

Duval County Public Schools

Susie E. Tolbert Elementary School



2020-21 Schoolwide Improvement Plan

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Susie E. Tolbert Elementary School

1925 W 13TH ST, Jacksonville, FL 32209

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

Demographics

Principal: Shana Adams

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (32%) 2017-18: D (32%) 2016-17: D (37%) 2015-16: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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1925 W 13TH ST, Jacksonville, FL 32209

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	96%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	D	D

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SIP Authority

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<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, a career, and life.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Adams, Shana	Principal	<p>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.</p>
		<p>~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.</p>
		<p>~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.</p>
		<p>~Markeshia Powell, Donnieste Thompson, Reading and Math Interventionists•Leads the Academic RTI team,Supports the 504 ad 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.</p>
		<p>~ Arica Bridges,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.</p>
		<p>~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.</p>

Name	Title	Job Duties and Responsibilities
		~Genevie Sherrer- Behavioral Site Coach•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.
Sibley, Temia	Assistant Principal	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 MTSS 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.
Hodge, Tomia	Instructional Coach	
Bridges, Arica	Instructional Coach	
McDuffie, Melody	Instructional Coach	

Demographic Information

Principal start date

Sunday 7/1/2018, Shana Adams

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

18

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (32%) 2017-18: D (32%) 2016-17: D (37%) 2015-16: C (45%)
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Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
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Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	122	115	93	0	0	0	0	0	0	0	330
Attendance below 90 percent	0	0	0	3	22	32	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	4	22	23	0	0	0	0	0	0	0	49
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	14	44	62	0	0	0	0	0	0	0	120

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	39	35	36	0	0	0	0	0	0	0	110
Students retained two or more times	0	0	0	6	12	13	0	0	0	0	0	0	0	31

Date this data was collected or last updated

Monday 7/27/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	156	153	157	22	0	0	0	0	0	0	488
Attendance below 90 percent	0	0	0	66	59	56	6	0	0	0	0	0	0	187
One or more suspensions	0	0	0	21	34	32	2	0	0	0	0	0	0	89
Course failure in ELA or Math	0	0	0	22	21	50	0	0	0	0	0	0	0	93
Level 1 on statewide assessment	0	0	0	132	142	147	11	0	0	0	0	0	0	432

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	78	130	97	8	0	0	0	0	0	0	313

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	56	46	49	5	0	0	0	0	0	0	156
Students retained two or more times	0	0	0	9	20	15	1	0	0	0	0	0	0	45

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	120	114	125	22	0	0	0	0	0	0	381
Attendance below 90 percent	0	0	0	66	59	56	6	0	0	0	0	0	0	187
One or more suspensions	0	0	0	15	17	24	0	0	0	0	0	0	0	56
Course failure in ELA or Math	0	0	0	22	21	50	0	0	0	0	0	0	0	93
Level 1 on statewide assessment	0	0	0	132	142	147	11	0	0	0	0	0	0	432

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	78	130	97	8	0	0	0	0	0	0	313

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	50	38	33	6	0	0	0	0	0	0	127
Students retained two or more times	0	0	0	11	12	8	1	0	0	0	0	0	0	32

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	20%	50%	57%	17%	49%	55%
ELA Learning Gains	37%	56%	58%	42%	56%	57%
ELA Lowest 25th Percentile	37%	50%	53%	46%	54%	52%
Math Achievement	29%	62%	63%	39%	62%	61%
Math Learning Gains	42%	63%	62%	54%	63%	61%
Math Lowest 25th Percentile	45%	52%	51%	49%	54%	51%
Science Achievement	13%	48%	53%	15%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	3	4	5	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	18%	51%	-33%	58%	-40%
	2018	20%	50%	-30%	57%	-37%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	17%	52%	-35%	58%	-41%
	2018	22%	49%	-27%	56%	-34%
Same Grade Comparison		-5%				
Cohort Comparison		-3%				
05	2019	16%	50%	-34%	56%	-40%
	2018	17%	51%	-34%	55%	-38%
Same Grade Comparison		-1%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	61%	-31%	62%	-32%
	2018	27%	59%	-32%	62%	-35%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	24%	64%	-40%	64%	-40%
	2018	26%	60%	-34%	62%	-36%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				
05	2019	22%	57%	-35%	60%	-38%
	2018	22%	61%	-39%	61%	-39%
Same Grade Comparison		0%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	11%	49%	-38%	53%	-42%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	13%	56%	-43%	55%	-42%
Same Grade Comparison		-2%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	30	34	27	40	34	8				
BLK	20	37	37	27	41	47	13				
FRL	21	37	39	28	42	43	12				
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				

ESSA Data

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

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

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

-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 3 years. 2017-15% were proficient while in 2018 and 2019 resulted in a proficiency rating of 13% were proficient.

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

-Review of our data reveals that our biggest area of decline was in the area of Reading. All areas of reading either dropped or remained stagnant. We dropped 2-3 points in reading proficiency and gains and 8 points in reading LPQ. The point decrease in proficiency also affected our LPQ for reading. Trends in reading consistently reflect a reduction in reading proficiency. Tolbert struggles to maintain prior levels of academic success.

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

-The component with the greatest gap when compared to the state average was Science. A major contributing factor was students drop in reading proficiency and this made it difficult for students to comprehend the text and task that were being asked causing proficiency in Science to remain the same with zero growth. There is a consistent trend that has our science scores in the mid to low teens over the past 3 years. 2017-15% were proficient while in 2018 and 2019 resulted in a proficiency rating of 13% were proficient.

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

-Math lowest 25 percentile showed the greatest improvement due to added components of support that were monitored closely. The continuous usage of I-ready Math and Acaletics helped to provide extra rigor and focus on math standards. Extra small group instruction and tutoring 4 days a week provided additional instruction, as well.

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

-The potential areas of concern are Reading Achievement, with a 37% difference between school and state, and Science Achievement, with a 40% difference between school and state, this shows the correlation and need to improve Reading proficiency to support and increase Science proficiency.

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

1. Reading Proficiency
2. Science Proficiency
3. Math Proficiency
4. Reading Gains
5. Reading Lowest 25 percentile

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Our area of focus will be professional development for teachers in standards and standard based alignment tasks to implement best practices aligned to state adopted standards with in each content area.
Measurable Outcome:	By December of 2020, instructional practices in the core subject areas will increase proficiency of students by 20% and by March 2021 student proficiency will increase by 30%. 100% of teachers will be provided an opportunity to engage in standard aligned tasks. Proficiency will be monitored by district progress monitoring assessments, modular assessments, and iReady diagnostic assessments
Person responsible for monitoring outcome:	Shana Adams (adamss2@duvalschools.org)
Evidence-based Strategy:	Teachers will embed Writing, Inquiry, Collaboration, Organization and Reading (WICOR)strategies to enhance student abilities to complete and comprehend the passages, tasks, questions and/or activities required of them. Susie Tolbert will use the following materials to measure and gauge the tiered levels of support needed to reach proficiency in all core areas: District Assessments Study Island Penda Bill Nye Science Guy Supplemental materials. Science Acaletics Science Journals with Exit Tickets Standard-based and aligned teacher assessments and activities Pitsco Lab experiments Reading Teachers will align science standards and text with reading standards and strategies to enhance comprehension Instructional interventionists and Coaches Instructional Para professional support for students Instructional Administrative support and professional development Off Campus and on Campus assemblies and field trips to STAR BASE, LEGO Land, Wild Adventures, Bowling Alley and various other places
Rationale for Evidence-based Strategy:	The strategies selected for science have proven to increase proficiency in science. Each Monthly Science Acaletics Assessment, PMA, HMH and Study Island Activity and project directly impacted students success. Each of the aforementioned programs have evidence based empirical data to support increases on state assessments and student understanding and application of science content. Students are motivated and celebrated for their success. Learning excursions also provide hands on real world experiences for identified content area learned.

Action Steps to Implement

Action Step(s)

Description

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)

Person Responsible Felicia Thomas (thomasf1@duvalschools.org)

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)

Person Responsible Felicia Thomas (thomasf1@duvalschools.org)

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 Heinneeman (Unisig \$20000)

Person Responsible Tomia Hodge (hodget@duvalschools.org)

4. Leadership team will develop and utilize monitoring tools to track and monitor effectiveness of our instructional programs.(Unisig-\$3000)

Person Responsible Shana Adams (adamss2@duvalschools.org)

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)

Person Responsible Temia Sibley (sibleyt@duvalschools.org)

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)

Person Responsible Amanda Cardoza (cardozaa@duvalschools.org)

7. Employ PT support to assist and train teachers in full implementation of the PITSCO lab. PITSO Learning Lab.

Person Responsible Shana Adams (adamss2@duvalschools.org)

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).

Person Responsible Temia Sibley (sibleyt@duvalschools.org)

9. Utilize PENDA and Study Island and additional software resources to enhance fluency and in depth 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)

12. Utilize district Standards Walk-through Tool

Person Responsible Amanda Cardoza (cardozaa@duvalschools.org)

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Our 2018 and 2019 Reading data revealed that only 20% of our students were proficient in the area of reading. This was a 3% decrease from last year. This score aligns with our declining Gains score of 37%. Reading Proficiency is negatively impacted by our declining Reading gains which is 36 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 all content areas. 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. 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.

Measurable Outcome:

Based on our data analysis, our intended outcome for Reading Proficiency will increase by 15% in achievement compared to the earned 20%, which dropped by 3% from the 2018 school year. Our Reading Learning gains will increase by at least 10% points from the 39% achieved in 2018. Lastly, the LPQ will increase by at least 11% points to surpass the state's 59% average.

Person responsible for monitoring outcome:

Temia Sibley (sibleyt@duvalschools.org)

Evidence-based Strategy:

This rationale for this evidence-based strategy would support the need to explicitly plan for standards-based instruction in reading that aligned with the Florida State standards.

1. Achieve 3000 and I-Ready reading online programs will provide students with instruction and practice using Fiction and Nonfiction texts with support in phonics, vocabulary, writing, literary and informational text on each child's individual learning path.
2. Corrective reading will provide students with corrective strategies in phonics, phonemic awareness, decoding and basic comprehension building skills.
3. Write /Top Score will provide students the practicing of applying high rigor performance tasks using reading strategies and writing of informational and opinion essays.
4. Through guided reading, performance tasks, journals and exit tickets, teacher-based assignments and assessments with leadership support to monitor and support ,will ensure that students are being continuously taught rigorously with standards and teachers are receiving the tiered support needed to teach standards.

Rationale for Evidence-based Strategy:

1. Professional Development-Teachers will participate in weekly common planning in which they use LAFS, 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)

Action Steps to Implement

2. 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 Heinnean (Unisig \$20000)

Person Responsible Temia Sibley (sibleyt@duvalschools.org)

3. Leadership team will develop and utilize monitoring tools to track and monitor effectiveness of our instructional programs.(Unisig-\$3000)

Person Responsible Temia Sibley (sibleyt@duvalschools.org)

4. Tutors and Saturday School provide tiered instructional small group services and differentiate lessons based on targeted data sets and explicit focus of standards.

Person Responsible Temia Sibley (sibleyt@duvalschools.org)

5. 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)

Person Responsible Temia Sibley (sibleyt@duvalschools.org)

6. Establish effective communication protocols to keep parents informed of progress via use of planners, class dojo, weekly folders, and parent training. (\$25000 Title I, School of Hope-Planners, weekly folders and other communication devices).

Person Responsible Temia Sibley (sibleyt@duvalschools.org)

7. Employ curriculum specialists to ensure teachers are supported and curriculum expectations are followed with fidelity. Specialist will lead trainings, monitor blended learning progress and model best practices and coteach/teach model lessons. (TSSSA \$)

Person Responsible Temia Sibley (sibleyt@duvalschools.org)

#3. Instructional Practice specifically relating to Math

Area of Focus	Our 2018-2019 Math FSA data revealed that only 29% of students were proficient. With the onset of COVID-19 and school closure, we believe this will significantly impact the progression of student proficiency for the 2020-2021 school year.
Description and Rationale:	
Measurable Outcome:	Based on our data analysis, our intended outcome for Math Proficiency will increase by 11 percentage points in achievement compared to the earned 29%. Our Math Learning gains will increase from 42% to 55% in 2018. Lastly, the bottom quartile will increase by at least 5 percentage points to an overall average of 50%.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	<p>Susie E. Tolbert will use the following materials and resources to measure and gauge the tiered levels of support needed to reach proficiency in Math:</p> <p>District Assessments iReady Math (computer component) iReady Small group resources and materials ACALETICS Reflux Math Standard Based Performance Tasks Small group remediation of standards in deficit Standard Based and aligned teacher assessments and activities Personnel: Math Coach, Instructional Interventionists, City Year, Paraprofessionals, Boys and Girls Club tutoring, and administrator support. Instructional administrative support and professional development</p> <p>The rationale for these evidence based strategies would support the need to explicitly plan for standards based instruction in math that aligns to the Florida State Standards (MAFS).</p> <ol style="list-style-type: none"> 1. iReady, ACALETICS, and Reflux Math programs will provide students with instructional practice using multiple MAFS standard strands. These programs provide on grade level practice as well as remedial assignments to address students where their current learning needs are. 2. District and teacher made assessments will provide current and accurate data to determine if progress is being made with learning or if teachers need to address previous learning gaps. 3. Small group remediation and instructional support specialists will provide more intense and intentional instruction to enhance student understanding of materials. Students grouped according to need and understanding will allow specialists to teach prerequisite standards and skills needed to master grade level standards and concepts.
Rationale for Evidence-based Strategy:	

Action Steps to Implement

1. Professional Development- Teachers will participate in professional development during preplanning week that will train each person on the use and implementation of iReady Math, ACALETICS, and Reflux Math.
2. Monitoring: A) Weekly Math PLCs will also support instructional strategies used for instruction with these math resources. B) Monthly progress monitoring of usage and student data of each program. C). Quarterly data chats with teachers and students.
3. Instructional Planning: Once next steps are determined through progress monitoring, the math coach

and admin team will assist teachers in planning remediation lessons and small group instruction to address areas of deficit and determine the best way to address student mastery of standards.

Person Responsible Amanda Cardoza (cardozaa@duvalschools.org)

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

Area of Focus Description and Rationale:	<p>Description: Instructional practice specifically relating to standards aligned instruction will focus on supporting teachers with research based practices that follow state adopted standards within the specific content area.</p> <p>Rationale: Standards-based data (FSA, common assessments, Walkthrough, etc.) collected from the 2019-2020 school year showed students performing below grade level in ELA, Math and Science with an increased need for consist tasks aligned to grade-appropriate standards. Teachers need PD to standard-aligned tasks to calibrate and teach work that meets the entire standard.</p> <p>Standards-Walk Through data collected from the 2019-2020 showed that 60% of teachers were providing grade-appropriate standards-aligned tasks.</p>
Measurable Outcome:	Standards Aligned Instruction will increase on the SWT from a 2.4 to a 4 or higher in the area of assessing student learning with consistent collaboration of daily walk-throughs and weekly analysis SWT data.
Person responsible for monitoring outcome:	Shana Adams (adamss2@duvalschools.org)
Evidence-based Strategy:	<p>Professional Learning Communities (PLC:):</p> <p>Professional learning communities will be focused on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data.</p> <p>The work of the PLC will be centered around the research of Richard DuFour's PLC questions:</p> <ol style="list-style-type: none"> 1.What is it we want our students to learn? 2.How will we know if each student has learned it? 3.How will we respond when some students do not learn it? 4.How can we extend and enrich the learning for students who have demonstrated proficiency? Professional Learning Committees:
Rationale for Evidence-based Strategy:	<p>Ensure students are exposed to standards aligned instruction, tasks, and assessments</p> <p>In order to provide teachers opportunities to engage in grade appropriate standards-based tasks (whether in a brick and mortar setting or virtual setting), teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning.</p> <p>PLC's Plus by Fischer and Frayer</p> <p>Learning by Doing: A Handbook for PLCs at Work (DuFour, DuFour, Eaker, and Many)</p>

Action Steps to Implement

Facilitate professional development with ILT on the Standards Based Instructional Review process and calibrate look-fors of rigorous content that is focused on a high quality text(s) and performance tasks?

Person Responsible Tomia Hodge (hodget@duvalschools.org)

Conduct weekly rounds of Standards Based Instructional and SWT data analysis of observed instruction as defined in the standards- based initiative rubric and differentiate support.

Person Responsible Temia Sibley (sibleyt@duvalschools.org)

Train Instructional Leadership Team (ILT) on the relationship between the SIP and the standards based initiative requirements and calibrate results for weekly SWT.

Person Responsible Shana Adams (adamss2@duvalschools.org)

Support PLC procedures with measurable improvement ~ November standards-based reviews prior to mid-year assessment to establish observational data and mid-year assessment data comparison during winter break

Person Responsible Amanda Cardoza (cardozaa@duvalschools.org)

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 Temia Sibley (sibleyt@duvalschools.org)

Assessing student learning to ensure Standard-Alignment and mastery via learning ARCS, FSA assessments and performance tasks.

Person Responsible Arica Bridges (decarmena@duvalschools.org)

Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment via learning arcs, Kudding Standards, Assessment of standard etc...

Person Responsible Shana Adams (adamss2@duvalschools.org)

Establish Structure and Expectations for PLCs
 -Review and adjust master schedule to ensure common planning times for all grade level content areas (for both virtual and traditional instruction)
 -Establish the structure and expectations of content PLCs
 -Assessing student learning to ensure Standard-Alignment and mastery via learning ARCs, FSA assessments and performance tasks
 -Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment via learning arcs, Kudding Standards, Assessment of standard etc...
 -Leadership Team creates a protocol for the cycle within PLCs for each content area

Person Responsible Shana Adams (adamss2@duvalschools.org)

Building Capacity of Teachers and (ILT) Instructional Leadership Team
 -Facilitate professional development with ILT on the Standards Based Instructional Review process and calibrate look-fors of rigorous content that is focused on a high quality text(s) and performance tasks.
 -Conduct weekly rounds of Standards Based Instructional and SWT data analysis of observed instruction as defined in the Standards-Based Initiative rubric and differentiate support.

- Provide PD for Instructional Leadership Team (ILT) on the relationship between the SIP and the standards based initiative requirements and calibrate results for weekly SWT.
- Provide professional learning opportunities for ILT(assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment via learning arcs, Kudding Standards, Assessment of standard etc...
- Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed
- Coaches will develop coaching plans for teachers based on specific criteria of support needed

Person Responsible Shana Adams (adamss2@duvalschools.org)

Data and Analysis of Standards-Aligned Instruction

- Trend data will be communicated to teachers (whole school, content, grade level) by administration
- Individual feedback will be communicated to teachers by administration and content coaches
- During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery
- Teachers will collect student work and bring to PLC
- Teachers will analyze and sort student work based on established criteria
- Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation
- Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.

Person Responsible Shana Adams (adamss2@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

-Each area of focus has a monitoring component that will be used consistently to ensure that CIMS priorities are a focus and that it is positively impacting the school. School Improvement priorities will be the common thread addressed and monitored in common plannings, faculty meetings and during parent involvement functions.

Recruit and Retain Teachers-

- Specific Professional Development Opportunities for our novice teachers
- Opportunities for teachers to lead will be available to all teachers

Building Strong Stakeholder relationships

- Acquiring Business Partners throughout the community to help support our school
- Utilizing social media to support our vision, mission and school wide goals

Schoolwide initiatives

- Implementing AVID strategies to support instructional goals and celebrating teachers and students who met the goal
- Utilization of Class Dojo for teachers and students
- Weekly/Monthly Incentive activities

Part IV: Positive Culture & Environment

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

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

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

1. Facilitate quarterly cultural competency training sessions for staff and checkpoints throughout the year.
2. Administrators and Guidance Counselor will track and monitor IEP goals in FOCUS and with teachers.
3. Utilize Class Dojo to strengthen home-school communication with parents and guardians.
4. Implement monthly Academic and Behavioral socials with specific targets and goals like NO referrals and 95% attendance.
5. Utilize Guidance City Year, Girls and Boys Club, Counselor, Social Worker and onsite Behavior Therapist to facilitate whole group and small group sessions.
6. Administrators will conduct daily walk through to track and monitor progress.
7. Instructional paraprofessionals, City Year and Social Worker will be utilized to motivate and inspire students and parents to achieve Attendance and Behavioral goals.
8. Foster Edward Waters College/Florida State College mentors and student volunteers program to help support PBIS program goals.
9. Improve the areas of the 5 essentials survey:
10. Identify all stakeholders who can support the school in building positive school culture and environment.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$14,252.02
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	1281 - Susie E. Tolbert Elementary School	UniSIG	0.2	\$10,159.20
			Notes: The Avid Coach will work with all grade levels in our school, specifically the Lowest Performing Quartile students in each grade level. The AVID strategies and Professional Development we have had over the last 2 years has helped our students improve in ELA and			

			<i>Reading. In an effort to sustain the AVID implementation, this AVID Coach is needed. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students from small group instruction, teacher support during common planning, embedding literacy strategies in all subjects, and assisting students with AVID strategies. This position's qualifications are: Education: Bachelor's degree from an accredited college or university. Master's degree preferred. Certifications & Licenses: Florida Department of Education Certification Elementary K-6. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (20%), Schools of Hope grant (no-cost extension) that was approved (40%), as well as TSSSA (40%) funds. This position was funded by Schools of Hope. The school was approved for a no-cost extension until December 2020, therefore was split between the school's TSSSA and UniSIG as well.</i>			
	6400	210-Retirement	1281 - Susie E. Tolbert Elementary School	UniSIG		\$1,015.92
			Notes: Avid Coach Benefits Retirement at 10.00%			
	6400	220-Social Security	1281 - Susie E. Tolbert Elementary School	UniSIG		\$777.18
			Notes: Avid Coach Benefits Social Security at 7.65%			
	6400	231-Health and Hospitalization	1281 - Susie E. Tolbert Elementary School	UniSIG		\$1,781.92
			Notes: Avid Coach Benefits Group Health at 17.54%			
	6400	232-Life Insurance	1281 - Susie E. Tolbert Elementary School	UniSIG		\$2.03
			Notes: Avid Coach Benefits Life Insurance at .02%			
	6400	240-Workers Compensation	1281 - Susie E. Tolbert Elementary School	UniSIG		\$95.50
			Notes: Avid Coach Benefits Workers Compensation at .94%			
	6400	290-Other Employee Benefits	1281 - Susie E. Tolbert Elementary School	UniSIG		\$54.86
			Notes: Avid Coach Benefits Benefits Flex Medical at .54%			
	5100	510-Supplies	1281 - Susie E. Tolbert Elementary School	UniSIG		\$365.41
			Notes: Supplies, classroom paper, pencils, toner, folders, binders			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$76,558.36
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	1281 - Susie E. Tolbert Elementary School	UniSIG	0.95	\$44,919.25
			Notes: *Reading Interventionist will ensure the students get an additional layer, the reading interventionist will work directly with students for Tier II and Tier II instruction. Based on data, the reading interventionist will work with the teacher to ensure students who need any additional layer of support are seen. The reading interventionist will also keep a progress monitoring log of student progress toward standard mastery. This position's qualifications are: Education- Bachelor's degree from an accredited college or university. Experience: 3 years continuous teaching experience at the elementary level; 4 years continuous reading teaching at the secondary level. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Teaching certificate in Elementary Education K-6 (Elem. level); Florida teaching certificate in Reading OR Reading endorsement at the secondary level. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (95%) and TSSSA (5%).			
	5100	150-Aides	1281 - Susie E. Tolbert Elementary School	UniSIG	0.5	\$9,184.00

			<p><i>Notes: *General Paraprofessional will ensure the students get an additional layer. The general para will work directly with students for Tier II and Tier II instruction. Based on data, the reading will work with the para to ensure students who need any additional layer of support in the small group rotations. The para will also keep a progress monitoring log of student progress toward standards mastery. General Education Paraprofessionals work directly under the supervision of a classroom teacher. \$8.87 - \$9.65 / Per Hour; Kind of Work + benefits @ 17.6%. The Instructional, Paraprofessional (Regular Needs) is assigned for at least 80% of the workday the responsibility for assisting classroom teachers with instruction and the maintenance of discipline in general education instructional situations. Responsibilities for most of the time must be spent on small group tutoring or instruction of children and grading papers under the supervision of the teacher and with other classroom duties assigned by the teacher. Other responsibilities such as additional related classroom clerical duties, cafeteria duty, etc. may be assigned for a minor portion of the workday by the site administrator/designee. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (50%) and Schools of Hope (no-cost extension) that was approved (50%).</i></p>			
	5100	210-Retirement	1281 - Susie E. Tolbert Elementary School	UniSIG		\$918.41
			<i>Notes: General Instruction Paraprofessional Benefits Retirement at 10.00%</i>			
	5100	220-Social Security	1281 - Susie E. Tolbert Elementary School	UniSIG		\$702.58
			<i>Notes: General Instruction Paraprofessional Benefits Social Security at 7.65%</i>			
	5100	231-Health and Hospitalization	1281 - Susie E. Tolbert Elementary School	UniSIG		\$4,133.75
			<i>Notes: General Instruction Paraprofessional Benefits Group Health at 45.01%</i>			
	5100	232-Life Insurance	1281 - Susie E. Tolbert Elementary School	UniSIG		\$5.51
			<i>Notes: General Instruction Paraprofessional Benefits Life Insurance at .06%</i>			
	5100	240-Workers Compensation	1281 - Susie E. Tolbert Elementary School	UniSIG		\$86.33
			<i>Notes: General Instruction Paraprofessional Benefits Workers Compensation at .94%</i>			
	5100	290-Other Employee Benefits	1281 - Susie E. Tolbert Elementary School	UniSIG		\$127.66
			<i>Notes: General Instruction Paraprofessional Benefits Benefits Flex Medical at 1.39%</i>			
	5100	210-Retirement	1281 - Susie E. Tolbert Elementary School	UniSIG		\$4,491.93
			<i>Notes: Reading Interventionist Benefits Retirement at 10.00%</i>			
	5100	220-Social Security	1281 - Susie E. Tolbert Elementary School	UniSIG		\$3,436.32
			<i>Notes: Reading Interventionist Benefits Social Security at 7.65%</i>			
	5100	231-Health and Hospitalization	1281 - Susie E. Tolbert Elementary School	UniSIG		\$7,878.84
			<i>Notes: Reading Interventionist Benefits Group Health at 17.54%</i>			
	5100	232-Life Insurance	1281 - Susie E. Tolbert Elementary School	UniSIG		\$8.98
			<i>Notes: Reading Interventionist Benefits Life Insurance at .02%</i>			
	5100	240-Workers Compensation	1281 - Susie E. Tolbert Elementary School	UniSIG		\$422.24
			<i>Notes: Reading Interventionist Benefits Workers Compensation at .94%</i>			

	5100	290-Other Employee Benefits	1281 - Susie E. Tolbert Elementary School	UniSIG		\$242.56
			Notes: Reading Interventionist Benefits Benefits Flex Medical at .54%			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$51,346.04
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	110-Administrators	1281 - Susie E. Tolbert Elementary School	UniSIG	0.5	\$37,445.73
			Notes: *Supplemental Assistant Principal is not a new position in the district, but it will be a newly added layer of support for the school. The primary role of the supplemental assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -support the effective use of benchmarks, learning, and expectations. -Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery. There is a new candidate for this position for the 20-21 School Year, however, this position was approved in the 19-20 UniSIG grant. This position is shared and split funded with Westview K8.			
	7300	210-Retirement	1281 - Susie E. Tolbert Elementary School	UniSIG		\$3,744.57
			Notes: Supplemental Assistant Principal Benefits Retirement at 10.00%			
	7300	330-Travel	1281 - Susie E. Tolbert Elementary School	UniSIG		\$161.47
			Notes: Travel for Assistant Principals to travel to other schools split funded.			
	7300	220-Social Security	1281 - Susie E. Tolbert Elementary School	UniSIG		\$2,864.60
			Notes: Supplemental Assistant Principal Benefits Social Security at 7.65%			
	7300	231-Health and Hospitalization	1281 - Susie E. Tolbert Elementary School	UniSIG		\$6,567.98
			Notes: Supplemental Assistant Principal Benefits Group Health at 17.54%			
	7300	232-Life Insurance	1281 - Susie E. Tolbert Elementary School	UniSIG		\$7.49
			Notes: Supplemental Assistant Principal Benefits Life Insurance at .02%			
	7300	240-Workers Compensation	1281 - Susie E. Tolbert Elementary School	UniSIG		\$351.99
			Notes: Supplemental Assistant Principal Benefits Workers Compensation at .94%			
	7300	290-Other Employee Benefits	1281 - Susie E. Tolbert Elementary School	UniSIG		\$202.21
			Notes: Supplemental Assistant Principal Benefits Benefits Flex Medical at .54%			
Total:						\$149,363.75