

Liberty County School District

# W. R. Tolar K 8 School



## 2020-21 Schoolwide Improvement Plan

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# W. R. Tolar K 8 School

14757 NW COUNTY ROAD 12, Bristol, FL 32321

wrtolar.com

## Demographics

Principal: Rob Wheetley

Start Date for this Principal: 10/15/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	71%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (58%) 2017-18: B (61%) 2016-17: C (50%) 2015-16: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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 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](http://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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## 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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

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### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
White, Jason	Assistant Principal	Serve as the assistant instructional leader for the school.
Green, Brenda	School Counselor	Provide academic, career and interpersonal counseling to students.
Revell, Bess	School Counselor	Provide academic, career and interpersonal counseling to students.
Lee , Jennifer	Teacher, K-12	Provide standards based instruction to assigned students.
Newsome, Samantha	Teacher, K-12	Provide standards based instruction to students.
Conyers, Robyn	Teacher, K-12	Provide intensive intervention to identified students.

### Demographic Information

#### Principal start date

Thursday 10/15/2020, Rob Wheetley

**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.*

2

**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.*

7

**Total number of teacher positions allocated to the school**

37

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
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<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
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<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	57	63	42	38	39	53	51	42	59	0	0	0	0	444
Attendance below 90 percent	13	13	6	5	6	5	5	6	9	0	0	0	0	68
One or more suspensions	0	0	3	3	12	9	14	19	10	0	0	0	0	70
Course failure in ELA	19	3	1	0	1	3	0	1	2	0	0	0	0	30
Course failure in Math	6	1	1	0	0	14	4	4	1	0	0	0	0	31
Level 1 on 2019 statewide ELA assessment	0	0	0	8	21	16	22	20	10	0	0	0	0	97
Level 1 on 2019 statewide Math assessment	0	0	0	11	27	36	22	23	35	0	0	0	0	154
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	3	6	6	11	19	24	29	38	0	0	0	0	136

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	11	7	3	0	0	2	2	1	2	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 10/15/2020

### 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	52	45	43	58	52	51	57	63	60	0	0	0	0	481	
Attendance below 90 percent	15	13	8	11	15	12	11	13	13	0	0	0	0	111	
One or more suspensions	0	0	0	0	3	0	9	14	13	0	0	0	0	39	
Course failure in ELA or Math	14	5	3	3	1	2	1	4	2	0	0	0	0	35	
Level 1 on statewide assessment	0	0	0	0	24	26	24	24	18	0	0	0	0	116	

**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	
Students with two or more indicators	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	14	5	3	3	1	2	1	4	2	0	0	0	0	35
Students retained two or more times	0	0	0	0	1	1	1	2	0	0	0	0	0	5

**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	52	45	43	58	52	51	57	63	60	0	0	0	0	481	
Attendance below 90 percent	15	13	8	11	15	12	11	13	13	0	0	0	0	111	
One or more suspensions	0	0	0	0	3	0	9	14	13	0	0	0	0	39	
Course failure in ELA or Math	14	5	3	3	1	2	1	4	2	0	0	0	0	35	
Level 1 on statewide assessment	0	0	0	0	24	26	24	24	18	0	0	0	0	116	

**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	
Students with two or more indicators	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	14	5	3	3	1	2	1	4	2	0	0	0	0	35
Students retained two or more times	0	0	0	0	1	1	1	2	0	0	0	0	0	5

## 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	63%	62%	61%	42%	47%	57%
ELA Learning Gains	58%	58%	59%	47%	49%	57%
ELA Lowest 25th Percentile	52%	51%	54%	33%	37%	51%
Math Achievement	55%	57%	62%	44%	52%	58%
Math Learning Gains	48%	54%	59%	41%	45%	56%
Math Lowest 25th Percentile	37%	43%	52%	37%	38%	50%
Science Achievement	56%	51%	56%	45%	46%	53%
Social Studies Achievement	77%	75%	78%	73%	75%	75%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	(0)	(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	63%	66%	-3%	58%	5%
	2018	76%	68%	8%	57%	19%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	54%	64%	-10%	58%	-4%
	2018	38%	42%	-4%	56%	-18%
Same Grade Comparison		16%				
Cohort Comparison		-22%				
05	2019	62%	51%	11%	56%	6%
	2018	48%	48%	0%	55%	-7%
Same Grade Comparison		14%				
Cohort Comparison		24%				
06	2019	48%	52%	-4%	54%	-6%
	2018	63%	56%	7%	52%	11%
Same Grade Comparison		-15%				
Cohort Comparison		0%				
07	2019	61%	57%	4%	52%	9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	52%	55%	-3%	51%	1%
Same Grade Comparison		9%				
Cohort Comparison		-2%				
08	2019	69%	68%	1%	56%	13%
	2018	46%	58%	-12%	58%	-12%
Same Grade Comparison		23%				
Cohort Comparison		17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	72%	65%	7%	62%	10%
	2018	82%	73%	9%	62%	20%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	42%	48%	-6%	64%	-22%
	2018	62%	54%	8%	62%	0%
Same Grade Comparison		-20%				
Cohort Comparison		-40%				
05	2019	36%	39%	-3%	60%	-24%
	2018	32%	41%	-9%	61%	-29%
Same Grade Comparison		4%				
Cohort Comparison		-26%				
06	2019	58%	60%	-2%	55%	3%
	2018	49%	42%	7%	52%	-3%
Same Grade Comparison		9%				
Cohort Comparison		26%				
07	2019	54%	65%	-11%	54%	0%
	2018	60%	65%	-5%	54%	6%
Same Grade Comparison		-6%				
Cohort Comparison		5%				
08	2019	15%	11%	4%	46%	-31%
	2018	23%	23%	0%	45%	-22%
Same Grade Comparison		-8%				
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	49%	45%	4%	53%	-4%
	2018	46%	48%	-2%	55%	-9%
Same Grade Comparison		3%				
Cohort Comparison						
08	2019	58%	56%	2%	48%	10%
	2018	49%	51%	-2%	50%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		9%				
Cohort Comparison		12%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	74%	1%	71%	4%
2018	74%	76%	-2%	71%	3%
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	62%	3%	61%	4%
2018	64%	59%	5%	62%	2%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

### 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	39	43	31	41	45	27	29	70			
ELL	67	64		81	53						
BLK	57	50		29	41	18	27				
HSP	60	59	58	58	41	25	50		80		

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
WHT	64	58	55	57	49	44	61	76	76		
FRL	61	57	51	51	44	36	51	73	83		
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		

### 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)	TS&I
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	605
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	69
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	37
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	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.**

The lowest performance was in 8th grade math. The 8th grade math class is made up of Level 1 and Level 2 students exclusively.

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

The greatest decline is evident in the school's lowest quartile learning gains for math. There was only 35% gains for lowest quartile students. Factors contributing to this decline could be decreased instructional time as a result of Hurricane Michael. School was closed for approximately 3 weeks. We had two grade levels that had a change in teachers at the midpoint of the school year.

**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 largest gap in data comparing school performance to state average was in 8th grade math. With a gap of 31 percentage points, our Level 1 and Level 2 math students did not make gains. Contributing factors include interrupted instructional time during Hurricane Michael closure and limited parental involvement for this population.

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

We saw the greatest improvement in 8th grade ELA. There was an increase of 23 percentage points for 8th grade ELA between Spring 2018 and Spring 2019 test results. The school started looping the instructor for 7th and 8th grade ELA. This practice gives students two school years with the same teacher. The consistency and familiarity with student needs seems to be an effective action in improved test performance.

Overall, ELA improved. Continued use of iReady is a contributing factor to the growth in ELA. Teachers received additional training this year and have become better users. In most cases, the program is being implemented with a greater fidelity. Additional support was offered through a tutoring program. Teachers identified students with academic needs and these kids were invited to participate in before, during, and after-school tutoring. This was available and provided for almost 120 students.

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

Learning gains for ELA and Mathematics  
Attendance

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

1. Increase learning gains in the areas of ELA and Mathematics.
2. Increase attendance
- 3.
- 4.
- 5.

### **Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Students in the lowest quartile made unsatisfactory learning gains in several areas. 4th grade Math, 5th Math, 7th Math, and 8th Math were less than 50% learning gains. These students need constant progress monitoring and RtI to show improvement and close instructional level gaps. Progress monitoring data for the 2019-2020 school year revealed similar patterns. With the loss of instruction due to the school closure in March, combined with the loss of instruction due to Hurricane Michael this continues to be an area of concern.

**Measurable Outcome:** Learning gains in math for the lowest quartile will increase by 7% by the end of the 2020-2021 school year.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Teachers will implement and monitor evidence based instruction (i.e. iReady, STAR, iReady Toolkit, and teacher made interventions). These programs have been shown to correlate with standardized test performance. Classroom teachers will collaborate/ coordinate services with support staff like instructional coach and inclusion teachers.

**Rationale for Evidence-based Strategy:** Curriculum and technology programs have all been shown to correlate directly with improved standardized test performance when implemented with fidelity and consistency. Improved implementation and on-going progress monitoring is necessary for improved student achievement for all populations - especially the targeted lowest quartile students.

**Action Steps to Implement**

1. Refresh teachers and inservice new teachers on appropriate grade level programs.
2. Guidance, teachers, and administrators will work together to identify the Tier 2 and Tier 3 students that need more frequent, intensive support.
3. Coordinate/collaborate weekly with inclusion teacher and appropriate stakeholders to review progress and adjust instruction as needed.
4. Meet to review effectiveness of RtI efforts in monthly RtI meetings between teachers, guidance, and other stakeholders.
5. Get student engagement in learning through regular data chats to evaluate progress and needs.
6. New teachers will attend PAEC new teacher orientation.
7. Provide training for teachers to become ESOL and Reading Endorsed
8. Schedule inclusion teachers and ELL support staff to assist teachers with targeted students.
9. STAR/iReady data reviewed after each test administration during school year. Teacher/student review, data chat team review with targeted students, admin/teacher review.
10. Offer boot camps/tutoring to targeted students to remediate skills in reading, math, and science. Services are offered before and after school.

**Person Responsible** Jason White (jason.white@lcsb.org)

## #2. Instructional Practice specifically relating to ELA

**Area of Focus Description and Rationale:** An analysis of ELA subgroup data indicates that SWDs, and disadvantaged students achieved the lowest learning gains for the L25%, while SWDs and black students made the lowest overall learning gains. The lowest overall ELA achievement by subgroup was SWDs, black, and Hispanic students. These students need constant progress monitoring and Rtl to show improvement and close instructional level gaps.

**Measurable Outcome:** The identified subgroups will show a 5% increase in LG and LG for the lowest 25%.

**Person responsible for monitoring outcome:** Jason White (jason.white@lcsb.org)

**Evidence-based Strategy:** x

**Rationale for Evidence-based Strategy:** x

### Action Steps to Implement

*No action steps were entered for this area of focus*

**#3. Other specifically relating to Increasing attendance.**

**Area of Focus Description and Rationale:** Attendance and utilization of instructional time are key factors in student achievement. It is difficult for the teacher and the class to build skills and make progress if a large number of students are frequently absent.

**Measurable Outcome:** Attendance for the 2020-202 school year will increase by 4%.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** The Rtl framework will be used to promote attendance for all students at Tier 1, targeted interventions for at-risk students at Tier 2, and intense and individualized interventions for students with chronic absenteeism at Tier 3.

**Rationale for Evidence-based Strategy:** Rtl is an evidence based practice for identifying students with the greatest need, developing strategies for improvement and measuring progress to determine if the intervention is working.

**Action Steps to Implement**

Daily calls using the automated messaging system.  
 Class competitions for highest daily attendance by week and month.  
 Homeroom teachers will call at three absences and continue to call up to ten days.  
 Problem solving meetings to determine strategies to improve attendance.  
 Data chats with students to review attendance and adjust strategies.  
 The homeroom teacher will report to Guidance at ten absences. Guidance will notify SRO for home visit.

**Person Responsible** Jason White (jason.white@lcsb.org)

**#4. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

**Measurable Outcome:**

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:**

**Rationale for Evidence-based Strategy:**

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

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

NA

**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.

W.R. Tolar's mission and vision statements address how we strive to build a positive culture and environment for our students and staff. W.R. Tolar K-8 also utilizes the input from their School Leadership teams, District Advisory Council, and Parent/Teacher Organization, etc. to gain input from all stakeholders in building a positive school culture and environment that helps to make our school an integral part of our community. W.R. Tolar has developed a mission statement that facilitates this goal as well. It is to "develop in every staff member and student a sense of PRIDE

"W.R Tolar works towards their school being 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."

To build this positive school culture and environment that works toward their mission and vision statement goals W. R Tolar staff works to motivate students and teachers by providing a welcoming environment where celebrations for success and accomplishments are made at the classroom, school, district and community level. This is accomplished through classroom teachers building positive relationships with students and recognizing student's personal and academic goal accomplishments within their classrooms with individual students. Awards programs, club and sports recognition programs, positive newspaper articles, school board recognition ceremonies, etc. are all avenues that are used to build motivations and pride among students and staff.

To provide a safe environment physically and emotionally W.R. Tolar works to ensure that all staff members are knowledgeable of programs, strategies, and resources to assist them and their students in meeting this goal. Staff are trained in Trauma informed Care, Youth Mental Health First Aide, See Something/Say Something, etc. Several curriculum options are also provided and taught such as Purpose Prep Mental Health online lessons, Character Counts lesson/curriculum, Child Safety Matters, etc. The main strategy for meeting this goal is to help students understand that they have a community of adults around them that are there to encourage, support, teach, and love them. All staff are encouraged to make positive connections with students. Outside agencies and programs are also utilized to support students such as the Boys/Girls Club and 21st Century after school programs. Our school-based counselors also utilize community-based agencies to help connect students and families with needed services and resources.

Staff work together to develop and teach consistent rules and expectations among students and staff with the main focus on positives instead of negative.

Building this positive culture and environment is a continuous improvement process that utilizes data as well

as student, staff, parent and community feedback in order to make changes to move closer to their vision and mission goals.

### 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.

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$150,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0031 - W. R. Tolar K 8 School	Title, I Part A	0.75	\$30,000.00
			<i>Notes: Highly qualified teacher.</i>			
	5100	369-Technology-Related Rentals	0031 - W. R. Tolar K 8 School	Title, I Part A		\$25,000.00
			<i>Notes: Web based software.</i>			
	5100	130-Other Certified Instructional Personnel	0031 - W. R. Tolar K 8 School		0.25	\$15,000.00
			<i>Notes: Instructional technology coach to support instruction.</i>			
	5200	120-Classroom Teachers	0031 - W. R. Tolar K 8 School	Other	2.0	\$75,000.00
			<i>Notes: Interventionist teachers paid from ESE Guaranteed allocation.</i>			
	6400	120-Classroom Teachers	0031 - W. R. Tolar K 8 School	Title II	0.15	\$5,000.00
			<i>Notes: Stipends for teachers to participate in professional development.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$231,200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0031 - W. R. Tolar K 8 School	Title, I Part A	2.0	\$70,000.00
			<i>Notes: Highly qualified teacher.</i>			
	5100	369-Technology-Related Rentals	0031 - W. R. Tolar K 8 School	Title, I Part A		\$25,000.00
	5100	120-Classroom Teachers	0031 - W. R. Tolar K 8 School	General Fund	1.0	\$45,000.00
			<i>Notes: Reading teacher to support reading instruction. Paid from the reading plan.</i>			
	5100	130-Other Certified Instructional Personnel	0031 - W. R. Tolar K 8 School	General Fund	0.25	\$15,000.00
			<i>Notes: Instructional technology coach to support teachers.</i>			
	5300	120-Classroom Teachers	0031 - W. R. Tolar K 8 School	General Fund	2.0	\$75,000.00

			Notes: ESE interventionist.			
	6400	750-Other Personal Services	0031 - W. R. Tolar K 8 School	Title II		\$1,200.00
			Notes: Substitutes for teachers to participate in professional development.			
3	III.A.	Areas of Focus: Other: Increasing attendance.				\$180,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	160-Other Support Personnel	0031 - W. R. Tolar K 8 School	General Fund		\$58,000.00
			Notes: Other support personnel, resource officer.			
	5100	130-Other Certified Instructional Personnel	0031 - W. R. Tolar K 8 School	Other	2.0	\$120,000.00
			Notes: Other certified instructional staff, guidance counselors.			
	5100	130-Other Certified Instructional Personnel	0031 - W. R. Tolar K 8 School	Other Federal		\$2,100.00
			Notes: Other personnel to support attendance.			
4	III.A.	Areas of Focus: -- Select below --:				\$0.00
					Total:	\$561,300.00