt - Saxon Phonics & Spelling student kit and materials</i>			
5	G1.B1.S1.A5	Work with district support to hold professional development and establish proper monitoring tools ensure implementation is being done with fidelity				\$19,069.46
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	1281 - Susie E. Tolbert Elementary School	UniSIG		\$507.95
			<i>Notes: Houghton Mifflin Harcourt - Saxon Phonics & Spelling Training Started Full Day Professional Development</i>			

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	6400	310-Professional and Technical Services	1281 - Susie E. Tolbert Elementary School	UniSIG		\$1,342.83
			<i>Notes: Substitutes for teachers who are attending professional development (workshops). Kelly Services and Duval County Public Schools have contract. Kelly Services provides temporary coverage when a teacher is excused for Temporary Duty Elsewhere (TDE) for professional development.</i>			
	6400	311-Subagreements up to \$25,000	1281 - Susie E. Tolbert Elementary School	UniSIG		\$1,434.89
			<i>Notes: Contracted Services - First \$25,000 - Literacy and Mathematics professional development with Student Achievement Partners and Instruction Partners</i>			
	6400	312-Subagreements greater than \$25,000	1281 - Susie E. Tolbert Elementary School	UniSIG		\$15,783.79
			<i>Notes: Contracted Services - Greater than \$25,000 - Literacy and Mathematics professional development with Student Achievement Partners and Instruction Partners</i>			
6	G1.B2.S1.A1	Teacher will collaborate and find tools and tasks to address the lowest areas of student need.				\$0.00
7	G1.B3.S1.A1	Collaborate with district support staff and IMPACT team to determine students needs.				\$90,247.70
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6100	311-Subagreements up to \$25,000	1281 - Susie E. Tolbert Elementary School	UniSIG		\$1,434.89
			<i>Notes: Contract Services - Up to \$25,000 - Invo Healthcare - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services</i>			
	6100	312-Subagreements greater than \$25,000	1281 - Susie E. Tolbert Elementary School	UniSIG		\$81,792.81
			<i>Notes: Contract Services Invo Healthcare - Greater than \$25,000 - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct service</i>			
	6400	312-Subagreements greater than \$25,000	1281 - Susie E. Tolbert Elementary School	UniSIG		\$7,020.00
			<i>Notes: Contract Services Invo Healthcare - Greater than \$25,000 - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct service</i>			
8	G1.B3.S1.A2	Set action plan, including measurables and calendar, for IMPACT team to support identified students.				\$0.00
9	G1.B3.S1.A3	Monitor support from IMPACT team through bi-weekly progress monitoring meetings.				\$0.00

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10	G1.B3.S1.A4	Make changes to action plan as data indicates.				\$0.00
11	G2.B1.S1.A1	Provide teachers with ongoing professional development about effective vocabulary instruction.				\$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1281 - Susie E. Tolbert Elementary School	Title, I Part A	436.0	\$700.00
			<i>Notes: Professional texts for teachers</i>			
12	G2.B1.S1.A2	Teachers are to embed strategies learned in professional development within in their lessons.				\$0.00
13	G2.B2.S1.A1	The school will purchase additional books for classroom libraries, as well as the school's media center.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1281 - Susie E. Tolbert Elementary School	Title, I Part A	436.0	\$10,000.00
			<i>Notes: Monies for classroom libraries and additional books for the school's media center.</i>			
			1281 - Susie E. Tolbert Elementary School	Title, I Part A	436.0	\$10,000.00
			<i>Notes: Monies for classroom libraries and additional books for the school's media center.</i>			
14	G2.B2.S1.A2	Students using books from multiple genres to learn new vocabulary.				\$0.00
					Total:	\$177,273.76