

Duval County Public Schools

Susie E. Tolbert Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	27
Budget to Support Goals	29

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: 7/23/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 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%) 2014-15: C (51%)
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 was approved by the Duval County School Board on 10/1/2019.

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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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School 3-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	D	D	C

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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 and position title 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, Donniese 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 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.
Hodge, Tomia	Instructional Coach	
Bridges, Arica	Instructional Coach	
McDuffie, Melody	Instructional Coach	

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	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

FTE units allocated to school (total number of teacher units)

27

Date this data was collected or last updated

Tuesday 7/23/2019

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	
Attendance below 90 percent	0	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	0
Course failure in ELA or Math	0	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	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	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	
Attendance below 90 percent	0	0	0	8	32	41	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	39	37	41	0	0	0	0	0	0	0	117
Course failure in ELA or Math	0	0	0	41	57	53	0	0	0	0	0	0	0	151
Level 1 on statewide assessment	0	0	0	68	58	48	0	0	0	0	0	0	0	174

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	68	37	46	0	0	0	0	0	0	0	151

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	
Number of students enrolled	156 (0)	153 (0)	157 (0)	466 (0)
Attendance below 90 percent	66 (0)	59 (0)	56 (0)	181 (0)
One or more suspensions	21 (0)	34 (0)	32 (0)	87 (0)
Course failure in ELA or Math	22 (0)	21 (0)	50 (0)	93 (0)
Level 1 on statewide assessment	132 (0)	142 (0)	147 (0)	421 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
	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
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%	

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%	

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%	
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%	
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%	
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%	
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%	
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%	
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%	
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%	

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? (see Guidance tab for additional information)

Two 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	
Title	<p>Improve Science Instruction to acquire increased proficiency for ESS students in SWD, Black and SED subgroups</p>
Rationale	<p>Our 2018 and 2019 NGSSS Science data revealed that only 13% of our students were proficient in the area of science. This was maintained percentage from last year. This score aligns with our low reading proficiency score of 23%. Science is negatively impacted by our declining Reading proficiency which is 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 science. The boundary changes in for our school heavily impacted the culture and instructional programs at our school. Converting our school from a Gifted and Academically Talented Magnet school to a Choice school for 5 struggling neighborhoods has heavily impacted the culture of our school. Our science took the biggest nose dive from 57% in 2015 and current 2019 and all time low of 13% proficient in Science.</p>

State the measurable outcome the school plans to achieve	<p>Based on our data analysis, our intended outcome for Science Proficiency will increase by 15%, equaling to 28% in achievement compared to the earned 13% that was maintained form the 2018 school year. Our Reading proficiency dropped by 3% and by increasing reading by 15% equaling to 35% this will align and increase Science proficiency as well.</p>
Person responsible for monitoring outcome	<p>Melody McDuffie (budgettm@duvalschools.org)</p>
Evidence-based Strategy	<p>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.</p> <p>Susie Tolbert will use the following materials to measure and gauge the tiered levels of support needed to reach proficiency in Science: 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 fieldtrips to STAR BASE, LEGO Land, Wild Adventures, Bowling Alley and various other places</p>
Rationale for Evidence-based Strategy	<p>This rationale for this evidence-based strategy would support the need to explicitly plan for standards-based instruction in science that aligned with the NGSSS science standards.</p> <p>Resources used...</p> <ol style="list-style-type: none"> 1. NGSSSS Support materials and after hours training for understanding and teaching of each science strand

2. Science Manipulative and experiment materials
3. Science Learning Excursions, Assembly presentations and Field-trips to Marine Science Center, Starbase, and various other fieldtrip learning opportunities.
4. Purchase of Study Island Science and Bill Nye the Science Guy online Resource Materials
5. Consistent support of Science Specialist to lead curriculum and data trainings for novice and veteran teachers

Action Step

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)
2. Fieldtrips- Students will attend various learning excursion fieldtrips including but not limited to STARBASE Fieldtrip) to engage in standards-based activities with a focus on Science, Technology, Engineering and Math.(Unisig \$8000)
3. Teachers and leadership team will participate in Professional Development and conferences that will enhance their instructional program in guided reading, mathematics, science and technology, Explicit LLI PD and consulting from Heinnean (Unisig \$20000)
4. Leadership team will develop and utilize monitoring tools to track and monitor effectiveness of our instructional programs.(Unisig-\$3000)
5. Tutors and Saturday School provide tiered instructional small group services and differentiate lessons based on targeted data sets and explicit focus of standards. Unisig\$(8000) Title 1(\$15000)
6. Implementation of a behavior support system with the addition of support specialist to help bridge our diverse committees together. This component would also train teachers in strategies to support effective management of our diverse communities and address the social and emotional struggles of our students. (Unisig 30,000)
7. Employ PT support to assist and train teachers in full implementation of the PITSCO lab. PITSO Learning Lab.
8. Establish effective communication protocols to keep parents informed of progress via use of planners, class dojo, weekly folders, and parent training. (\$2000 Title I-Planners, weekly folders and other communication devices).
9. Utilize Study Island and additional software resources to enhance fluency and indepth understanding of Science concepts. (Unisig \$3000)
10. Request support form district curriculum specialists to ensure teachers are supported and curriculum expectations are followed with fidelity.
11. Use Presentation equipment to support interactive learning of Science and Reading curriculum and computer software resources. (Unisig \$50,000)

Description

Person Responsible

Shana Adams (adamss2@duvalschools.org)

#2	
Title	<p>Improve Reading Instruction to acquire increased Proficiency and Gains for ESS students in SWD, Black and SED subgroups.</p>
Rationale	<p>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.</p>
State the measurable outcome the school plans to achieve	<p>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 bottom quartile will increase by at least 11% points to surpass the state's 59% average.</p>
Person responsible for monitoring outcome	<p>Arica Bridges (decarmena@duvalschools.org)</p>
Evidence-based Strategy	<p>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.</p> <p>Susie Tolbert will use the following materials to measure and gauge the tiered levels of support needed to reach proficiency in Science:</p> <ul style="list-style-type: none"> District Assessments I-Ready Reading (computer component) I-Ready Corrective Reading LLI Guided Reading Curriculum Reading Journals and Exit Tickets Standard Based Performance Tasks Achieve 3000 Write Score/Top Score Standard-based and aligned teacher assessments and activities Reading Teachers will align Science and Social Studies standards and text with reading standards and strategies to enhance comprehension Leadership Team Support with Reading Coach, Avid Coach, Math Coach, Reading Interventionist, Math Interventionist, Paraprofessionals, City- Year, Boys and Girls Club of North East Florida and additional administrator support Instructional interventionists and Coaches Instructional Para professional support for students Instructional Administrative support and professional development Off Campus and on Campus assemblies and fieldtrips to STAR BASE, LEGO Land, Wild Adventures, Bowling Alley and various other places

Rationale for 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 task, WICOR strategies, 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.

Action Step

Action Step(s)
Description

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)
- 2,Fieldtrips- Students will attend various learning excursion fieldtrips including but not limited to STARBASE Fieldtrip) to engage in standards-based activities with a focus on Science, Technology, Engineering and Math.(Unisig \$8000)
3. Teachers and leadership team will participate in Professional Development and conferences that will enhance their instructional program in guided reading, mathematics, science and technology, Explicit LLI PD and consulting from Heineman (Unisig \$20000)
4. Leadership team will develop and utilize monitoring tools to track and monitor effectiveness of our instructional programs.(Unisig-\$3000)
5. Tutors and Saturday School provide tiered instructional small group services and differentiate lessons based on targeted data sets and explicit focus of standards. Unisig\$(8000) TSSSA1(\$15000)
6. Implementation of a behavior support system with the addition of support specialist to help bridge our diverse committees together. This component would also train teachers in strategies to support effective management of our diverse communities and address the social and emotional struggles of our students. (Unisig 30,000)
7. Employ PT support to assist and train teachers in full implementation of the PITSCO lab. PITSO Learning Lab. (TSSSA \$25000)
8. 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).
9. Utilize Study Island and additional software resources to enhance fluency and indepth understanding of Science concepts. (Unisig \$3000)
10. Employ curriculum specialists administrator 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 \$84,378)
11. Use Presentation equipment, clickers and to support interactive learning of Science and Reading curriculum and computer software resources. (Unisig \$14,110)
12. Employ 3 retired teachers or 1 fulltime teacher to support instructional program, co-

teach with novice teachers and support tiered intervention and small group instruction (Unsig/TSSSA \$69, 000)

Person Responsible Arica Bridges (decarmena@duvalschools.org)

#3

Title Improve Climate and Culture of our school for ESS students in SWD, Black and SED subgroups.

Rationale Based on the discipline data from the 2018-2019 school year, we will decrease the number of referrals by 5%. There was a spike in referrals due to many new students from various places including out of the country. ESE (SWD) and ESOL students were suspended at a higher rate than their peers.

State the measurable outcome the school plans to achieve The 10% decrease in discipline referrals and the 5% increase in attendance will lead to an increase in positive culture and climate for all stakeholders as evident in all stakeholder survey data.

Person responsible for monitoring outcome Temia Sibley (sibleyt@duvalschools.org)

Evidence-based Strategy The school will implement a Positive Behavior Intervention Support (PBIS) Plan with fidelity to support the area of focus. Also, the school will continue to utilize the Leader in Me program to develop the whole child and cultivate leadership skills in every student.

Rationale for Evidence-based Strategy The PBIS plan will lead to an increase in positive social and emotional relationships among students, staff, parents, and other stakeholders.

Action Step

Description

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. Continue to implement AVID Program to increase student generated organizational learning and study habits and ownership of desired behaviors.
5. Implement monthly AVID and Academic and Behavioral socials with specific targets and goals like NO referrals and 95% attendance.
6. Utilize Guidance City Year, Girls and Boys Club, Counselor, Social Worker and onsite Behavior Therapist to facilitate whole group and small group sessions.
7. Administrators will conduct daily walkthroughs to track and monitor progress.
8. Instructional paraprofessionals, City Year and Social Worker will be utilized to motivate and inspire students and parents to achieve Attendance and Behavioral goals.

Person Responsible Shana Adams (adamss2@duvalschools.org)

#4	
Title	Improving Academic Rigor with Standards Based Instruction
Rationale	<p>The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth</p>

State the measurable outcome the school plans to achieve	With content specific support, we will see an increase in all subject areas. Learning gains will increase by 5-8%.
Person responsible for monitoring outcome	Shana Adams (adamss2@duvalschools.org)
Evidence-based Strategy	<p>As stated in Leadership Content Knowledge (2003), "We go on to suggest that all administrators have solid mastery of at least one subject (and the learning and teaching of it) and that they develop expertise in other subjects by "postholing," that is, conducting in-depth explorations of an important but bounded slice of the subject, how it is learned, and how it is taught. We conclude with an exploration of how content knowledge and leadership knowledge might be intertwined and suggestions for further research."</p> <p>https://www.jstor.org/stable/3699585?seq=1</p>
Rationale for Evidence-based Strategy	Content specialist are non-administrative, peer to peer support staff who can provided job-embedded professional learning and coaching support. Although effective in instilling credibility with peer's groups, peer coaches cannot provide any evaluative or summative direction or feedback, therefore any necessary teacher professional growth planning and/or progressive action that requires more intensive action must be observed, documented, and supported by administrative staff only.

Action Step	
Description	<ol style="list-style-type: none"> 1. 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; 2. Serves as Assistant Principal of grade level ELA, Math, and Science learning communities; 3. Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills

Person Responsible Shana Adams (adamss2@duvalschools.org)

#5	
Title	Leadership Development (Principal On Special Assignment)
Rationale	To ensure that standards based instructional support is consistent and continuous. To create a multi-tiered instructional leadership team consisting of a Mentoring Principal on special assignment, who will serves as a mentoring and coaching partner to a new/novice t principal assigned to a differentiated accountability school. This peer mentoring principal will provide and additional layer of administrative and instructional support in research based strategies and best practices for cultivating an instructional team of teachers by:, guidance with creating data driven academic leadership teams and teacher PLC's that create systemic and transformational change, and support best practices for supporting and guiding staff with methods and proven strategies that transform daily instructional practices and cultivate learning environments while ultimately increasing student achievement.

State the measurable outcome the school plans to achieve	With Leadership Development being implemented with fidelity, we will see an increase in all content areas and teacher retention.
Person responsible for monitoring outcome	School Improvement Dept (schoolimprovement@duvalschools.org)
Evidence-based Strategy	As stated from the First Response Training article titled The Importance of Effective Leadership in Schools, "School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. School leadership has a greater influence on schools and students when it is widely distributed. Some patterns of distribution are more effective than others." https://www.firstresponsetraining.com/news/the-importance-of-effective-leadership-in-schools/
Rationale for Evidence-based Strategy	The School "Master" principal, will not only oversee all operational and instructional systems at the school, but also provide explicit, job-embedded, coaching for the assigned alternative principal in key leadership development areas to include; how to effectively create and establish school wide systems for school improvement, planning for sustainable change, and engaging all stakeholders in the school's plan for improvement.

Action Step

Description	<ol style="list-style-type: none"> 1. Provide secondary leadership and instructional support that is focused on increasing student achievement and closing the achievement gap in tested grades; 2. Serves as Alternative Principal under the direct guidance of the principal or as designee in the absence of the Master principal 3. 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; 4. Support the master principal's communicated expectations and direct feedback from measures to instructional staff in order to ensure accountability for all participants engaged in the educational process is shared. 5. Support and promote the school's vision for student learning, climate and culture; community partnerships, and family/stakeholder engagement.
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Person Responsible School Improvement Dept (schoolimprovement@duvalschools.org)

#6	
Title	Leadership Development: Comprehensive Intervention Support
Rationale	As Tolbert Elementary, is in year two of a DMT-TOP and has elected the TOP- EO option for cycle 2, we are requesting to utilize the reallocated funds from the student field trip to support the initial services that are necessary for the elected External Operator to assume full operation of the school in the event he school fails to make the necessary grade of "C" or higher.
State the measurable outcome the school plans to achieve	The school, through guided support from a contracted external operator, be able to use historical and on-going data to analysis to review, all available learning performance data, school improvement plans, staff rosters, family survey data, and other early warning data; a 3-day comprehensive on-site analysis evaluating the schools current learning environment, teacher instructional practices, and leadership and overall school organization systems, while planning forward for whole school improvement under the guidance of the contracted external operator. The school will be well positioned to decrease instructional staff vacancies through supportive recruiting, selection, and hiring of staff to meet the needs of the school's current populations.
Person responsible for monitoring outcome	School Improvement Dept (schoolimprovement@duvalschools.org)
Evidence-based Strategy	Develop clear standards for student achievement and turnaround success at the school and system levels. The leadership team will serve as a voice for urgency around school improvement efforts, supporting teachers in their ability to provide rigorous standards based instruction every day. Create internal policies, procedures, and systems that will support and sustain school turnaround efforts through professional development, teacher PLC's, Shared Decision Making, and all other stakeholders that contribute to the school's learning environment. Duval County Public School's Community Assessment Team has conducted several district wide meetings to review Rutledge H. Pearson's school data, principal initiatives and current school plans for improvement. Additionally, district staff worked to provide an assortment of ways whereby stakeholders are also engaged and involved in the district's efforts to increase the academic performance of all students. Some of the additional methods included school level data chats; status of the school meetings with partners, PTA and SAC Advisory meetings, and online and paper formatted surveys. Based upon all of the collected feedback received, the fact finding information was used to provide recommendations to the Superintendent for consideration of engaging the contracted services of an External Operator to move the school forward in the event that the school fail's to earn the necessary grade of "C" on the Spring 2020 Grade.
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Contracted External Operator (partner) will complete a comprehensive data analysis reviewing all available state, district, and school level data, curriculum, schedules, staffing roster and grade level assignments, budget's and use of allocated funding. 2. Contracted External Operator (partner) will work in collaboration with the district region leadership and the school's administrative team to conduct a 3-day in-depth on-site school

analysis of the school educational environment and day to day operations to include: Class room instruction, student transitioning, engagement within the learning environment, parent and community involvement, facilities, use of technology, and overall school organization and evidence of systems for sustainable school wide improvement.

3. Additionally, the contracted External Operator, will provide side by side support to the school's services may leadership with instructional staff recruitment, selection, and hiring for identified vacancies, and school improvement planning for continued improvement.

Note: as the district is currently negotiating terms of support and service, the proposed scope of work will be also aligned to measurable performance indicators attached to the payment for work completed during this phase.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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: Title I Requirements

Additional Title I Requirements

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

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

- Parent Academy: The Parent Academy will focus on educating parents on a variety of subjects. Teachers and administration will facilitate classes dealing with issues related to parenting, math, ELA, as well as technology. Parents will receive a \$200.00 stipend for attending 10 out of 12 of the classes offered. Teachers and facilitators will receive a stipend directly proportional to their normal pay for a

3-hour period, not to exceed \$26.00 an hour, for the facilitation of the class.

- Part-Time Parent Liaison: As described in the next section, the Parent and Community Liaison will establish linkages and communication with external stakeholders to ensure consistent communication.

The needs assessment establishes that student outcomes are worsening, and that the conditions students face outside of the school environment can exacerbate the downward slide experienced at Susie Tolbert. The Early Warning Coordinator will be a highly qualified individual with detailed knowledge of how to support students' social-emotional and academic growth through resources in the school and community. The Early Warning Coordinator will have strong ties to the neighborhood and develop relationships with parents and caregivers to address students' needs. The Coordinator will reach out to community partners to forge new interventions where supports do not currently exist to meet student need. In addition, this integrated team member will monitor early warning indicators, and will work closely with teachers and administrators to intervene with students who require additional support and guidance. am has also been established to support our school and the needs of parents.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

- Full time Early Warning Coordinator: The primary strategy to provide wrap-around services and to develop family and community partnerships will be the inclusion of a full-time Early Warning Coordinator dedicated to the task of bolstering support systems for students. The Early Warning Coordinator will improve support systems by engaging and motivating students to set and reach goals, connecting students and families to social services and other help they may need, and developing ways to include parents and caregivers in their student's education. This position was developed in response to the need for significant and targeted support that was unveiled in the school's needs assessment.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. At Susie E. Tolbert, to ensure that our upcoming third grade students transition smoothly, we prepare them by hosting a parent and family night. Additionally, to prepare our sixth grade students for middle school, we host a Magnet Program Information night for parents and families.

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

The MTSS/RtI Leadership Team has four primary functions:

1. Regularly attend all district RtI training;
2. Provide presentations to their school faculty and staff on RtI practices;
3. Review school wide student performance data, identifying large scale needs and problems at particular grade levels; and
4. Monitor the implementation of the three-tiered Response to Intervention model in their school.

The entire school-based RtI Leadership Team meets at least bi-weekly to engage in school wide problem-solving. The team will engage in the following activities:

- Facilitate the process of building consensus, increasing infrastructure, and making decisions about

implementation;

- Identify professional development needs and RtI resources;
- Review universal screening data and link to instructional decisions;
- Review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks;
- Monitor RtI activities conducted by the collaborative teacher teams to assure sound problem-solving and fidelity of intervention implementation.

The Tolbert RtI Team will follow the Problem Solving Model (problem identification, problem analysis, intervention design and implementation, and evaluation) to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (Tier 2 or Tier 3). An intervention plan will be developed which identifies a student’s specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

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

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

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

Part V: Budget

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

1	III.A.	Areas of Focus: Improve Science Instruction to acquire increased proficiency for ESS students in SWD, Black and SED subgroups				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	1281 - Susie E. Tolbert Elementary School	UniSIG		\$3,000.00
			<i>Notes: highlighters, notebooks, journals and various materials</i>			

2	III.A.	Areas of Focus: Improve Reading Instruction to acquire increased Proficiency and Gains for ESS students in SWD, Black and SED subgroups.				\$106,067.35
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	130-Other Certified Instructional Personnel	1281 - Susie E. Tolbert Elementary School	UniSIG	0.9	\$42,300.00	
<i>Notes: Employ a Reading in content interventionist to support student's understanding of standards-based instruction and aligned content area nonfiction text.</i>						
5100	369-Technology-Related Rentals	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$3,300.00	
<i>Notes: Clicker Software Cloud for classroom clickers to receive immediate feedback of exit tickets, assessments and progress monitoring.</i>						
5100	510-Supplies	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$10,000.00	
<i>Notes: Instructional Materials for tiered Support. Math and Science Coach</i>						
7800	390-Other Purchased Services	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$5,925.00	
<i>Notes: Learning Excursions, in school learning assemblies and off campus and out of county learning opportunities and fieldtrips. current enrollment 117 5th grade students, estimated 120 students</i>						
5100	369-Technology-Related Rentals	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$3,089.34	
<i>Notes: Software programs i.e., relex software, Study Island, STAR programs and various other programs that target identified needs</i>						
6300	500-Materials and Supplies	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$5,000.00	
<i>Notes: Professional Literature for book talks to help improve instructional delivery and understanding of standards based instruction</i>						
5100	210-Retirement	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$3,583.00	
<i>Notes: Reading Interventionist Benefits Retirement 8.47%</i>						
5100	220-Social Security	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$3,236.00	
<i>Notes: Reading Interventionist Benefits Social Security 7.65%</i>						
5100	231-Health and Hospitalization	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$7,826.00	
<i>Notes: Reading Interventionist Benefits Health Insurance 18.50%</i>						
5100	232-Life Insurance	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$13.00	
<i>Notes: Reading Interventionist Benefits Life Insurance .03%</i>						
5100	240-Workers Compensation	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$398.00	
<i>Notes: Reading Interventionist Benefits Workers Compensation .94%</i>						
5100	250-Unemployment Compensation	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$4.00	
<i>Notes: Reading Interventionist Benefits Unemployment Insurance .01%</i>						

	5100	290-Other Employee Benefits	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$241.00
			<i>Notes: Reading Interventionist Benefits Other Employee Benefits FLEX .57%</i>			
	5100	290-Other Employee Benefits	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$592.00
			<i>Notes: Reading Interventionist Benefits Annual Leave 1.04%</i>			
	5100	330-Travel	1281 - Susie E. Tolbert Elementary School	UniSIG		\$2,398.80
			<i>Notes: Learning Excursions, in school learning assemblies and off campus and out of county learning opportunities and fieldtrips. Admissions and entrance fees current enrollment 117 5th grade students, estimated 120 students</i>			
	5900	120-Classroom Teachers	1281 - Susie E. Tolbert Elementary School	UniSIG		\$4,175.20
			<i>Notes: Teacher Tutors Salary</i>			
	5900	200-Employee Benefits	1281 - Susie E. Tolbert Elementary School	UniSIG		\$727.00
			<i>Notes: Teacher Tutors Benefits</i>			
	5100	510-Supplies	1281 - Susie E. Tolbert Elementary School	UniSIG		\$11,965.80
			<i>Notes: The school is requesting to purchase Measure Up ELA, Math, and Science student and teacher supplementary work books to support tutoring and small group instruction for students in the below identified grade and subject levels: 130 3rd Grade ELA/Math 110 4th Grade "" 120 5th Grade ELA/Math/Science</i>			
	5100	510-Supplies	1281 - Susie E. Tolbert Elementary School	UniSIG		\$81.86
			<i>Notes: Amazon: Writing in Response to Reading School-wide Themed Event: \$81.86 o The school also plans to utilize the remaining funds to support a school wide Writing in Response to Reading Themed Event to further support the positive character development changes that support increased academic achievement.</i>			
	5100	510-Supplies	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$1,211.35
			<i>Notes: technical materials needed to support virtual learning and home learning for the remainder of the school year (microphone headsets, mouse, etc)</i>			
3	III.A.	Areas of Focus: Improve Climate and Culture of our school for ESS students in SWD, Black and SED subgroups.				\$0.00
4	III.A.	Areas of Focus: Improving Academic Rigor with Standards Based Instruction				\$48,402.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	1281 - Susie E. Tolbert Elementary School	UniSIG	0.5	\$35,000.00
			<i>Notes: Additional Support Supplemental Assistant Principal. The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas.</i>			
	7300	210-Retirement	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$2,965.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Retirement 8.47%</i>			
	7300	220-Social Security	1281 - Susie E. Tolbert Elementary School	UniSIG		\$2,678.00

			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Social Security 7.65%</i>			
	7300	231-Health and Hospitalization	1281 - Susie E. Tolbert Elementary School	UniSIG		\$6,475.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%</i>			
	7300	232-Life Insurance	1281 - Susie E. Tolbert Elementary School	UniSIG		\$11.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Life Insurance .03%</i>			
	7300	240-Workers Compensation	1281 - Susie E. Tolbert Elementary School	UniSIG		\$329.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Workers Compensation .94%</i>			
	7300	250-Unemployment Compensation	1281 - Susie E. Tolbert Elementary School	UniSIG		\$4.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Unemployment Compensation .01%</i>			
	7300	290-Other Employee Benefits	1281 - Susie E. Tolbert Elementary School	UniSIG		\$200.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%</i>			
	7300	290-Other Employee Benefits	1281 - Susie E. Tolbert Elementary School	UniSIG		\$490.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%</i>			
	7300	330-Travel	1281 - Susie E. Tolbert Elementary School	UniSIG		\$250.00
			<i>Notes: Travel In County Assistant Principal</i>			
5	III.A.	Areas of Focus: Leadership Development (Principal On Special Assignment)				\$38,083.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	1281 - Susie E. Tolbert Elementary School	UniSIG	0.25	\$27,500.00
			<i>Notes: Principal on Special Assignment</i>			
	7300	210-Retirement	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$2,329.00
			<i>Notes: Principal on special assignment Benefits Retirement 8.47%</i>			
	7300	220-Social Security	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$2,104.00
			<i>Notes: Principal on special assignment Benefits Social Security 7.65%</i>			
	7300	231-Health and Hospitalization	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$5,088.00
			<i>Notes: Principal on special assignment Benefits Health and Hospitalization 18.50%</i>			
	7300	232-Life Insurance	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$8.00
			<i>Notes: Principal on special assignment Benefits Life Insurance .03%</i>			

	7300	240-Workers Compensation	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$259.00
			<i>Notes: Principal on special assignment Benefits Workers Compensation .94%</i>			
	7300	250-Unemployment Compensation	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$3.00
			<i>Notes: Principal on special assignment Benefits Unemployment Compensation .01%</i>			
	7300	290-Other Employee Benefits	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$157.00
			<i>Notes: Principal on special assignment Benefits Other Employee Benefits Flex Medical .57%</i>			
	7300	290-Other Employee Benefits	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$385.00
			<i>Notes: Principal on special assignment Benefits Other Employee Benefits Leave 1.4%</i>			
	7300	330-Travel	1281 - Susie E. Tolbert Elementary School	UniSIG	0.0	\$250.00
			<i>Notes: Travel PD In county Principal on special assignment</i>			
6	III.A.	Areas of Focus: Leadership Development: Comprehensive Intervention Support				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	310-Professional and Technical Services	1281 - Susie E. Tolbert Elementary School	UniSIG		\$2,000.00
			<i>Notes: As Susie Tolbert, is in year two of a DMT-TOP and has elected the TOP- EO option for cycle 2, we are requesting to utilize the reallocated funds from the student field trip to support the initial services that are necessary for the elected External Operator to assume full operation of the school in the event he school fails to make the necessary grade of "C" or higher.</i>			
					Total:	\$197,552.35