

Duval County Public Schools

Susie E. Tolbert Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	97%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	C	C*

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 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>.

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.

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

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.

School Leadership Team

Membership

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

Name	Title
Adams, Shana	Principal
Sibley, Temia	Assistant Principal
McGee, Bridget	Assistant Principal
Strickland, Pamela	Other
	Instructional Coach

Duties

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

Our Instructional Leadership team meets twice a month to engage in the following activities: 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 and/or exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. After pinpointing areas of weakness, the team outlines professional development opportunities for teachers. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation of our instructional program.

~Shana Adams, Principal Adams' vision and mission is demonstrated by the use of data driven instruction, implementation of school wide RTI, use of research based interventions and providing ongoing professional development for the faculty and staff. Analyzes academic/behavioral data and collaborates with district specialist and outside agencies to provide interventions and support for students who are performing at various "Tiers." Ensures consistent parent involvement and communication effectively support the instructional career of all students.

~Temia Sibley, Assistant Principal •Trains, Monitors and Implements PBIS and Sanford Harmony Social and Emotional Behavioral Strategies progress •present information in regards to school wide/ class behavior • Leads the Behavioral RTI team, in conjunction with the school psychologist, in order to identify students who are deemed "at risk." • Participates in behavior and academic data collection by tracking discipline referrals and offers professional development for the faculty to develop interventions and strategies to help improve overall classroom behavior. • Continuously evaluates

content standards, analyzes data to make instructional decisions and actively leads and participates in professional development opportunities.

~Pamela Strickland, Reading Interventionist • Leads the Academic RTI team, Supports the 504 and IEP Process in conjunction with the school psychologist and guidance counselor, in order to identify students who are deemed "at risk." and in need of support services. Implements small group Differentiates instructional program for BQ students and monitors progress.

~Our Reading Coach • Supports teachers as they enhance their content knowledge and instructional practices. • Researches and presents technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and instructional purposes. • Assists teachers to develop instructional strategies that will help students use and continue to build their literacy skills through content learning.

~Melody McDuffie • Our Math Coach • Leads professional development sessions for teachers to enhance their content knowledge and instructional practice. • Supports and analyzes student assessment data. • Assists teachers with instructional decisions based on assessment data. • Provides support for classroom motivation and management strategies. • Provides teacher resources related to instruction and curriculum. • Models effective differentiated instruction. • Works towards meeting district improvement goals.

~Bridget McGee- Assistant Principal • Provides instructional leadership to the PRIDE Unit, leads professional development to faculty and staff • collaborates with staff to implement behavioral interventions and instructional strategies. Analyze student discipline data and present information in regards to school wide/class behavior • Leads the Behavioral RTI team, in conjunction with the school psychologist, in order to identify students who are deemed "at risk." • Participates in behavior and academic data collection by tracking discipline referrals and offers professional development for the faculty to develop interventions and strategies to help improve overall classroom behavior. • Continuously evaluates content standards, analyzes data to make instructional decisions and actively leads and participates in professional development opportunities.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	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		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	0	0	0	0	0	0	0	

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	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 7/16/2018

Year 2016-17 - 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	
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

Year 2016-17 - 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	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Review of our data reveals that our biggest area for opportunity is science. There is a consistent trend that has our science scores in the mid to low teens over the past 2 years. 2017-15% were proficient while in 2018 13% were proficient.

Which data component showed the greatest decline from prior year?

Review of our data reveals that our biggest area of decline was in the area of mathematics. All areas of math dropped massively. We dropped 19 points in math gains. This also affected our BQ Math gains in which that component dropped 12 percentage points. Trends in math consistently reflected gains of 50% or higher but since the merge and restructuring of schools Tolbert struggles to maintain prior levels of academic success.

Which data component had the biggest gap when compared to the state average?

Science has the largest gap when compared to the state average. Tolbert had 13% proficient while the state increased to 55% proficiency.

Which data component showed the most improvement? Is this a trend?

Tolbert's reading proficiency went up 6% points. This is an improvement as all other areas decreased. Even though there was an increase, it percentage of proficient students is alarmingly low and will be a focus for the 2018-19 school year. Increasing from 17% to 23% proficient still leaves 77% of our school population lacking proficiency.

Describe the actions or changes that led to the improvement in this area.

Tolbert has a close knit crew that had additional support in reading. The reading coach and reading interventionist and tutor worked diligently in small groups to motivate students and ensure academic success. Teachers were also trained in LLI -Leveled Literacy Intervention which further differentiated instruction. and filled the gaps of our learning leaders. Teachers also had support in with breaking down a standard and establishing an accountability plan via the item specs. Monitoring is an area of opportunity at Tolbert to ensure all resources are used with fidelity and high expectations are maintained.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	23%	50%	56%	41%	46%	52%
ELA Learning Gains	39%	51%	55%	48%	49%	52%
ELA Lowest 25th Percentile	45%	46%	48%	43%	45%	46%
Math Achievement	30%	61%	62%	46%	57%	58%
Math Learning Gains	35%	59%	59%	54%	60%	58%
Math Lowest 25th Percentile	37%	48%	47%	33%	49%	46%
Science Achievement	13%	55%	55%	47%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	3	4	5	
Attendance below 90 percent	0 (9)	0 (3)	0 (6)	0 (18)
One or more suspensions	0 (9)	0 (7)	0 (28)	0 (44)
Course failure in ELA or Math	0 (17)	0 (0)	0 (0)	0 (17)
Level 1 on statewide assessment	0 (19)	0 (8)	0 (17)	0 (44)

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
03	2018	20%	50%	-30%	57%	-37%
	2017	18%	51%	-33%	58%	-40%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	22%	49%	-27%	56%	-34%
	2017	13%	52%	-39%	56%	-43%
Same Grade Comparison		9%				
Cohort Comparison		4%				
05	2018	17%	51%	-34%	55%	-38%
	2017	20%	48%	-28%	53%	-33%
Same Grade Comparison		-3%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	27%	59%	-32%	62%	-35%
	2017	38%	62%	-24%	62%	-24%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	26%	60%	-34%	62%	-36%
	2017	39%	64%	-25%	64%	-25%
Same Grade Comparison		-13%				
Cohort Comparison		-12%				
05	2018	22%	61%	-39%	61%	-39%
	2017	37%	57%	-20%	57%	-20%
Same Grade Comparison		-15%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	13%	56%	-43%	55%	-42%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	31	44	25	37	38	14				
BLK	23	39	45	29	34	38	14				
MUL	38	27		54	50						
FRL	22	38	44	30	35	39	14				
2017 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
SWD	9	28	33	23	35	42					
BLK	18	43	46	39	56	51	15				
MUL	31	42		53	58						
WHT		20		27							
FRL	17	40	45	36	52	50	17				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Science proficiency
Rationale	Our 2018 NGSS Science data revealed that only 13% of our students were proficient in the area of science. This was a 2% decrease from last year. This score aligns with our low reading proficiency score of 23%. Science is negatively impacted by our declining Reading proficiency which is 33 points below the state average. Students must be able to read on grade level in order to grasp and on understanding of the content and questions asked in science. The boundary changes in for our school heavily impacted the culture and instructional programs at our school. Converting our school from a Gifted and Academically Talented Magnet school to a Choice school for 5 struggling neighborhoods has heavily impacted the culture of our school. Our science took the biggest nose dive from 57% in 2015 and current 2018 and all time low of 13% proficient in Science.
Intended Outcome	Full implementation of our plan will increase our proficiency in science from 13% to 30% and increase our reading proficiency which will also positively impact our reading gains.
Point Person	Shana Adams (adamss2@duvalschools.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional Development-Teachers will participate in weekly common planning in which they use Language Arts Florida Standards, Math Florida Standards, Next Generation Science Standards and item specs to customize instructional materials in order to design rigorous instruction. Tasks include, but are not limited to, interactive journal entries, short and extended responses, investigation reflections, differentiated instruction, and blended learning platforms. (Reading Coach-Title I \$70,000 materials-\$5000) 2,Fieldtrips- Students will attend various learning excursion fieldtrips including but not limited to STARBASE Fieldtrip) to engage in standards-based activities with a focus on Science, Technology, Engineering and Math.(Unisig \$8000) 3. Teachers and leadership team will participate in Professional Development and conferences that will enhance their instructional program in guided reading, mathematics, science and technology, Explicit LLI PD and consulting from Heinneinan (Unisig \$20000) 4. Leadership team will develop and utilize monitoring tools to track and monitor effectiveness of our instructional programs.(Unisig-\$3000) 5. Tutors and Saturday School provide tiered instructional small group services and differentiate lessons based on targeted data sets and explicit focus of standards. Unisig\$(8000) Title 1(\$15000) 6. Implementation of a behavior support system with the addition of support specialist to help bridge our diverse committees together. This component would also train teachers in strategies to support effective management of our diverse communities and address the social and emotional struggles of our students. (Unisig 30,000) 7. Employ PT support to assist and train teachers in full implementation of the PITSCO lab. PITSO Learning Lab. 8. Establish effective communication protocols to keep parents informed of progress via use of planners, class dojo, weekly folders, and parent training. (\$2000 Title I-Planners, weekly folders and other communication devices). 9. Utilize Study Island and additional software resources to enhance fluency and indepth understanding of Science concepts. (Unisig \$3000) 10. Request support form district curriculum specialists to ensure teachers are supported and curriculum expectations are followed with fidelity. 11. Use Presentation equipment to support interactive learning of Science and Reading curriculum and computer software resources. (Unisig \$50,000)

Person Responsible Shana Adams (adamss2@duvalschools.org)

Plan to Monitor Effectiveness

Description

1. Attend and conduct professional development and monitor the strategies gained are embedded in their instructional program.
2. Teachers' differentiated plans will be monitored using walk-through and data chats.
3. Meetings with teachers to share instructional content progress will be conducted weekly.

Person Responsible Shana Adams (adamss2@duvalschools.org)

Activity #2	
Title	Mathematics proficiency
Rationale	Based on our area of focus and evaluating the trends of our 2018 FSA math data, 30% of our students were proficient compared to 39% from 2017. 35% of our students made math learning gains compared to the 54% from 2017. Lastly, the lowest 25th Percentile scored 37% which is 10% below compared to the state's average of 47%.
Intended Outcome	Based on our data analysis, our intended outcome for Math Proficiency will increase by 32% in achievement compared to the earned 30%, which dropped by 9% from the 2017 school year. Our Math Learning gains will increase by at least 25% points from the 35% achieved in 2018. The state average was 59% for Math Learning gains. Lastly, the bottom quartile will increase by at least 11% points to surpass the state's 59% average.
Point Person	Shana Adams (adamss2@duvalschools.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional Development-Teachers will participate in weekly common planning in which they use Math Florida Standards and item specs to customize instructional materials in order to design rigorous instruction. Tasks include, but are not limited to, interactive journal entries, short and extended responses, differentiated instruction, and blended learning platforms. (Math Coach-Title I \$70,000 materials-\$5000) 2. Field trips- Students will attend various STEM learning excursion field trips to address Florida Math Standards and Item Specifications. 3. Teachers and leadership team will participate in Professional Development training and conferences that will enhance their instructional program in guided reading, mathematics, science and technology. 4. Leadership team will develop and utilize monitoring tools to track and monitor effectiveness of our instructional programs.(Unisig-\$3000) 5. Tutors and Saturday School will provide tiered instructional small group services and differentiated lessons based on targeted data sets and explicit focus of the standards. (Unisig \$8000) Title 1(\$15000) 6. Implementation of a behavior support system with the addition of a support specialist to help bridge our diverse communities together. This component would also train teachers in strategies to support effective management of our diverse communities and address the social and emotional struggles of our students. (Unisig 30,000) 7. Teachers will participate in Mathematics Book Studies during PLCs throughout the entire school year. (Unisig \$1000.00) 8. Utilize Reflex Math Fluency Development Program across all grade levels to improve math skills an increase student achievement. (Unisig \$5000) 9. Request support form district curriculum specialists to ensure teachers are supported and curriculum expectations are followed with fidelity. 10. Use Presentation equipment to support interactive learning of Math curriculum and computer software resources. (Unisig \$50,000)
Person Responsible	Shana Adams (adamss2@duvalschools.org)
Plan to Monitor Effectiveness	
Description	1. Attend and conduct professional development and monitor strategies that are embedded in the instructional program.

2. Teachers' differentiated plans will be monitored using walk- throughs and data chats.
3. Meetings with teachers to share instructional content progress will be conducted weekly.

Person Responsible Shana Adams (adamss2@duvalschools.org)

Activity #3

Title Developing Teachers and Instructional Support Staff

Rationale Through a shared school approach, defined by school population, size, and content data needs analysis, hire an additional assistant principal with a primary focus on providing additional coaching support to content area teachers of students who are in a state assessed grade and/or course.

Intended Outcome Supporting and helping to develop highly effective teachers that will invest in increased student achievement in all subject areas and the school improving.

Point Person Shana Adams (adamss2@duvalschools.org)

Action Step

Description

- o Provide additional/supplemental leadership Instructional support focused on increasing student achievement and closing the achievement gap in tested grades;
- o Serves as Assistant Principal of grade level ELA, Math, and Science learning communities;
- o Monitor the success of all students in the learning environment; ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and support the effective use of benchmarks, learning, and expectations feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process.
- o Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills.

Person Responsible Shana Adams (adamss2@duvalschools.org)

Plan to Monitor Effectiveness

Description

- *Frequently following up after each coaching cycle with the teachers and the students.
- *Increased student achievement and student performance
- *Observational data: positive learning culture, standard based instruction

Person Responsible Shana Adams (adamss2@duvalschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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.

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. At Susie E. Tolbert, to ensure that our upcoming third grade students transition smoothly, we prepare them by hosting a parent and family night. Additionally, to prepare our sixth grade students for middle school, we host a Magnet Program Information night for parents and families.

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.

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

The strategies the school will use to advance college and career awareness will include: Partnering with Edward Waters College, Florida State College of Jacksonville to provide support and share ways to advance college and career awareness.

The School Counselor and Leadership Team will conduct a College and Career Readiness Fair to introduce students to their options for future success.

Part V: Budget

Total:	\$197,647.50
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