

Duval County Public Schools

Susie E. Tolbert Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	14
Planning for Improvement	19
Positive Culture & Environment	28
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: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	14
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	29

Susie E. Tolbert Elementary School

1925 W 13TH ST, Jacksonville, FL 32209

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	94%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Susie E. Tolbert Elementary School, we will provide meaningful learning experiences where every student will reach academic excellence in every class... everyday.

Provide the school's vision statement.

Every student at Susie E. Tolbert Elementary will be inspired and prepared for success in college, a career, and life.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Adams, Shana	Principal	<ol style="list-style-type: none"> 1. Leads, directs, and manages school operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation of school reform initiatives. 2. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations. 3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement. 4. Facilitates professional development of the instructional staff utilizing assessment data and other performance measures. Ensures professional development strategies are aligned and targeted to meet the needs of students in programs. 5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. 6. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs). 7. Develops and encourages positive school/community relations with internal and external stakeholders, and serves as liaison between the school, staff, and the community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success. 8. Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning. 9. Performs other duties as assigned.
Cardoza, Amanda	Assistant Principal	<ol style="list-style-type: none"> 1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process. 2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills. 3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation. 4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment. 5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works

Name	Position Title	Job Duties and Responsibilities
		<p>effectively within the larger organization; and mobilizes community resources.</p> <p>6. Collects and analyzes data for continuous school improvement.</p> <p>7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</p> <p>8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material.</p> <p>9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations.</p> <p>10. Performs other duties as assigned.</p>
Whigham, Derrick	Assistant Principal	<p>1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process.</p> <p>2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills.</p> <p>3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation.</p> <p>4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment.</p> <p>5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the larger organization; and mobilizes community resources.</p> <p>6. Collects and analyzes data for continuous school improvement.</p> <p>7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</p> <p>8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material.</p> <p>9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations.</p> <p>10. Performs other duties as assigned.</p>
Thomas, Felicia	Other	<p>1. Provides intensive instruction in mathematics to at-risk students in a one-on-one or small group setting.</p> <p>2. Identifies students who are at-risk of not meeting grade level mathematics proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, and Measures of Academic</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Progress (MAP), and other identified mathematics curricula based learning objectives.</p> <p>3. Coordinates with school Principal to develop a schedule of one-on-one or small group mathematics support, based upon analysis of current data, for identified at-risk students.</p> <p>4. Works closely with identified at-risk students' mathematics teacher to coordinate intervention program efforts that align with regular classroom instructional focuses to promote student success.</p> <p>5. Monitors and maintains accurate data and anecdotal records on student progress towards mathematics achievement goals. Articulates the students' response or progress to intervention of at-risk students weekly through a progress monitoring data base system.</p> <p>6. Performs other duties as assigned.</p>
	Curriculum Resource Teacher	<p>1. Provides intensive instruction in reading to at-risk students in a one-on-one or small group setting.</p> <p>2. Identifies students who are at-risk of not meeting grade level reading proficiency by analyzing data</p> <p>from identified state and district formative and summative assessments, classroom grades, and Measures of</p> <p>Academic Progress (MAP), and other identified reading curricula based learning objectives.</p> <p>3. Coordinates with school Principal to develop a schedule of one-on-one or small group reading support, based upon</p> <p>analysis of current data, for identified at-risk students.</p> <p>4. Works closely with identified at-risk students' reading teacher to coordinate intervention program efforts that align</p> <p>with regular classroom instructional focuses to promote student success.</p> <p>5. Monitors and maintains accurate data and anecdotal records on student progress towards reading achievement</p> <p>goals. Articulates the students' response or progress to intervention of at-risk students weekly through a progress</p> <p>monitoring data base system.</p> <p>6. Performs other duties as assigned.</p>
McDuffie, Melody	Reading Coach	<p>1. Assists school administrators, school-based reading coaches, and teachers with analysis of school, class, and individual student data to determine needs in reading and ELA.</p> <p>2. Models and conducts focus walks with school-based personnel to collect and analyze data to plan for instruction and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>professional development.</p> <p>3. Provides daily support to classroom teachers in each of the major reading components based on an analysis of student performance data.</p> <p>4. Models effective instructional strategies for teachers through co-teaching in classrooms, coaching, mentoring and facilitating study groups. Interprets state and district mandates for teachers and math coaches, and how these mandates support student achievement.</p> <p>5. Supports teachers and reading coaches with planning instruction to meet student needs through differentiated instruction.</p> <p>6. Works with school-based coaches and teachers to ensure that research-based reading programs (comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs) and strategies are implemented with fidelity and adjusted to meet student needs.</p> <p>7. Provides support for school-based professional development to build school training capacity. Develops and delivers school-based professional development in reading content and instructional strategies for assigned grades or content, based on targeted school needs and identified teacher needs.</p> <p>8. Participate in the development and facilitation of learning communities for the purpose of professional study and collaborative work.</p> <p>9. Ensures that intensive reading teachers implement a 90 minute uninterrupted reading block using the Supplemental Reading Intervention Program (SIRP).</p> <p>10. Facilitates implementation of standards-based instruction by participating in district, regional, and/or state meetings.</p> <p>11. Performs other duties as assigned.</p>
McRae , April McRae	Administrative Support	<p>District Assistant Principal</p> <p>1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process.</p> <p>2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills.</p> <p>3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation.</p> <p>4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment.</p> <p>5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works</p>

Name	Position Title	Job Duties and Responsibilities
		<p>effectively within the larger organization; and mobilizes community resources.</p> <p>6. Collects and analyzes data for continuous school improvement.</p> <p>7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</p> <p>8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material.</p> <p>9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations.</p> <p>10. Performs other duties as assigned.</p>
Bridges, Arica	Other	<p>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.</p>

Demographic Information

Principal start date

Sunday 7/1/2018, Shana Adams

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

5

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.*

5

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

330

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	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	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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	

Date this data was collected or last updated

Tuesday 6/8/2021

2020-21 - 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	122	115	93	0	0	0	0	0	0	0	330
Attendance below 90 percent	0	0	0	3	22	32	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	4	22	23	0	0	0	0	0	0	0	49
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	39	35	36	0	0	0	0	0	0	0	110
Students retained two or more times	0	0	0	6	12	13	0	0	0	0	0	0	0	31

2020-21 - 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	122	115	93	0	0	0	0	0	0	0	330
Attendance below 90 percent	0	0	0	3	22	32	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	4	22	23	0	0	0	0	0	0	0	49
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	39	35	36	0	0	0	0	0	0	0	110
Students retained two or more times	0	0	0	6	12	13	0	0	0	0	0	0	0	31

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				20%	50%	57%	23%	50%	56%
ELA Learning Gains				37%	56%	58%	39%	51%	55%
ELA Lowest 25th Percentile				37%	50%	53%	45%	46%	48%
Math Achievement				29%	62%	63%	30%	61%	62%
Math Learning Gains				42%	63%	62%	35%	59%	59%
Math Lowest 25th Percentile				45%	52%	51%	37%	48%	47%
Science Achievement				13%	48%	53%	13%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	18%	51%	-33%	58%	-40%
Cohort Comparison						
04	2021					
	2019	17%	52%	-35%	58%	-41%
Cohort Comparison		-18%				
05	2021					
	2019	16%	50%	-34%	56%	-40%
Cohort Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	30%	61%	-31%	62%	-32%
Cohort Comparison						
04	2021					
	2019	24%	64%	-40%	64%	-40%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-30%				
05	2021					
	2019	22%	57%	-35%	60%	-38%
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	11%	49%	-38%	53%	-42%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used to compile the data listed below was the PMA data for the 2020-2021 academic year. This assessment was taken 3 times to monitor students progress as the worked toward mastery of selected standards.

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16/23%	13/14%	19/23%
	Economically Disadvantaged	10/17%	10/12%	14/19%
	Students With Disabilities	3/18%	3/16%	3/17%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/22%	18/20%	26/31%
	Economically Disadvantaged	8/15%	14/18%	20/28%
	Students With Disabilities	3/20%	3/17%	4/22%
	English Language Learners	0/0%	0/0%	0/0%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/20%	19/23%	17/21%
	Economically Disadvantaged	11/17%	15/21%	17/24%
	Students With Disabilities	1/7%	0/0%	3/19%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21/27%	24/27%	24/29%
	Economically Disadvantaged	14/25%	17/25%	21/29%
	Students With Disabilities	1/7%	5/36%	5/31%
	English Language Learners	0/0%	0/0%	0/0%
Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/19%	17/29%	17/34%
	Economically Disadvantaged	10/19%	15/27%	16/34%
	Students With Disabilities	2/15%	1/8%	3/30%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/22%	18/30%	14/27%
	Economically Disadvantaged	8/17%	14/25%	11/22%
	Students With Disabilities	2/18%	6/46%	5/42%
	English Language Learners	0/0%	0/0%	0/0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/18%	10/17%	14/29%
	Economically Disadvantaged	8/16%	8/15%	12/26%
	Students With Disabilities	3/25%	2/15%	3/30%
	English Language Learners	0/0%	0/0%	0/0%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	20	14		39	60		38				
BLK	21	37	37	34	46	44	20				
WHT	31			46							
FRL	20	36	39	31	44	41	25				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	246
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	34
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Analysis forthcoming

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Analysis forthcoming

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Analysis forthcoming

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Analysis forthcoming

What were the contributing factors to this improvement? What new actions did your school take in this area?

Analysis forthcoming

What strategies will need to be implemented in order to accelerate learning?

Analysis forthcoming

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Analysis forthcoming

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Analysis forthcoming

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	<p>Description: Instructional practice specifically relating to standards aligned instruction will focus on supporting teachers with research based practices that follow state adopted standards within the specific content area.</p> <p>Rationale: Standards-based data (FSA, common assessments, Walkthrough, etc.) collected from the 2020-2021 school year showed students performing below grade level in ELA, Math and Science with an increased need for consist tasks aligned to grade-appropriate standards. Teachers need PD to standard-aligned tasks and assessments to calibrate and teach work that meets the entire standard. Standards-Walk Through data collected from the 2020-2021 showed that 60% of teachers were providing grade-appropriate standards-aligned tasks and assessments.</p>
Measurable Outcome:	<p>Standards Aligned Instruction will increase on the SWT from a 3.2 to a 4 or higher in the area of assessing student learning with consistent collaboration of daily walk-throughs and weekly analysis SWT data.</p>
Monitoring:	<p>The SWT Dashboard will be used to monitor and measure the outcomes of the walkthroughs. A weekly or biweekly meeting with the leadership team will be used to share data and plan for next steps. In addition, we will work with the supplemental Assistant Principal. The primary role of the supplemental Assistant Principal is to provide additional instructional support to content areas in standards-aligned instruction. Conduct professional development and in-depth study of standards via standard leaning ARCS development. Provide content teachers with explicit Instructional delivery development and coaching cycle support to increase standard-aligned instructional delivery, student achievement, closing the achievement gap in tested grades; Support core Learning communities. Monitors instructional practices via the Standard Walkthrough Tool (SWT), 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>
Person responsible for monitoring outcome:	<p>Shana Adams (adamss2@duvalschools.org)</p>
Evidence-based Strategy:	<p>Professional Learning Communities (PLC:):</p> <p>Professional learning communities will be focused on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data.</p> <p>The work of the PLC will be centered around the research of Richard DuFour's PLC questions:</p> <ol style="list-style-type: none"> 1.What is it we want our students to learn? 2.How will we know if each student has learned it? 3.How will we respond when some students do not learn it? 4.How can we extend and enrich the learning for students who have demonstrated proficiency?
Rationale for Evidence-	<p>Professional Learning Committees:</p> <p>Ensure students are exposed to standards aligned instruction, tasks, and assessments. In order to provide teachers opportunities to engage in grade appropriate standards-based</p>

based Strategy: tasks (whether in a brick and mortar setting or virtual setting), teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning. PLC's Plus by Fischer and Frayer Learning by Doing: A Handbook for PLCs at Work (DuFour, DuFour, Eaker, and Many).

Action Steps to Implement

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

Person Responsible Amanda Cardoza (cardozaa@duvalschools.org)

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

Person Responsible Amanda Cardoza (cardozaa@duvalschools.org)

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

Person Responsible Shana Adams (adamss2@duvalschools.org)

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

Person Responsible Amanda Cardoza (cardozaa@duvalschools.org)

Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills

Person Responsible Amanda Cardoza (cardozaa@duvalschools.org)

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

Person Responsible Amanda Cardoza (cardozaa@duvalschools.org)

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

Person Responsible Shana Adams (adamss2@duvalschools.org)

Establish Structure and Expectations for PLCs

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

etc...

- Leadership Team creates a protocol for the cycle within PLCs for each content area

Person Responsible Shana Adams (adamss2@duvalschools.org)

Building Capacity of Teachers and (ILT) Instructional Leadership Team

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

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

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

- Provide professional learning opportunities for ILT(assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment via learning arcs, Kudding Standards, Assessment of standard etc...

- Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed

- Coaches will develop coaching plans for teachers based on specific criteria of support needed

Person Responsible Shana Adams (adamss2@duvalschools.org)

Data and Analysis of Standards-Aligned Instruction

- Trend data will be communicated to teachers (whole school, content, grade level) by administration

- Individual feedback will be communicated to teachers by administration and content coaches

- During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery

- Teachers will collect student work and bring to PLC

- Teachers will analyze and sort student work based on established criteria

- Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation

- Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.

Person Responsible Shana Adams (adamss2@duvalschools.org)

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

Area of Focus Description and Rationale:	Our area of focus will be professional development for teachers in standards and standard based alignment tasks to implement best practices aligned to state adopted standards with in each content area.
Measurable Outcome:	By December of 2021, instructional practices in the core subject areas will increase proficiency of students by 20% and by March 2022 student proficiency will increase by 30%. 100% of teachers will be provided an opportunity to engage in standard aligned tasks. Proficiency will be monitored by district progress monitoring assessments, modular assessments, and iReady diagnostic assessments.
Monitoring:	Weekly data will be pulled from: Performance Matters, district assessments, ACALETICS, EEAs, exit tickets, mastery checks, learning checks, and SAS to demonstrate how the subgroups are doing. A member of the leadership team will address trends with administration and will create alternate plans for deficits observed.
Person responsible for monitoring outcome:	Shana Adams (adamss2@duvalschools.org)
Evidence-based Strategy:	Teachers, administrators, and instructional coaches will adopt the district's 7 Step Learning Arc process to increase understanding and alignment of standards in all disciplines.
Rationale for Evidence-based Strategy:	Teachers, administrators and instructional coaches received training on the Learning Arcs during the previous school year. This allowed all stakeholders the opportunity to fully understand the demands of a standard in all content areas. District specialists have provided a form for the 7 step process that allows a clear format for the strategy.

Action Steps to Implement

Professional Development-Teachers will participate in weekly common planning in which Duval - 1281 - Susie E. Tolbert Elementary School - 2020-21 SIP
 Last Modified: 6/8/2021 <https://www.floridacims.org> Page 16 of 30
 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.

Person Responsible Felicia Thomas (thomasf1@duvalschools.org)

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

Person Responsible Felicia Thomas (thomasf1@duvalschools.org)

Teachers and leadership team will participate in Professional Development and conferences that will enhance their instructional program in guided reading, mathematics, science and technology,

Person Responsible Amanda Cardoza (cardozaa@duvalschools.org)

Leadership team will develop and utilize monitoring tools to track and monitor effectiveness of our instructional programs

Person Responsible Shana Adams (adamss2@duvalschools.org)

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

Person Responsible Shana Adams (adamss2@duvalschools.org)

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

Person Responsible Amanda Cardoza (cardozaa@duvalschools.org)

Employ PT support to assist and train teachers in full implementation of the PITSCO lab. PITSO Learning Lab and/or tiered instructional support

Person Responsible Shana Adams (adamss2@duvalschools.org)

Establish effective communication protocols to keep parents informed of progress via use of planners, class dojo, weekly folders, and parent training.

Person Responsible Amanda Cardoza (cardozaa@duvalschools.org)

Request support form district curriculum specialists to ensure teachers are supported and curriculum expectations are followed with fidelity.

Person Responsible Shana Adams (adamss2@duvalschools.org)

Utilize district Standards Walk-through Tool

Person Responsible Shana Adams (adamss2@duvalschools.org)

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

Our 2020-2021 ELA PMA3 data revealed that only 25% of students were proficient in Reading. Our proficiency goal for the year was 30%. With the onset of COVID-19, we believe that this data could have been significantly higher.

Measurable Outcome:

If we implement intentionally focused, strategic instructional plans based on current data points, utilize Corrective Reading school wide, and implement the writing curriculum with fidelity, then achievement will improve in ELA to a minimum goal of 30% proficiency and ELA Lowest Percentile Quartile will increase by 48%.

Monitoring:

The administrative team, Reading Coach, Reading Interventionist, Standards Coach, and District Specialists will use the following programs and platforms to monitor our instructional programs:

1. Online learning platforms: ACHIEVE3000 and FRECKLE
2. Corrective Reading
3. Writing City and Top Score
4. Equivalent Experience Assessments and tasks.
5. Tutoring/Saturday School

This team will develop and utilize monitoring tools to track and monitor effectiveness of programs. Once the data is disaggregated, they will meet with individual teachers on a biweekly basis to identify Tier II and III students that need intensive, small group remediation.

Person responsible for monitoring outcome:

Amanda Cardoza (cardozaa@duvalschools.org)

Evidence-based Strategy:

The administrative team, Reading Coach, Reading Interventionist, Standards Coach, and District Specialists will utilized to design, monitor and assess the quality of instruction as to improve overall student achievement in reading. Common planning, PLCs and professional development sessions will be utilized to address deficiencies discovered in the multiple programs being used for instruction. Once teachers have disaggregated and analyzed their students' data, they will work with the reading leadership team to create intensive, small group remediation lessons. Teachers will embed strategies to enhance student abilities to complete and comprehend the passages, tasks, questions, EEAs, and/or aligned assessments.

Rationale for Evidence-based Strategy:

This rationale for these evidence-based strategies would support the need to explicitly plan for standards-based instruction in reading that aligned with the LAFS and BEST standards.

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

Action Steps to Implement

1. Upon the administration of progress monitoring assessments, the administrative team will closely monitor and analyze data from each class and determine the academic needs of students and instruction for teachers.
2. The admin team will meet with the Reading Coach, Reading Interventionist, Standards Coach, and District Specialists to discuss data trends and create plans of action according to which teachers need support.
3. The administrative team, Reading Coach, Reading Interventionist, Standards Coach, and District Specialists will meet with each teacher to conduct a data chat after each assessment. A plan will be created between the reading leadership team and teacher to readdress specific student needs as presented by the data. Teacher will then create lessons to reteach the standard in a small, intensive group.
4. The reading coach will monitor the academic growth of students and their mastery of standards on school-based and district assessments according to the plan of action.

Person Responsible Amanda Cardoza (cardozaa@duvalschools.org)

#4. Instructional Practice specifically relating to Math

Area of Focus	Our 2020-2021 Math PMA3 data revealed that only 30% of students were proficient in Math. Our proficiency goal for the year was 40%. With the onset of COVID-19, we believe that this data could have been significantly higher.
Description and Rationale:	
Measurable Outcome:	Based on our data analysis, our intended outcome for Math Proficiency will increase by 11% in achievement compared to the earned 29%. Our Math Learning gains will increase from 42% to 55% in 2022. Lastly, the bottom quartile will increase by at least 5% to an overall average of 50%.
Monitoring:	This area of focus will be monitored for the desired outcome by conducting weekly planning session focused on learning for teachers using grade specific data and standards. Lesson plans and schedules will be monitored to ensure instructional time is maximized, and that standard aligned instruction is being implemented with fidelity. In addition, formal and informal assessment data will be leveraged to measure the effectiveness of interventions being implemented.
Person responsible for monitoring outcome:	Derrick Whigham (whigham-gd@duvalschools.org)
Evidence-based Strategy:	<p>Susie E. Tolbert will use the following materials and resources to measure and gauge the tiered levels of support needed to reach proficiency in Math:</p> <p>District Assessments iReady Small group resources and materials ACALETICS Reflex Math Standard Based Performance Tasks</p> <p>Small group remediation of standards in deficit Standard Based and aligned teacher assessments and activities</p> <p>Personnel: Math Coach, Instructional Interventionists, City Year, Paraprofessionals, Boys and Girls Club tutoring, and administrator support. Instructional administrative support and professional development.</p>
Rationale for Evidence-based Strategy:	<p>The rationale for these evidence based strategies would support the need to explicitly plan for instruction in math that is aligned to the Florida State Standards (MAFS).</p> <ol style="list-style-type: none"> 1. iReady, ACALETICS, and Reflex Math programs will provide students with instructional practice using multiple MAFS standard strands. These programs provide on grade level practice as well as remedial assignments to address students where their current learning needs are. 2. District and teacher made assessments will provide current and accurate data to determine if progress is being made with learning or if teachers need to address previous learning gaps. 3. Small group remediation and instructional support specialists will provide more intense and intentional instruction to enhance student understanding of materials. Students will be grouped according to needs and understanding. This will allow specialists to teach prerequisite standards and skills needed to master grade level standards and concepts.

Action Steps to Implement

1. Professional Development- Teachers will participate in professional development during early return sessions and preplanning week that will train each person on the use and implementation of iReady Math, ACALETICS, and Reflex Math.
2. Monitoring: A) Weekly Math PLCs will support instructional strategies used for instruction with these

math resources. B) Monthly progress monitoring of usage and student data of each program. C). Quarterly data chats with teachers and students.

3. Instructional Planning: Once next steps are determined through progress monitoring, the math interventionist and admin team will assist teachers in planning remediation lessons and small group instruction to address areas of deficit and determine the best way to address student mastery of standards.

Person Responsible Derrick Whigham (whigham-gd@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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

Recruit and Retain Teachers-

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

Building Strong Stakeholder relationships

- Acquiring Business Partners throughout the community to help support our school
- Utilizing social media to support our vision, mission and school wide goals Schoolwide initiatives
- Implementing AVID strategies to support instructional goals and celebrating teachers and students who met the goal
- Utilization of Class Dojo for teachers and students
- Weekly/Monthly Incentive activities

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

1. Facilitate quarterly cultural competency training sessions for staff and checkpoints throughout the year.
2. Administrators and Guidance Counselor will track and monitor IEP goals in FOCUS and with teachers.
3. Utilize Class Dojo to strengthen home-school communication with parents and guardians.
4. Implement monthly Academic and Behavioral socials with specific targets and goals like NO referrals and 95% attendance.
5. Utilize Guidance City Year, Girls and Boys Club, Counselor, Social Worker and onsite Behavior Therapist to facilitate whole group and small group sessions.
6. Administrators will conduct daily walk through to track and monitor progress.
7. Instructional paraprofessionals, City Year and Social Worker will be utilized to motivate and inspire students and parents to achieve Attendance and Behavioral goals.
8. Foster Edward Waters College/Florida State College mentors and student volunteers program to help support PBIS program goals.
9. Improve the areas of the 5 essentials survey.
10. Complete monthly celebrations for teachers during faculty meetings.
11. Provide learning excursions by grade level to enhance learning opportunities and expose students to real world learning experiences.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The Principal, Assistant Principals, academic coaches, interventionists, teachers and paraprofessionals are all responsible for promoting positive culture and environment at the school. Members of the leadership will ensure that teacher morale is boosted throughout the year by monitoring the areas of the 5 Essentials Survey.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$54,890.85
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	110-Administrators	1281 - Susie E. Tolbert Elementary School	UniSIG	0.5	\$37,026.00
			<i>Notes: Supplemental Instructional Assistant Principal - This is not a new position. The primary role of the supplemental instructional assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental instructional AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -support the effective use of benchmarks, learning, and expectations. - Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded with Westview K-8 (50%).</i>			
	7300	210-Retirement	1281 - Susie E. Tolbert Elementary School	UniSIG		\$4,006.21

			<i>Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%</i>			
	7300	220-Social Security	1281 - Susie E. Tolbert Elementary School	UniSIG		\$2,832.49
			<i>Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%</i>			
	7300	231-Health and Hospitalization	1281 - Susie E. Tolbert Elementary School	UniSIG		\$5,935.27
			<i>Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%</i>			
	7300	232-Life Insurance	1281 - Susie E. Tolbert Elementary School	UniSIG		\$7.41
			<i>Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%</i>			
	7300	240-Workers Compensation	1281 - Susie E. Tolbert Elementary School	UniSIG		\$610.93
			<i>Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%</i>			
	7300	290-Other Employee Benefits	1281 - Susie E. Tolbert Elementary School	UniSIG		\$192.54
			<i>Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%</i>			
	5100	519-Technology-Related Supplies	1281 - Susie E. Tolbert Elementary School	UniSIG		\$4,280.00
			<i>Notes: Toner 6 qty - This line item is needed for the teachers, coaches, and interventionists to print out small group lessons, progress monitoring data, and lesson plans. This is also needed to communicate academic progress with students.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$44,565.25
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	1281 - Susie E. Tolbert Elementary School	UniSIG	1.0	\$18,421.20
			<i>Notes: General Education Paraprofessional - will ensure the students get an additional layer. The general para will work directly with students for Tier II and Tier II instruction. Based on data, the reading will work with the para to ensure students who need any additional layer of support in the small group rotations. The para will also keep a progress monitoring log of student progress toward standards mastery. General Education Paraprofessionals work directly under the supervision of a classroom teacher. \$8.87 - \$9.65 / Per Hour; Kind of Work + benefits @ 17.6%. The Instructional, Paraprofessional (Regular Needs) is assigned 100% of the workday the responsibility for assisting classroom teachers with instruction and the maintenance of discipline in general education instructional situations. All of the time must be spent on small group tutoring or instruction of children and grading papers under the supervision of the teacher and with other classroom duties assigned by the teacher. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%). This position was partially paid using 50% from UniSIG and 50% using Schools of Hope. The Schools of Hope grant has expired.</i>			
	5100	210-Retirement	1281 - Susie E. Tolbert Elementary School	UniSIG		\$1,993.18
			<i>Notes: General Education Paraprofessional Retirement at 10.82%</i>			
	5100	220-Social Security	1281 - Susie E. Tolbert Elementary School	UniSIG		\$1,409.22
			<i>Notes: General Education Paraprofessional Social Security/Medicare at 7.65%</i>			
	5100	231-Health and Hospitalization	1281 - Susie E. Tolbert Elementary School	UniSIG		\$8,355.86
			<i>Notes: General Education Paraprofessional Group Health at 45.36%</i>			

	5100	232-Life Insurance	1281 - Susie E. Tolbert Elementary School	UniSIG		\$11.05
			Notes: General Education Paraprofessional Group Life at 0.06%			
	5100	240-Workers Compensation	1281 - Susie E. Tolbert Elementary School	UniSIG		\$303.95
			Notes: General Education Paraprofessional Workers Comp at 1.65%			
	5100	290-Other Employee Benefits	1281 - Susie E. Tolbert Elementary School	UniSIG		\$257.90
			Notes: General Education Paraprofessional Flex Benefits at 1.40%			
	5900	120-Classroom Teachers	1281 - Susie E. Tolbert Elementary School	UniSIG		\$8,640.00
			Notes: Tutoring \$24 per hour, 360 hours, 20 Teachers - The line item will be used to support grade levels 3-5 tutors to assist with the achievement gaps. Tutoring will be offered to students in the lowest performing quartile in grade level 3-5. Certified teachers will have the opportunity to sign up on a first come, first serve basis. The tentative dates are October 4th - December 10th (before school, after school, or Saturday school). The subject areas will be Math, ELA, and Science.			
	5900	210-Retirement	1281 - Susie E. Tolbert Elementary School	UniSIG		\$934.85
			Notes: Tutoring Retirement Benefits 10.82 %			
	5900	220-Social Security	1281 - Susie E. Tolbert Elementary School	UniSIG		\$660.96
			Notes: Tutoring Social Security 7.65%			
	5900	240-Workers Compensation	1281 - Susie E. Tolbert Elementary School	UniSIG		\$142.56
			Notes: Tutoring Workers Compensation 1.65%			
	5100	330-Travel	1281 - Susie E. Tolbert Elementary School	UniSIG		\$2,700.00
			Notes: Field trips Mosh, Museum of Science and History \$9 per students, 3 separate trips, one for each grade level - This will allow students to engage in hands on learning experiences with multiple science standards. The MOSH has standard alignment with each section of the museum.			
	7800	390-Other Purchased Services	1281 - Susie E. Tolbert Elementary School	UniSIG		\$734.52
			Notes: Field trips Mosh, Museum of Science and History Transportation 2 buses for each trip (local).			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$6,089.50
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	1281 - Susie E. Tolbert Elementary School	UniSIG		\$5,823.82
			Notes: Vocabulary Workbooks Grades 4,5 100 qty \$14.65 each Grade 3 120 qty @ \$14.65 each 5 Teacher workbooks each grade			
	5100	510-Supplies	1281 - Susie E. Tolbert Elementary School	UniSIG		\$265.68
			Notes: Composition books, pens, pencils, crayons, highlighters			
4	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00

Total:	\$105,545.60
--------	--------------