# W. R. Tolar K 8 School



# 2018-19 Schoolwide Improvement Plan

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# W. R. Tolar K 8 School

## 14757 NW COUNTY ROAD 12, Bristol, FL 32321

### wrtolar.com

## 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) |
|---|---|---|
| Combination School KG-8 | 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 | 32% |

## School Grades History

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

## School Board Approval

This plan is pending approval by the Liberty 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.

Tolar School's mission is to develop in every student a sense of PRIDE...
Performance through preparation
Respect
Integrity
Determination
Excellence through effort

### Provide the school's vision statement.

Learn It, Live It, Pass It on

We want our school to be one that motivates students and teachers, provides a safe environment physically and emotionally, connects learning to real life, has consistent expectations among students and staff, accentuates the positive, is filled with happy, friendly people who are passionate about children, teaching, and learning, helps children actively participate in their education and accept responsibility in the learning process, and works closely with parents and the community.

## School Leadership Team

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

| Name | Title |
|---|---|
| White, Jason | Assistant Principal |
| Green, Brenda | School Counselor |
| Revell, Bess | School Counselor |
| Craine , Mary | Teacher, K-12 |
| Summers, Danielle | Teacher, K-12 |
| Gingerich, Hannah | Teacher, K-12 |
| Flowers, Sherry | Teacher, K-12 |
| Jansen, Amanda | Teacher, K-12 |
| Presha, Marion | Teacher, K-12 |
| Lee , Jennifer | Teacher, K-12 |
| Newsome, Samantha | Teacher, K-12 |
| Fletcher, Pat | Teacher, K-12 |

### Duties

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

Leadership team members represent each grade level/department at the school. The members act as the spokesperson for their grade level in weekly Leadership Team meetings. Teachers that serve on the leadership team act as lead teachers and are involved in school level decision making with these

job duties:
1. Help communicate expectations and new initiatives,
2. Examine data and make important decisions based on data that affect school
3. Ensure that teachers remain focused on the student achievement goals
4. Provide guidance, instruction, and direction to grade level team and support staff
5. Help develop timeline and monitor progress toward goals
6. Delegate tasks to involve all teachers and staff in the continuous improvement of school practices.

## 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 | 24 | 20 | 24 | 19 | 18 | 18 | 14 | 19 | 11 | 0 | 0 | 0 | 0 | 167 |
| One or more suspensions | 0 | 1 | 0 | 0 | 7 | 6 | 11 | 8 | 6 | 0 | 0 | 0 | 0 | 39 |
| Course failure in ELA or Math | 0 | 0 | 0 | 1 | 0 | 5 | 7 | 5 | 2 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 8 | 14 | 17 | 23 | 13 | 9 | 0 | 0 | 0 | 0 | 84 |

**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 | 6 | 2 | 27 | 2 | 6 | 33 | 0 | 0 | 57 | 0 | 0 | 0 | 0 | 133 |

**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 | 7 | 2 | 6 | 0 | 0 | 1 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 24 |
| Retained Students: Previous Year(s) | 0 | 8 | 5 | 16 | 6 | 8 | 8 | 7 | 2 | 0 | 0 | 0 | 0 | 60 |

**Date this data was collected**
Wednesday 8/22/2018

### 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 | 24 | 20 | 24 | 19 | 18 | 18 | 14 | 19 | 11 | 0 | 0 | 0 | 0 | 167 |
| One or more suspensions | 0 | 1 | 0 | 0 | 7 | 6 | 11 | 8 | 6 | 0 | 0 | 0 | 0 | 39 |
| Course failure in ELA or Math | 0 | 0 | 0 | 1 | 0 | 5 | 7 | 5 | 2 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 8 | 14 | 17 | 23 | 13 | 9 | 0 | 0 | 0 | 0 | 84 |

**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 | 8 | 7 | 8 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 29 |

**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 | 24 | 20 | 24 | 19 | 18 | 18 | 14 | 19 | 11 | 0 | 0 | 0 | 0 | 167 |
| One or more suspensions | 0 | 1 | 0 | 0 | 7 | 6 | 11 | 8 | 6 | 0 | 0 | 0 | 0 | 39 |
| Course failure in ELA or Math | 0 | 0 | 0 | 1 | 0 | 5 | 7 | 5 | 2 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 8 | 14 | 17 | 23 | 13 | 9 | 0 | 0 | 0 | 0 | 84 |

**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 | 8 | 7 | 8 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 29 |

## 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?**

Science Achievement - 49%. While this is below our goal for student achievement in this area, it is evidence of a slow, but continued upward trend in our science performance.

**Which data component showed the greatest decline from prior year?**

Data shows increases in all components.

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

The most significant gap in our school performance in comparison to the state was in Science showing a difference of 8 percentage points.

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

The most improvement can be seen in our lowest quartile students in ELA. This group of students increased from 33% to 56%, showing a 23% increase for that population.

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

The implementation of iReady was a significant factor to instruction in ELA. Staff received training throughout the year and implemented the program with fidelity. The program integrates assessment and engaging instruction that supports differentiated instruction for students at all instructional levels and empowers teachers with ample data to inform instructional decisions for remediation/intervention. iReady motivates students with access to a personal learning plan that targets students' individual needs/ weaknesses. We added links to our website and encouraged students to work on iReady at home and school. The data was constantly shared with parents at CST and IEP meetings. In addition to data being shared in parent meetings, students were constantly reviewing/tracking progress during ongoing data chats that were held throughout the school year. Additional resources and materials were available as part of the Teacher Tool Kit. These resources were supplemental materials that were used to identify and deliver appropriate small groups with common instructional needs.

Inclusion/support staff worked closely with mainstream teachers to ensure that students with disabilities had access to the curriculum and were provided additional instructional support as needed.

**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 | 56% | 56% | 60% | 45% | 53% | 55% |
| ELA Learning Gains | 58% | 54% | 57% | 44% | 49% | 54% |
| ELA Lowest 25th Percentile | 56% | 47% | 52% | 46% | 47% | 49% |
| Math Achievement | 56% | 54% | 61% | 45% | 55% | 56% |
| Math Learning Gains | 57% | 49% | 58% | 47% | 54% | 54% |
| Math Lowest 25th Percentile | 58% | 43% | 52% | 42% | 51% | 48% |
| Science Achievement | 49% | 52% | 57% | 56% | 62% | 52% |
| Social Studies Achievement | 79% | 81% | 77% | 57% | 75% | 72% |

### EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Attendance below 90 percent | 24 (24) | 20 (20) | 24 (24) | 19 (19) | 18 (18) | 18 (18) | 14 (14) | 19 (19) | 11 (11) | 167 (167) |
| One or more suspensions | 0 (0) | 1 (1) | 0 (0) | 0 (0) | 7 (7) | 6 (6) | 11 (11) | 8 (8) | 6 (6) | 39 (39) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 1 (1) | 0 (0) | 5 (5) | 7 (7) | 5 (5) | 2 (2) | 20 (20) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 8 (8) | 14 (14) | 17 (17) | 23 (23) | 13 (13) | 9 (9) | 84 (84) |

**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 | 76% | 68% | 8% | 57% | 19% |
| | 2017 | 52% | 55% | -3% | 58% | -6% |
| Same Grade Comparison | | 24% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 38% | 42% | -4% | 56% | -18% |
| | 2017 | 40% | 40% | 0% | 56% | -16% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | -14% | | | | |
| 05 | 2018 | 48% | 48% | 0% | 55% | -7% |
| | 2017 | 44% | 43% | 1% | 53% | -9% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | 8% | | | | |
| 06 | 2018 | 63% | 56% | 7% | 52% | 11% |
| | 2017 | 40% | 44% | -4% | 52% | -12% |
| Same Grade Comparison | | 23% | | | | |
| Cohort Comparison | | 19% | | | | |
| 07 | 2018 | 52% | 55% | -3% | 51% | 1% |
| | 2017 | 29% | 40% | -11% | 52% | -23% |
| Same Grade Comparison | | 23% | | | | |
| Cohort Comparison | | 12% | | | | |
| 08 | 2018 | 46% | 58% | -12% | 58% | -12% |
| | 2017 | 44% | 52% | -8% | 55% | -11% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | 17% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 03 | 2018 | 82% | 73% | 9% | 62% | 20% |
| | 2017 | 63% | 64% | -1% | 62% | 1% |
| Same Grade Comparison | | 19% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 62% | 54% | 8% | 62% | 0% |
| | 2017 | 54% | 63% | -9% | 64% | -10% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | -1% | | | | |
| 05 | 2018 | 32% | 41% | -9% | 61% | -29% |
| | 2017 | 21% | 31% | -10% | 57% | -36% |
| Same Grade Comparison | | 11% | | | | |
| Cohort Comparison | | -22% | | | | |
| 06 | 2018 | 49% | 42% | 7% | 52% | -3% |
| | 2017 | 42% | 45% | -3% | 51% | -9% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | 28% | | | | |
| 07 | 2018 | 60% | 65% | -5% | 54% | 6% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| | 2017 | 37% | 49% | -12% | 53% | -16% |
| Same Grade Comparison | | 23% | | | | |
| Cohort Comparison | | 18% | | | | |
| 08 | 2018 | 23% | 23% | 0% | 45% | -22% |
| | 2017 | 27% | 26% | 1% | 46% | -19% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | -14% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2018 | 46% | 48% | -2% | 55% | -9% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2018 | 49% | 51% | -2% | 50% | -1% |
| | 2017 | | | | | |
| Cohort Comparison | | 49% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | | | | | |
| 2017 | | | | | |
| CIVICS EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | 74% | 76% | -2% | 71% | 3% |
| 2017 | 71% | 73% | -2% | 69% | 2% |
| Compare | 3% | | | | |
| HISTORY EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | | | | | |
| 2017 | | | | | |
| ALGEBRA EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | 64% | 59% | 5% | 62% | 2% |
| 2017 | 81% | 62% | 19% | 60% | 21% |
| Compare | -17% | | | | |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |

## 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 | 34 | 53 | 56 | 42 | 50 | 50 | 32 | | | | |
| ELL | 77 | | | 92 | | | | | | | |
| BLK | 46 | 46 | | 38 | 53 | 50 | 53 | | | | |
| HSP | 54 | 44 | | 58 | 41 | | 41 | | | | |
| WHT | 57 | 62 | 63 | 58 | 61 | 62 | 47 | 84 | 79 | | |
| FRL | 50 | 54 | 56 | 47 | 51 | 55 | 42 | 77 | 50 | | |
| 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 | 8 | 39 | 37 | 29 | 31 | 33 | 25 | | | | |
| BLK | 40 | 45 | 45 | 38 | 36 | 29 | 25 | 85 | | | |
| HSP | 35 | 42 | | 45 | 41 | | 9 | | | | |
| WHT | 44 | 47 | 29 | 45 | 41 | 39 | 53 | 67 | 85 | | |
| FRL | 35 | 42 | 32 | 36 | 38 | 39 | 37 | 70 | 75 | | |

## 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** | Improve Science performance on district's final Performance Matters benchmark. |
| **Rationale** | Science data was reviewed for 2018. The school had 49% mastery on the SSA Science for 5th and 8th grade. This was an increase of 4 percentage points from 2017. The state average for 2018 is 57%.<br>The district administers a Science benchmark test three times each year. This test directly correlates with the state science test. |
| **Intended Outcome** | a. Each student in grades 3-8 will score at least 60% on the final benchmark assessment (Performance Matters) or show an increase of 20 percentage points from his/her initial benchmark. Students with 70% or higher on the initial benchmark will maintain or improve performance on second and third assessment.<br><br>b. 55% of 5th and 8th grade students will meet mastery on SSA Science test (Level 3 or higher).<br><br>c. Students will utilize physical activities to examine scientific concepts (e.g. law of gravity, movement's effect on their body, energy, forces, etc.) with collaborative instruction between coaches, PE teachers, and classroom teachers to enhance understanding of science in the real world setting. |
| **Point Person** | Jason White (jason.white@lcsb.org) |
| Action Step | |
| **Description** | 1. Teachers will participate in annual training with the district's science consultant for 4 sessions that focus on data analysis and the science standards. Instruction and activities are planned based on weak areas from benchmark data.<br>2. Students in grades 3-8 will participate in ongoing data chats with their teacher and a school level staff.<br>3. Use Florida Science Coach materials to supplement the grade level curriculum.<br>4. Study Island is used as a resource to help students review material before testing. The test format is modeled after the state test and is helpful practice for students.<br>5. Teachers will begin using a new program, Gizmo, to provide virtual learning experiences - online labs.<br>6. PE teachers, coaches, and science teachers will work together to help students connect their science lessons with activities on the playground, during sports, etc. |
| **Person Responsible** | Jason White (jason.white@lcsb.org) |
| Plan to Monitor Effectiveness | |
| **Description** | Performance Matters is used to monitor progress toward the intended outcome.<br>Study Island data is reviewed by teachers and is part of the data chats. Incentives are built into the program to motivate student engagement. Individual teachers also incorporate a variety of motivational strategies to maintain student interest.<br>Lesson plan review by administration will monitor instructional practices and implementation of STEM related goals at PE. |
| **Person Responsible** | Jason White (jason.white@lcsb.org) |

| Activity #2 | |
|---|---|
| **Title** | Early Warning Signs |
| **Rationale** | Reviewed attendance data and historically school attendance was low. In the 2017-18 school year, 45% of students (257/576) missed 10 or more unexcused days of school. |
| **Intended Outcome** | 35% or less of students will miss 10 or more unexcused days of school |
| **Point Person** | Jason White (jason.white@lcsb.org) |
| Action Step | |
| **Description** | Provide school-wide incentives/rewards for students with consistently high attendance. Implement truancy procedures with fidelity to reduce unexcused absences. Teachers will refer students with early warning signs, including attendance for social services as necessary. Maintain use of after school tutoring/21st Century to improve school day attendance. |
| **Person Responsible** | Jason White (jason.white@lcsb.org) |
| Plan to Monitor Effectiveness | |
| **Description** | Performance Matters will be used by teachers/staff to monitor students with early warning signs, including attendance. Focus will be used to monitor progress towards the intended outcome. |
| **Person Responsible** | Jason White (jason.white@lcsb.org) |

| Activity #3 | |
|---|---|
| **Title** | ELA/Math |
| **Rationale** | Tolar's achievement level is four percentage points below the state average in ELA. Tolar's achievement level is five percentage points below the state average in Math. |
| **Intended Outcome** | Tolar will increase achievement in both ELA and Math to be greater than or equal to the state average by the end of the 2019-2020 academic school year. Tolar will increase learning gains in both ELA and Math to a 60% or higher by the end of the 2019-2020 academic year. Tolar will increase the lowest 25th percentile to a 60% by the end of the academic school year. |
| **Point Person** | Jason White (jason.white@lcsb.org) |

| Action Step | |
|---|---|
| **Description** | Maintain the use of iReady<br>Maintain the use of supplemental instructional programs such as Coach to fidelity<br>Protect time on task - uninterrupted instruction (earlier start time eliminates interference for sports - early departures)<br>Standards based instructions (Standards Mastery component of iReady)<br>Targeted small group instruction (individual learning plan)<br>Utilize writing curriculum (Top Score)<br>Maintain professional opportunities for teachers |
| **Person Responsible** | Jason White (jason.white@lcsb.org) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | District Assessments such as I-Ready and Write Score<br>Monitor progress with STAR Reading and STAR Math<br>Monitor progress and fluency with Reflex Math |
| **Person Responsible** | Jason White (jason.white@lcsb.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.**

Tolar school strives to increase parental/custodial involvement and communicate the school's vision and mission through various programs such as:
-Open House provides parents with classroom information
-School Marquee is updated regularly to provide families with needed information
-School website and Facebook page are updated regularly and are used to communicate our mission and vision as well as keep parents informed of events, important dates, etc.
-Family Nights (Reading and Math) provide students with opportunities to read and AR test with a family member and learn about math strategies. Teachers are present at these events to informally meet with

parents to offer support, teach strategies, etc.These events help to also build positive relationships with students and families.
-Holiday events (e.g. Thanksgiving Family Meal, 5th grade Luncheon, Halloween celebration, Storybook Christmas) are two types of events that are held as community relationship building events.
-School events such as athletics programs, awards programs, music programs help promote our school's mission and vision.
-Kindergarten Community Helpers Fair allows small business owners to share vocational information about their trade and be directly involved in standards based learning with kindergarten students.
-FOCUS is data base that has real time information for parents regarding attendance, behavior and grades
-Parent Square is a communication program that allows us to send email and text messages to families about attendance, school-wide announcements, and individual class or 1:1 messages to parents. This easily includes Spanish-speaking parents in school announcements.
-Utilization of the PTO to build better communication and relationships between school and families (Grandparent's Breakfast, Muffins for Mom, and Doughnuts for Dad) and to gain input from parents regarding academic and other improvements.
-Field Day is held each spring. Parents are invited to come be a part of the day's activities which include competitive physical fitness activities and team-building exercises.

### 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 has access to a district provided counselor that can be called upon to handle more complex emotional issues that may arise. The school has a full-time social worker that will deliver services to students identified by the school's early warning system.
Guidance staff is available to meet with students, plan/coordinate child study teams, etc.
The 21st Century program provides wrap around services at the end of the school for social, emotional, and educational support for participating students.
The school has memorandum of understanding with outside agencies to provide mental health services for identified students.
Teachers have participated in Trauma Informed Care professional development to help them spot warning signs. Other professional development is scheduled throughout the year to address various social-emotional needs as they arise.
Behavioral services are contracted with ENGAGE Behavioral Health for students that require intervention.

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

Appropriate school personnel participate in a step entry program for introducing early childhood participants into the primary arena. Great care is taken to create a welcoming, small/secure atmosphere for students. At approximately the third week of school, all students have been fully integrated. In addition, annual articulation meetings are held between necessary staff of each program. Appropriate information is exchanged including accommodations, health issues, etc.
Pre-K/Kindergarten Transition Plan:
Recommendations will be made to the coordinator regarding individual student's behavior, academics, placement, special needs, etc.
Early Childhood Coordinator and/or Pre-K teachers will meet with Kindergarten teachers and/or guidance counselor to discuss issues regarding advancing students. Students are placed in classes with input from teachers and Pre-K coordinator. Students from LEAC are brought to the orientation by their teachers.This is a 1-2 hour meeting where students are assigned to a kindergarten teacher who gives

them a tour of the campus and has a simulated lesson/activity with incoming kindergarten students. Advancing 8th graders and their parents are invited to a high school orientation where students are counseled on course selection for 9th grade. Students attend an orientation on the high school campus to meet teachers/administration and familiarize themselves with the campus. Current high school students act as ambassadors to answer questions during the tour.

**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 Leadership Team maintains an active problem-solving process. The main functions of the MRSS Leadership Team are to meet with the referring classroom teacher, help design intervention programs for the school, as well as for individual students, and monitor student progress. Universal screening data will be reviewed at least three times per school year to identify at-risk students. Each teacher will meet monthly with the MTSS Leadership Team to review progress monitoring data. Each teacher will keep a binder of information that includes data for every at-risk student in their class. The MTSS Leadership Team has a variety of progress monitoring methods.

Title I, Part A
The services provided by the Liberty County School District under Title I, Part A are integrated and coordinated with other funding sources in the district to ensure that the needs of disadvantaged children and youth are met. Based on the review of students achievement data and identified needs Title I, Part A provides funds to support instructional positions to increase the academic achievement of disadvantaged students. In addition, funds are used to supplement instructional materials in the areas of reading and math, to purchase supplemental computer based software and instructional materials to differentiate instruction.
Title I, Part C Migrant
Migrant Liaison provides services and support to students and parents to ensure student needs are met.
Title I, Part D
The District receives funds to support services which are coordinated with District Drop-out Prevention programs. The District allocates funds to provide counseling and transition services for students returning to the District from DJJ facilities.
Title II
Planning meetings were held to identify the needs for professional development based on students achievement data. Areas of deficiencies included; reading, math, science, and writing. Title II, Title I, IDEA and other programs coordinate to provide research based professional development activities in the areas of curriculum development/alignment, differentiated instruction, monitored independent reading, leadership teams, and other areas as needs are identified.
Title X Homeless
District provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Character Education is incorporated into curriculum. The school participates in Red Ribbon Week.
Supplemental Academic Instruction (SAI)

Nutrition Program
The District has a wellness plan to address the nutrition needs of all students in the district.
Career and Technical Education
8th Grade Career Course
Head Start
Our district has both Even Start and Head Start Programs. There is collaboration within these programs

and our other school programs (many of which have Title I funding). At monthly principal meetings the Title programs are reviewed and the implementation is monitored through these meetings. Principals and district staff use collaboration between the programs in meeting the needs of the students and to close the achievement gap.

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

Students are assigned to challenging course schedules based on data from assessment scores. Guidance Counselors, Teachers, Students, and Parents review student data and goals throughout the year to ensure students are successful.

| Part V: Budget | |
|---|---|
| **Total:** | **$114,831.00** |