Tomlin Middle School

2020-21 Schoolwide Improvement Plan

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Tomlin Middle School

501 N WOODROW WILSON ST, Plant City, FL 33563

[no web address on file]

Demographics

Principal: Matthew Johnson   Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (55%) 2016-17: C (52%) 2015-16: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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 Hillsborough 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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501 N WOODROW WILSON ST, Plant City, FL 33563

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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)
Middle School 6-8	Yes	78%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

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

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

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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.

To provide an education that enables each student to excel as a successful and responsible citizen.

Provide the school's vision statement.

To be a top performing Middle School.

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
Durrance, Traci	Principal	

Demographic Information

Principal start date
Wednesday 7/1/2015, Matthew Johnson

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.*
4

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.*
20

Total number of teacher positions allocated to the school
80

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (55%) 2016-17: C (52%) 2015-16: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	510	473	547	0	0	0	0	1530
Attendance below 90 percent	0	0	0	0	0	0	60	51	59	0	0	0	0	170
One or more suspensions	0	0	0	0	0	0	24	12	14	0	0	0	0	50
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	122	100	107	0	0	0	0	329
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	147	106	109	0	0	0	0	362

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	0	0	0	4	4	4	0	0	0	0	12

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 10/29/2020

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	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students 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	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	534	549	579	0	0	0	0	1662
Attendance below 90 percent	0	0	0	0	0	0	40	42	64	0	0	0	0	146
One or more suspensions	0	0	0	0	0	0	64	115	99	0	0	0	0	278
Course failure in ELA or Math	0	0	0	0	0	0	172	185	154	0	0	0	0	511
Level 1 on statewide 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	0	0	0	59	79	79	0	0	0	0	217

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	2	1	6	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	5	0	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	44%	51%	54%	41%	50%	52%
ELA Learning Gains	46%	52%	54%	43%	53%	54%
ELA Lowest 25th Percentile	39%	47%	47%	32%	45%	44%
Math Achievement	57%	55%	58%	54%	54%	56%
Math Learning Gains	61%	57%	57%	58%	59%	57%
Math Lowest 25th Percentile	48%	52%	51%	56%	51%	50%
Science Achievement	37%	47%	51%	32%	47%	50%
Social Studies Achievement	64%	67%	72%	58%	66%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	**7**	**8**	
	(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
06	2019	46%	53%	-7%	54%	-8%
	2018	45%	52%	-7%	52%	-7%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	42%	54%	-12%	52%	-10%
	2018	39%	52%	-13%	51%	-12%
Same Grade Comparison		3%				
Cohort Comparison		-3%				
08	2019	38%	53%	-15%	56%	-18%
	2018	41%	54%	-13%	58%	-17%
Same Grade Comparison		-3%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	47%	49%	-2%	55%	-8%
	2018	43%	48%	-5%	52%	-9%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	54%	62%	-8%	54%	0%
	2018	54%	61%	-7%	54%	0%
Same Grade Comparison		0%				
Cohort Comparison		11%				
08	2019	34%	31%	3%	46%	-12%
	2018	24%	29%	-5%	45%	-21%
Same Grade Comparison		10%				
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	35%	47%	-12%	48%	-13%
	2018	40%	48%	-8%	50%	-10%
Same Grade Comparison		-5%				
Cohort Comparison						

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	62%	67%	-5%	71%	-9%
2018	65%	65%	0%	71%	-6%
Compare		-3%			

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	94%	63%	31%	61%	33%
2018	98%	63%	35%	62%	36%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	57%	43%	57%	43%
2018	100%	56%	44%	56%	44%
Compare		0%			

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	11	36	36	20	43	41	14	34			
ELL	10	34	38	30	49	43	12	33	92		
ASN	69	67		96	62		69		100		
BLK	32	42	41	42	56	50	14	66	92		
HSP	36	44	39	48	56	46	25	56	91		
MUL	61	39		67	73		82	83			
WHT	54	48	43	68	66	52	51	73	92		
FRL	36	43	39	50	57	49	28	58	90		

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	7	35	39	14	38	36	8	26			
ELL	12	39	43	26	43	43	10	45	95		
ASN	64	58		80	80			100			
BLK	24	40	37	37	54	47	30	46			
HSP	31	46	45	44	55	47	25	60	95		
MUL	63	66		79	75			80			
WHT	57	52	41	64	65	50	57	75	94		
FRL	34	46	43	46	56	48	29	61	94		
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	24	26	19	46	51	10	36			
ELL	12	30	32	26	47	50	7	30	92		
ASN	74	63		81	68			70			
BLK	24	32	24	36	54	46	17	48	100		
HSP	30	37	34	45	55	54	24	48	91		
MUL	48	64		64	63		57				
WHT	55	51	34	66	62	68	45	69	95		
FRL	31	38	31	45	54	55	20	49	91		

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	26
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
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	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	61
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	48
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.

8th Grade ELA, vacancies, loss of reading coach, attendance, lack of PD

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

8th Grade ELA, vacancies, lack of PD

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.

ELA (specifically 8th grade), vacancies, attendance, lack of PD

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

8th grade Math, PLC's, Highly Effective teachers in Pre-Algebra

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

Attendance, coursework

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

1. ELA and ELA gains
2. Math and Math gains
3. ESE and ELL proficiency
4. Parent and Family Engagement
5. Technology

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA (specifically 8th grade) is our lowest performing area.
Measurable Outcome:	We will increase the schoolwide ELA proficiency by 3% and gains by 5%
Person responsible for monitoring outcome:	Traci Durrance (traci.durrance@hcps.net)
Evidence-based Strategy:	Funds will be used for instructional support, Science and Social Studies SAL's will have an additional planning period to have pull out sessions with students as well as assisting teachers in the classroom.
Rationale for Evidence-based Strategy:	Teachers will identify students using state and district data along with classroom assessments and discuss the students at their weekly grade level PLC's.

Action Steps to Implement

1. Additional planning period for Science and Social Studies SAL's
2. Saturday School remediation
3. Pull out sessions with SAL's and Lead Teacher
4. Strategies presented at weekly grade level PLC's and monthly PLC's by SAL's, AVID Site Team, and Lead Teacher.
5. PD in Equity training and Data Driven Instruction and Assessments for the Classroom

Person Responsible	Traci Durrance (traci.durrance@hcps.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	ELA (ESE and ELL)
Measurable Outcome:	We will raise proficiency by 3% and gains by 5%.
Person responsible for monitoring outcome:	Traci Durrance (traci.durrance@hcps.net)
Evidence-based Strategy:	Teachers will use differentiated instruction, frequent assessments, data driven lessons, small group instruction.
Rationale for Evidence-based Strategy:	To close the achievement gap by providing small group instruction.

Action Steps to Implement

1. IXL will be provided for all students to supplement their reading curriculum
2. We will purchase additional instructional materials to supplement reading
3. Saturday School remediation will be offered.
4. PD will be provided on reading strategies by the AVID Site Team, SAL's, and Lead Teacher

Person Responsible	Traci Durrance (traci.durrance@hcps.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	We want to continue to increase proficiency and make gains in math. Our Algebra scores dropped 4 percentage points and our 6th grade math 8% behind the state and 8th grade math is 12% behind the state.
Measurable Outcome:	We will increase proficiency by 3% and gains by 5%.
Person responsible for monitoring outcome:	Traci Durrance (traci.durrance@hcps.net)
Evidence-based Strategy:	Funds will be used for instructional support, the Math Coach will have pull out sessions with students as well as assisting teachers in the classroom.
Rationale for Evidence-based Strategy:	Teachers will use state and district assessment data along with classroom assessments to determine students who need pull out sessions and discuss them at their weekly grade level PLC's. Teachers will use their data discussions to refine instruction.

Action Steps to Implement

1. Common planning by grade level to ensure weekly PLC's
2. IXL purchased for all students to supplement curriculum
3. Math Coach will pull small groups as determined in PLC's.
4. Math tutoring will be provided after school, Saturday school remediation will be offered.
5. Strategies will be presented at monthly PLC's AVID Site Team, Math Coach, or Lead Teacher.

Person Responsible	Traci Durrance (traci.durrance@hcps.net)

Additional Schoolwide Improvement Priorities

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

Tomlin will increase our Parent and Family Engagement:
A. Various parent events will be hosted- 6th grade quarterly parent breakfast, math and writing festival gallery walks each semester, family read night, family college and career night, media center open on Saturdays for family use of technology, planners for 6th grade, AVID, and STEM students to increase communication between teachers and parents, fall festival, utilizing Spanish- speaking parent ambassadors and leaders to facilitate workshops with other parents to discuss literature in the home.

Improve schoolwide student positive behaviors
A. Positive behavior reward system, PTSA sponsored motivational speakers, create a gaming area for students with positive behaviors, use of CHAMPS in the classroom, Lead Teacher will work with teachers on promoting positive relationships and classroom management.

Incorporating more technology use in the classroom.
A. Provide PD on how teachers can incorporate technology strategies within the classroom, provide teachers with access to Q-MO boards, purchase additional laptops for additional one to one instruction, use of desk top computers to assist in computer based instruction and enhancing our existing RAM to run Windows 10.

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.

Tomlin will increase our Parent and Family engagement:
Various parent events will be hosted- 6th grade quarterly parent breakfast, math and writing festival gallery walk each semester, family read night, family college and career night, media center open on Saturdays for family use of technology, fall festival, utilizing Spanish- speaking parent ambassadors and leaders to facilitate workshops with other parents to discuss literature in the home.

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: Instructional Practice: ELA				$41,067.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	2110	100-Salaries	3442 - Tomlin Middle School	Title, I Part A		$34,917.00
			Notes: Reading Coach			
	1382	590-Other Materials and Supplies	3442 - Tomlin Middle School	Title, I Part A		$1,800.00
			Notes: Insight Software			
	3336	590-Other Materials and Supplies	3442 - Tomlin Middle School	Title, I Part A		$2,500.00
			Notes: Flocabulary			
	3336	590-Other Materials and Supplies	3442 - Tomlin Middle School	Title, I Part A		$1,850.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math				$108,147.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	2110	100-Salaries	3442 - Tomlin Middle School	Title, I Part A		$91,325.00

			Notes: Math Coach			
	3336	590-Other Materials and Supplies	3442 - Tomlin Middle School	Title, I Part A		$14,322.00
			Notes: IXL licenses for students			
	3336	590-Other Materials and Supplies	3442 - Tomlin Middle School	Title, I Part A		$2,500.00
			Notes: Algebra and Geometry Nation licenses			
					Total:	**$149,214.00**