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# Susie E. Tolbert Elementary School

1925 W 13TH ST, Jacksonville, FL 32209

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

## Demographics

**Principal: Shana Adams**

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School 3-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: C (52%) 2018-19: D (32%) 2017-18: D (32%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the 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](http://www.floridacims.org).

**Purpose and Outline of the SIP**

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

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# Susie E. Tolbert Elementary School

1925 W 13TH ST, Jacksonville, FL 32209

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School 3-5</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>96%</p>

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Adams, Shana	Principal	<p>Job Summary</p> <p>Ensures the highest academic standards and a safe and secure learning environment for all students. Leads, manages, supervises, and administers all programs, policies and activities of the school. Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel.</p> <p>Essential Functions</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement.</li> <li>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.</li> <li>5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies.</li> <li>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).</li> <li>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.</li> <li>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.</li> <li>9. Performs other duties as assigned.</li> </ol> <p>Knowledge of differentiated instruction</p> <ul style="list-style-type: none"> <li>• Knowledge of current educational trends and research regarding effective strategies for school programs</li> <li>• Knowledge of federal and state requirements regarding school programs</li> <li>• Strong supervisory skills</li> <li>• Strong oral, written, and interpersonal communication skills</li> <li>• Strong word processing, spreadsheet, and presentation software skills</li> <li>• Strong creative problem solving skills</li> <li>• Strong time management skills</li> </ul>

Name	Position Title	Job Duties and Responsibilities
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- Ability to perform the duties of school principals as defined by state statutes and district operating procedures
- Ability to frequently work extended hours beyond the regular school day
- Ability to use assessment results data to drive school improvement, instruction, and interventions
- Ability to monitor student outcomes to assess effectiveness of strategic plan implementation
- Ability to prepare and manage the school’s budget and allocated resources
- Ability to use technology to effectively communicate and manage tasks
- Ability to read, interpret and enforce the State Board Rules, Code of Ethics, School Board policies and appropriate state evaluation procedures
- Ability to use coaching and evaluation procedures
- Ability to design, plan and organize activities to achieve goals
- Ability to persuade others
- Ability to make or share decisions in a timely manner
- Ability to set high achievement expectations with benchmarks of progress towards goals
- Ability to effectively facilitate meetings

**Job Summary**

Serves as Assistant Principal of the learning community. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community.

**Essential Functions**

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 effectively within the larger organization; and mobilizes community resources.
6. Collects and analyzes data for continuous school improvement.

Cardoza, Amanda  
Assistant Principal



Name	Position Title	Job Duties and Responsibilities
		<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> <p>Knowledge, Skills, and Abilities</p> <p>Knowledge of differentiated curriculum</p> <p>Knowledge of multiple learning styles / multisensory instruction</p> <p>Knowledge of best practices in current educational trends and research</p> <p>Knowledge of techniques and organizational skills useful in leading and managing a complex and diverse organization</p> <p>Knowledge of methods and principles of personnel evaluation</p> <p>Knowledge of budget process and procedures</p> <p>Strong supervisory management skills</p> <p>Strong oral, written, and interpersonal communication skills</p> <p>Strong word processing, spreadsheet, and presentation software skills</p> <p>Strong creative problem solving skills</p> <p>Strong time management skills</p> <p>Ability to perform the duties of school assistant principals as defined by state statutes and district operating procedures</p> <p>Ability to frequently work extended hours beyond the regular school day</p> <p>Ability to set annual learning gains, school improvement goals, and instructional improvement targets</p> <p>Ability to use a problem-solving model when confronted with unsettled questions or undesirable situations</p> <p>Ability to interact effectively with diverse individuals and groups</p> <p>Ability to defuse contentious situations</p> <p>Ability to use data to assess and monitor school and instructional improvement</p> <p>Ability to develop and maintain good communications and public relations between school and community</p> <p>Ability to manage the school's budget and allocated resources</p> <p>Ability to use diagnostic tools to assess, identify, and apply instructional improvement</p> <p>Ability to work with staff to identify strategies for improving student achievement appropriate to the school population</p> <p>Ability to interpret federal and state guidelines and how they pertain to the school</p> <p>Ability to use financial resources and capital goods and services to support school priorities</p> <p>Ability to analyze and use data</p> <p>Ability to use technology to support the educational efforts of staff and teachers</p> <p>Ability to read, interpret and enforce the State Board Rules, Code of Ethics, School Board policies and appropriate state evaluation procedures</p> <p>Ability to use coaching and evaluation procedures</p> <p>Ability to enforce collective bargaining agreements</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Ability to design, plan and organize activities to achieve goals</p> <p>Ability to persuade others</p> <p>Ability to initiate action and take responsibility for leading</p> <p>Ability to make or share decisions in a timely manner</p> <p>Ability to set high achievement expectations with benchmarks of progress towards goals</p> <p>Ability to communicate effectively both orally and in writing with school personnel, district staff, School Board members, state and federal departments of education, and the public</p> <p>Ability to effectively facilitate meetings</p>

**Job Summary**

Serves as Assistant Principal of the learning community. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community.

**Essential Functions**

Whigham, Assistant  
Derrick Principal

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

**Knowledge, Skills, and Abilities**

Name	Position Title	Job Duties and Responsibilities
		<p>Knowledge of differentiated curriculum</p> <p>Knowledge of multiple learning styles / multisensory instruction</p> <p>Knowledge of best practices in current educational trends and research</p> <p>Knowledge of techniques and organizational skills useful in leading and managing a complex and diverse organization</p> <p>Knowledge of methods and principles of personnel evaluation</p> <p>Knowledge of budget process and procedures</p> <p>Strong supervisory management skills</p> <p>Strong oral, written, and interpersonal communication skills</p> <p>Strong word processing, spreadsheet, and presentation software skills</p> <p>Strong creative problem solving skills</p> <p>Strong time management skills</p> <p>Ability to perform the duties of school assistant principals as defined by state statutes and district operating procedures</p> <p>Ability to frequently work extended hours beyond the regular school day</p> <p>Ability to set annual learning gains, school improvement goals, and instructional improvement targets</p> <p>Ability to use a problem-solving model when confronted with unsettled questions or undesirable situations</p> <p>Ability to interact effectively with diverse individuals and groups</p> <p>Ability to defuse contentious situations</p> <p>Ability to use data to assess and monitor school and instructional improvement</p> <p>Ability to develop and maintain good communications and public relations between school and community</p> <p>Ability to manage the school's budget and allocated resources</p> <p>Ability to use diagnostic tools to assess, identify, and apply instructional improvement</p> <p>Ability to work with staff to identify strategies for improving student achievement appropriate to the school population</p> <p>Ability to interpret federal and state guidelines and how they pertain to the school</p> <p>Ability to use financial resources and capital goods and services to support school priorities</p> <p>Ability to analyze and use data</p> <p>Ability to use technology to support the educational efforts of staff and teachers</p> <p>Ability to read, interpret and enforce the State Board Rules, Code of Ethics, School Board policies and appropriate state evaluation procedures</p> <p>Ability to use coaching and evaluation procedures</p> <p>Ability to enforce collective bargaining agreements</p> <p>Ability to design, plan and organize activities to achieve goals</p> <p>Ability to persuade others</p> <p>Ability to initiate action and take responsibility for leading</p> <p>Ability to make or share decisions in a timely manner</p> <p>Ability to set high achievement expectations with benchmarks of progress towards goals</p> <p>Ability to communicate effectively both orally and in writing with school personnel, district staff, School Board members, state and federal departments of education, and the public</p> <p>Ability to effectively facilitate meetings</p>

## Demographic Information

**Principal start date**

Sunday 7/1/2018, Shana Adams

**Number of teachers with a 2022 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.*

10

**Number of teachers with a 2022 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.*

3

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

22

**Total number of students enrolled at the school**

312

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

8

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

2

**Demographic Data**

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	115	85	93	0	0	0	0	0	0	0	293
Attendance below 90 percent	0	0	0	1	0	10	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	9	17	7	0	0	0	0	0	0	0	33
Course failure in ELA	0	0	0	23	3	4	0	0	0	0	0	0	0	30
Course failure in Math	0	0	0	3	2	0	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	23	14	34	0	0	0	0	0	0	0	71
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	28	35	0	0	0	0	0	0	0	81
Number of students with a substantial reading deficiency	0	0	0	68	27	46	0	0	0	0	0	0	0	141

Using the table above, complete the table below with the number of students by current grade level who have 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	18	56	42	0	0	0	0	0	0	0	116

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	18	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 7/27/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	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	0
Number of students with a substantial reading deficiency	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

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	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	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	8	4	0	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	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	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	15	2	21	0	0	0	0	0	0	0	0	38

**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	21	4	3	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	8	4	5	0	0	0	0	0	0	0	0	17

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%	50%	56%				20%	50%	57%
ELA Learning Gains	62%						37%	56%	58%
ELA Lowest 25th Percentile	85%						37%	50%	53%
Math Achievement	36%	48%	50%				29%	62%	63%
Math Learning Gains	63%						42%	63%	62%
Math Lowest 25th Percentile	65%						45%	52%	51%
Science Achievement	23%	59%	59%				13%	48%	53%

**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	2022					
	2019	18%	51%	-33%	58%	-40%
Cohort Comparison						
04	2022					
	2019	17%	52%	-35%	58%	-41%
Cohort Comparison		-18%				
05	2022					
	2019	16%	50%	-34%	56%	-40%
Cohort Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2022					
	2019	30%	61%	-31%	62%	-32%
Cohort Comparison						
04	2022					
	2019	24%	64%	-40%	64%	-40%
Cohort Comparison		-30%				
05	2022					
	2019	22%	57%	-35%	60%	-38%
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	11%	49%	-38%	53%	-42%
Cohort Comparison						

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	21	62	92	36	59		13				
BLK	28	61	84	35	64	68	23				
FRL	26	61	85	33	60	65	21				

  

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				

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
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				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	362
Total Components for the Federal Index	7
Percent Tested	99%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

**English Language Learners**

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

**Native American Students**

Federal Index - Native American Students	
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Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

2022 FSA Reading: 3rd grade proficiency increased 5 points to 24%, 4th grade increased 12 points to 26%, and 5th grade decreased 3 points to 27%

2022 FSA Math: 3rd grade proficiency increased 1 point to 30%, 4th grade increased 6 points to 37%, and 5th grade decreased 1 point to 34%

Overall, all district assessments given throughout the year demonstrate upward data trends that pointed the school in the direction of a School Grade increase.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Reading and Math: All grade level proficiency rates are lower than intended goals set at the beginning of the school year. Subgroups not making adequate progress towards proficiency but demonstrate gains in learning. 5th Grade Reading is in the most need for coaching support.

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

Due to COVID 19 there is a need for more reading and math strategies. Students are not proficient readers of grade-level text. Many students are also below grade level in math. If students are provided with additional opportunities to be exposed to grade level content their reading scores may increase. In addition, students need more exposure to new vocabulary and strategies on how to determine the meaning of unfamiliar terms.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Students identified as the Lowest Performing Quartile in Reading showed the most significant gains on the 2022 FSA. Over 90% of these students increased their scale scores from the 2021 administration of the test.

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

Direct instruction using LLI resources were provided to the LPQ students early in the school year. The Reading Interventionist worked daily with these students in small groups to increase their fundamental knowledge of reading skills. Consistent data monitoring of these students' progress provided check points to modify instruction throughout the lesson cycles.

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

1. Intentional professional development opportunities will be provided to teachers to increase their understanding of the new standards and benchmarks.
2. Biweekly PLCs will offer time to collaborate and practice instructional strategies identified as best practices for small group learning.
3. Continue standards based instruction
4. Frequent progress monitoring of multiple data points to inform instructional decisions.

**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.**

District specialists will be able to provide B.E.S.T Standards Implementation professional development trainings to coaches and teachers. Biweekly PLCs will reinforce professional development learning through action and implementation of instructional strategies.

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

Intervention programs will continue to be implemented with targeted students. Instructional coaches will provide one on one coaching cycles with teachers in order to support their understanding of each content area and small group implementation. Weekly administrative walk throughs will provide teachers immediate feedback regarding instructional alignment to the standards and benchmarks.

Title I funds will be used to add supplemental personnel, supplemental materials, and professional development to provide classroom instruction, specialized instruction and additional support to increase student achievement.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to B.E.S.T. Standards**

**Area of Focus  
Description and  
Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Explicit use of the Florida B.E.S.T standards and resources to better understand concepts and skills aligned to the benchmark's learning task. Create a clear instructional focus to transfer the understanding of current benchmarks.

**Measurable  
Outcome:  
State the specific  
measurable  
outcome the  
school plans to  
achieve. This  
should be a data  
based, objective  
outcome.**

Instructional Delivery will average a 3.5 or higher using the district's Standards Walk Through Form.

**Monitoring:  
Describe how this  
Area of Focus will  
be monitored for  
the desired  
outcome.**

Administrative team will participate in weekly Professional Learning Communities for Reading and Math in order to understand scope and sequence of lessons and instructional strategies. Admin team will use the district Standards Walk Through form to determine if instructional strategies used are aligned to benchmarks. Walk throughs will reveal instruction of content, concepts and tasks that are aligned to the benchmarks and intended learning.

**Person  
responsible for  
monitoring  
outcome:**

Shana Adams (adamss2@duvalschools.org)

**Evidence-based  
Strategy:  
Describe the  
evidence-based  
strategy being  
implemented for  
this Area of  
Focus.**

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."  
<https://www.jstor.org/stable/3699585?seq=1>

**Rationale for  
Evidence-based  
Strategy:  
Explain the  
rationale for  
selecting this  
specific strategy.  
Describe the  
resources/criteria  
used for selecting  
this 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 Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers, coaches, and admin will participate in district provided professional development to understand the new B.E.S.T standards and benchmarks.

**Person Responsible** Shana Adams (adamss2@duvalschools.org)

Teachers will plan aligned lessons with strategically selected instructional strategies with the assistance of content area coach (weekly). Coaches will model how to deliver lessons with aligned instructional strategy and provide coaching as needed.

**Person Responsible** Amanda Cardoza (cardozaa@duvalschools.org)

Develop explicit Look-Fors and provide focused feedback to teachers to insure instructional practices are identified to support improvement  
Monitor delivery of instructional strategies (with SWT) to determine alignment to benchmarks.

**Person Responsible** Shana Adams (adamss2@duvalschools.org)

Provide ongoing PD to Leadership team and teachers to reduce gaps in practice with a streamline approach to monitor look fors connected to implementation and planning.

**Person Responsible** Shana Adams (adamss2@duvalschools.org)

Provide tutoring to students before, after and during school to decrease learning gaps.

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

Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement”

**Person Responsible** Amanda Cardoza (cardozaa@duvalschools.org)

**#2. Instructional Practice specifically relating to Small Group Instruction**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Susie Tolbert has a 100% rate of economically disadvantaged students and 94% rate of minority students. Based on the 2021-2022 Reading FSA results, 28% of students were proficient. Math results indicated a 36% proficiency. Science results demonstrated 23% proficient. These data points indicate a strong need for small group instruction to increase proficiency of all subgroups of students in all content areas.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Due to skilled and specialized small group instruction of all subgroups, the benchmark assessments given throughout the year will increasingly demonstrate an upward trend towards proficiency in all grade levels and content areas. By the third administration (end of year assessment) a minimum of 30% proficiency in Reading, 40% in Math, and 25% in Science.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Weekly data will be pulled from: Performance Matters, district assessments, ACALETICS, exit tickets, learning checks, and SAS to demonstrate how the subgroups are progressing. A member of the instructional leadership team will address trends with administration and will create alternate plans for deficits observed to be rolled out in small groups each week.

**Person responsible for monitoring outcome:**

Derrick Whigham (whigham-gd@duvalschools.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

To increase content area proficiency in all grade levels, a variety of instructional resources will be utilized. This will include, but not be limited to: Administrative professional development, Instructional Coach professional development, teacher professional development, district curriculum resources (Benchmark, ACALETICS, Reveal Math, HMH, etc), Pitsco lab experiments, blended learning platforms, off campus assemblies and fieldtrips such as MOSH, STAR BASE, Marine Science Center, the library, LEGO Land, EPCOT, Bowling Alley, and various other places.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/**

The aforementioned strategies will increase proficiency by providing real world opportunities for exposure to content area topics. They will provide teachers a bank of strategies to incorporate into their small group instruction. Professional development opportunities will allow participants to understand the demands of the standards of all content areas when teaching in small group.

**criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development for admin, coaches, and teachers. Faculty will participate in PD conferences that will enhance their understanding of the new state adopted standards.

**Person Responsible** Shana Adams (adamss2@duvalschools.org)

Biweekly professional learning communities to increase teacher understanding of standards and instructional strategies to use in small groups with subgroups.

**Person Responsible** Amanda Cardoza (cardozaa@duvalschools.org)

Fieldtrips- Students will attend various learning excursions to engage in standards-based activities and create real world connections to content learned in all curriculum subject areas.

**Person Responsible** Derrick Whigham (whigham-gd@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)

Use Presentation equipment to support interactive learning of Science, Math and Reading curriculum and computer software resources.

**Person Responsible** Amanda Cardoza (cardozaa@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** Derrick Whigham (whigham-gd@duvalschools.org)

Monthly content area academic celebrations (GREEN PARTY) for students meeting targeted goals.

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

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.



**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

N/A

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

According to the 2022 Reading FSA data, 72% of students school wide scored less than a Level 3. 76% of 3rd grade students scored less than 50% on the assessment as well. Due to the COVID-19 pandemic, students entered each grade level with significant reading deficiencies. Because of this, Tolbert's Literacy Leadership Team will continue to work with targeted subgroups of students to fill in reading skills gaps. The LLT will also support teachers through weekly professional learning communities, biweekly common plannings, and one on one coaching cycles. All of which will help to increase teacher's understandings of the new B.E.S.T standards.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

Students who scored lower than a Level 3 on the 2021-2022 Reading FSA will increase their proficiency level on the third administration of the benchmark assessment to 50% or higher. Progress monitoring will include analysis of benchmarks 1 and 2, teacher assessments, and blended learning performance. Through triangulating data, tutoring, pull out small groups with LLT members, and consistent monitoring of data, students will have ample opportunities to achieve their goal.



**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The LLT will monitor student progress on various assessments. Progress monitoring will be kept electronically to help determine which students and teachers need support. The administrative team will meet weekly with the LLT to determine the health of the Reading program. Instructional decisions will be made on a case by case basis after analyzing student progress on these various assessments.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Adams, Shana, adamss2@duvalschools.org

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Leveled Literacy Intervention (LLI) is a reading intervention program that provides daily, intensive small-group instruction to struggling readers. This program was used daily during the Reading Interventionist's small group pull outs with the lowest performing quartile students. 35 out of 36 LPQ students made gains in reading on the 2022 Spring FSA.

Benchmark Advanced resources will also be utilized as a district core curriculum for Reading students. This program is fully aligned to B.E.S.T standards and meets all ELA strands, standards and benchmarks. This will be the first year in implementing the program.

Corrective Reading will be used with students testing into the B1 program. This curriculum is designed to improve decoding, fluency, and comprehension skills for students reading significantly below grade level. Corrective Reading has been rated as Strong by Evidence for ESSA (<https://www.evidenceforessa.org/programs/reading/corrective-reading-elementary>) for students in grades three and five.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The aforementioned programs have been vetted thoroughly by district specialists and curriculum teams. Both LLI and Corrective Reading are specifically designed to address reading deficits in foundational skills

while Benchmark Advance aligns to the demands of the ELA Strands for the B.E.S.T standards. LLI and Corrective Reading have a proven record of effectiveness in Tolbert's struggling readers population.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership-</p> <ol style="list-style-type: none"> <li>1. Assemble LLT team</li> <li>2. Define goals, roles, and responsibilities</li> <li>3. Establish progress monitoring procedures</li> <li>4. Tutoring before after and during school</li> <li>5. Provide additional reading lesson opportunities for students.</li> </ol>	<p>Adams, Shana, adamss2@duvalschools.org</p>
<p>Literacy Coaching</p> <ol style="list-style-type: none"> <li>1. Establish guidelines for planning and facilitating PLCs/Common Planning with Literacy team</li> <li>2. Identify professional development opportunities and schedule dates</li> <li>3. Establish guidelines for coaching cycles and tier teachers according to support needed.</li> </ol>	<p>Cardoza, Amanda, cardozaa@duvalschools.org</p>
<p>Assessment</p> <ol style="list-style-type: none"> <li>1. Identify formative and summative assessments and schedule on school calendar.</li> <li>2. Administer assessments in timely manner</li> <li>3. Analyze assessment data with teachers and literacy coach</li> <li>4. Plan next steps according to analysis.</li> </ol>	<p>Cardoza, Amanda, cardozaa@duvalschools.org</p>
<p>Professional Learning</p> <ol style="list-style-type: none"> <li>1. Identify district professional development opportunities as well as conferences to help increase understanding of new standards and implementation practices.</li> <li>2. Literacy leadership team meets with teachers after PD opportunities to determine next steps and implementation.</li> <li>3. Admin team monitors fidelity of implementation through weekly walk throughs.</li> <li>4. Admin team provides immediate feedback to teachers to determine future levels of support through literacy leadership team.</li> </ol>	<p>Cardoza, Amanda, cardozaa@duvalschools.org</p>

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

This year, teachers, staff, and administrators will be using a PBIS rewards system and adopting elements of the Ron Clark Academy House System with students. The PBIS rewards allows faculty to award points to students who are going above and beyond behaviorally and academically. Points will be tracked through a digital system and students will be rewarded biweekly for their efforts. In addition, Tolbert will be adopting elements of the Ron Clark House System. This program is designed to promote climate and culture not only between grade levels, but whole school. The House System is a concept used to promote character, academic success, school spirit and a family atmosphere. Houses are ran by teachers and student leaders to plan activities throughout the year to encourage familial bonds between students and staff. The administrative team will allow houses to meet monthly to celebrate successes among students. In addition, we will continue to celebrate students quarterly for academics, behavior, and attendance.

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

- Administrative team- Supervise and monitor implementation of school wide initiatives. Plan and implement monthly teacher and staff incentives.
- Instructional Leadership Team- Plan quarterly activities and celebrations for students
- Learning Excursions and community learning opportunities
- PBIS Choice Fieldtrips
- Teachers- Plan monthly House activities
- Implement and promote Ron Clark House System with incentive support from parent House leaders and Business partners
- Implement PBIS Rewards system
- City Year- Plan monthly celebratory activities
- Green Party academic celebrations in reading and math
- Collegiate partners- Plan quarterly volunteer opportunities to promote student engagement in academic success.
- Faith based partners- Plan quarterly opportunities to celebrate faculty and student successes.