

Duval County Public Schools

Susie E. Tolbert Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	14
III. Planning for Improvement	19
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	24
VI. Title I Requirements	27
VII. Budget to Support Areas of Focus	28

Susie E. Tolbert Elementary School

1925 W 13TH ST, Jacksonville, FL 32209

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Adams, Shana	Principal	<p>nsures 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. The Visual and Performing Fine Arts program follows a 60-40 arts and academics program model, with 5 core academic courses and 3 fine arts discipline area courses present on the 8-period student schedule.</p> <p>Essential Functions</p> <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, fine arts, 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, alumni, and the North Florida arts community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success. 8. Involves stakeholders in the participation of school planning, stimulates and coordinates work of lay and professional committees. 9. Maintains inventory; provides storage, accounting and distribution of all supplies, equipment, and books. Initiate purchase order requests for approved supplies related to the school program.

Name	Position Title	Job Duties and Responsibilities
------	----------------	---------------------------------

10. 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.

11. Performs other duties as assigned.

Qualifications

Education: Master’s degree from an accredited college or university.

Experience: Two (2) years of successful administrative school experience as Assistant/Vice Principal. Classroom teaching preferred. Evidence of leadership ability.

Certifications & Licenses: Florida Department of Education Certification as School Principal or Educational Leadership or Administration/Supervision.

Knowledge, Skills, and Abilities

- Strong knowledge of curriculum development, educational theories, arts education, and modern educational approaches
- Strong knowledge of fine arts education programs
- Knowledge of diverse educational settings
- Knowledge of differentiated instruction
- Knowledge of current educational trends and research regarding effective strategies for school programs
- Knowledge of federal and state requirements regarding school programs
- Strong supervisory skills
- Strong oral, written, and interpersonal communication skills
- Strong word processing, spreadsheet, and presentation software skills
- Strong creative problem-solving skills
- Strong time management skills
- Ability to recruit, hire, and retain strong academic and fine arts discipline area instructors
- 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, including

Name	Position Title	Job Duties and Responsibilities
		<p>presence at arts discipline performances, showcases, and events. Ability to oversee school/program entrance auditions and school/arts discipline area admission limits 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</p>
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 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.

Name	Position Title	Job Duties and Responsibilities
		<p>Qualifications</p> <p>Education: Master’s degree from an accredited college or university.</p> <p>Experience: Three (3) years of successful teaching experience. Evidence of leadership ability.</p> <p>Certifications & Licenses: Educational Leadership; Successful completion of the former Administrative Training Program or acceptance into current Assistant Principal Preparation Program and have passing FELE scores.</p> <p>Knowledge, Skills, and Abilities</p> <ul style="list-style-type: none"> Knowledge of differentiated curriculum Knowledge of multiple learning styles / multisensory instruction Knowledge of best practices in current educational trends and research Knowledge of techniques and organizational skills useful in leading and managing a complex and diverse organization Knowledge of methods and principles of personnel evaluation Knowledge of budget process and procedures Strong supervisory management skills Strong oral, written, and interpersonal communication skills Strong word processing, spreadsheet, and presentation software skills Strong creative problem solving skills Strong time management skills Ability to perform the duties of school assistant principals as defined by state statutes and district operating procedures Ability to frequently work extended hours beyond the regular school day Ability to set annual learning gains, school improvement goals, and instructional improvement targets Ability to use a problem-solving model when confronted with unsettled questions or undesirable situations Ability to interact effectively with diverse individuals and groups Ability to defuse contentious situations Ability to use data to assess and monitor school and instructional improvement Ability to develop and maintain good communications and public relations between school and community Ability to manage the school’s budget and allocated resources Ability to use diagnostic tools to assess, identify, and apply instructional

Name	Position Title	Job Duties and Responsibilities
		improvement Ability to work with staff to identify strategies for improving student achievement appropriate to the school population Ability to interpret federal and state guidelines and how they pertain to the school Ability to use financial resources and capital goods and services to support school priorities Ability to analyze and use data Ability to use technology to support the educational efforts of staff and teachers 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 enforce collective bargaining agreements Ability to design, plan and organize activities to achieve goals Ability to persuade others Ability to initiate action and take responsibility for leading Ability to make or share decisions in a timely manner Ability to set high achievement expectations with benchmarks of progress towards goals 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 Ability to effectively facilitate meetings (References must be current supervisor and two former supervisors)

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team worked to analyze the previous school year's data in order to complete the SIP for this year. This included admin, instructional coaches, and site coaches. End of year surveys from the Title I Developmental Meeting were used in making certain decisions within the document. These surveys were taken by a variety of stakeholders such as business and faith based partners.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monthly leadership meetings will include progress monitoring of the effective implementation of the SIP's achievement goals. In the event a revision is needed, the leadership team will work together, in conjunction with subject area teacher to readjust goals and progress monitoring steps.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	66	60	53	0	0	0	179
One or more suspensions	0	0	0	5	8	9	0	0	0	22
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	1	0	10	0	0	0	11
One or more suspensions	0	0	0	9	17	7	0	0	0	33
Course failure in ELA	0	0	0	23	3	4	0	0	0	30
Course failure in Math	0	0	0	3	2	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	23	14	34	0	0	0	71
Level 1 on statewide Math assessment	0	0	0	18	28	35	0	0	0	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	68	27	46	0	0	0	141

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	18	56	42	0	0	0	116

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	1	0	10	0	0	0	11
One or more suspensions	0	0	0	9	17	7	0	0	0	33
Course failure in ELA	0	0	0	23	3	4	0	0	0	30
Course failure in Math	0	0	0	3	2	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	23	14	34	0	0	0	71
Level 1 on statewide Math assessment	0	0	0	18	28	35	0	0	0	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	68	27	46	0	0	0	141

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	18	56	42	0	0	0	116

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	36	48	53	28	50	56	21		
ELA Learning Gains				62			37		
ELA Lowest 25th Percentile				85			37		
Math Achievement*	40	58	59	36	48	50	34		
Math Learning Gains				63			47		
Math Lowest 25th Percentile				65			44		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	28	52	54	23	59	59	26		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	140
Total Components for the Federal Index	4
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	362
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	50			
ELL				
AMI				
ASN				
BLK	33	Yes	1	
HSP				
MUL				
PAC				
WHT				
FRL	34	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL				
AMI				
ASN				
BLK	52			
HSP				
MUL				
PAC				
WHT				
FRL	50			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	36			40			28					
SWD	57			60			27				4	
ELL												
AMI												
ASN												
BLK	34			39			28				4	
HSP												
MUL												
PAC												
WHT												
FRL	36			40			24				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	28	62	85	36	63	65	23					
SWD	21	62	92	36	59		13					
ELL												
AMI												
ASN												
BLK	28	61	84	35	64	68	23					
HSP												
MUL												
PAC												
WHT												
FRL	26	61	85	33	60	65	21					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	21	37	37	34	47	44	26					
SWD	20	14		39	60		38					
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	21	37	37	34	46	44	20					
HSP												
MUL												
PAC												
WHT	31			46								
FRL	20	36	39	31	44	41	25					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	47%	-3%	54%	-10%
04	2023 - Spring	35%	50%	-15%	58%	-23%
03	2023 - Spring	32%	46%	-14%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	59%	-17%	59%	-17%
04	2023 - Spring	49%	58%	-9%	61%	-12%
05	2023 - Spring	39%	52%	-13%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	48%	-19%	51%	-22%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Reading and Science Proficiency were the lowest areas of concern.. Proficiency: Reading 37%, Math 43%, Science 31%

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

All areas of proficiency data increased.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

3rd reading had the largest gap differential. Scale scores between the two revealed that State sSS off 312 School-SS of 299. Students in grade 3 were students who started their first 2 years of school at home due to the pandemic. Students entered school at a much lower academic baseline then in prior years.

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

5th grade math was the highest. There were only a few gaps. These students received a more consistent dose of daily instruction on campus.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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.

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

Reading, Science and Math are the highest priority for academic achievement. Developing social skills and improved behavior are also areas of concern.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This will be year 2 since our adoption of the Ron Clark Academy House System. This PBIS rewards systems allows both faculty and students to participate in school wide activities and celebrations. Faculty and staff will reward students for extraordinary academic and behavior throughout the school year. Points will be tracked through Bloomz and an in house system to promote healthy and fun competition. 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. Last year, Susie E. Tolbert saw a significant decrease in disciplinary referrals and a major increase in the culture and climate survey administered to the staff.

Measurable Outcome:

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

The number of disciplinary referrals, attendance rates and faculty/staff climate survey will be used to determine the efficiency of the implementation of the Ron Clark Academy House System (PBIS system).

Monitoring:

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

Monthly leadership meetings will analyze the previous month's disciplinary and attendance data. Additionally, the climate survey will be administered in 2024 to measure the satisfaction of adults in the building.

Person responsible for monitoring outcome:

Amanda Cardoza (cardozaa@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Bloomz PBIS and Ron Clark House system will promote a positive school culture. Monthly activities to build a sense of belonging and acceptance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Reading Amira fluency builder will be implemented via small group to support building blocks for reading. Reflux Math and FRAC will increase proficiency in number sense. Both schoolwide platforms are exclusive to the needs of our students. Bloomz

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 2023-2024 school year will bring about a unique challenge of approximately 57% of teachers will be new to Susie E. Tolbert as well as new to the teaching profession. In order to maintain high academic progress throughout the year, the administrative team and instructional coaches will need to provide coaching support to all content areas to increase the quality of benchmark-aligned instruction in classrooms.

Measurable Outcome:

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

There will be several forms of data collection throughout the year. Weekly assessments, summative assessments, and state progress assessments will all be used to determine the effectiveness of benchmark aligned instruction.

Monitoring:

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

The administrative team and instructional coaches will monitor data progress on a weekly basis through Blended Learning platforms and Performance Matters. Instructional decisions will be made after analysis occurs and will shape future professional learning community meetings and professional developments.

Person responsible for monitoring outcome:

Shana Adams (adamss2@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School based interventionist and 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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#3. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Susie Tolbert has a 100% rate of economically disadvantaged students and 94% rate of minority students. Based on the 2022-2023 Reading FAST results, 38% of students were proficient in Reading. Math results indicated a 45% proficiency. Science results demonstrated 29% 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, ISI progress monitoring, 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:

Shana Adams (adamss2@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

NA

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

According to the 2023 Reading FAST data, 62% of students school wide scored less than a Level 3. 76%

of 3rd grade students scored below L3 on the assessment as well. Students in this group started school as a virtual kindergartner. 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 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 Measurable Outcomes

NA

Grades 3-5 Measurable Outcomes

50% of our students will score a L3 or higher. Students who scored lower than a Level 3 on the 22-23 FAST will increase show gains on each PM assessment to reach the goal of L3 by the third administration of the FAST assessment.

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**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 impact student achievement outcomes.

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**Description:**

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. §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.

AMIRA fluency and Benchmark Intervention resources during WIN small group time will be used with students testing as a BQ or Bubble student.

This curriculum is designed to improve decoding, fluency, and comprehension skills for students reading significantly below grade level.

Rationale:

Explain the rationale for selecting 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 evidence-based 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"> 1. Assemble LLT team 2. Define goals, roles, and responsibilities 3. Establish progress monitoring procedures 4. Tutoring before after and during school 5. Provide additional reading lesson opportunities for students. 6. Hire an additional Reading Interventionist to provide small group support 	<p>Cardoza, Amanda, cardozaa@duvalschools.org</p>
<p>Assessment</p> <ol style="list-style-type: none"> 1. Identify formative and summative assessments and schedule on school calendar. 2. Administer assessments in timely manner 3. Analyze assessment data with teachers and literacy coach 4. Plan next steps according to analysis. 	<p>Cardoza, Amanda, cardozaa@duvalschools.org</p>
<p>Professional Learning</p> <ol style="list-style-type: none"> 1. Identify district professional development opportunities as well as conferences to help increase understanding of new standards and implementation practices. 2. Literacy leadership team meets with teachers after PD opportunities to determine next steps and implementation. 3. Admin team monitors fidelity of implementation through weekly walk throughs. 4. Admin team provides immediate feedback to teachers to determine future levels of support through literacy leadership team. 	<p>Adams, Shana, adamss2@duvalschools.org</p>
<p>Literacy Coaching</p> <ol style="list-style-type: none"> 1. Establish guidelines for planning and facilitating PLCs/Common Planning with Literacy team 2. Identify professional development opportunities and schedule dates 3. Establish guidelines for coaching cycles and tier teachers according to support needed. 4. Collaborate with FLDOE Literacy Support Karen Porter 	<p>Cardoza, Amanda, cardozaa@duvalschools.org</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

The aforementioned documents will be distributed to stakeholders by the following means: Providing copies during Title I parent involvement meeting and Open House, make documents available via the school website, and discussing progress during PTA, School Advisory and Title I Meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.

List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Monthly opportunities will be available to parents and stakeholders to build positive relationships with school staff. Title I Meetings, SAC, PTA, and House Meetings are among the monthly meetings stakeholders can attend. Members of the leadership team will reach out to community partners for support with school initiatives as well.

A copy of the 2023-2024 Family Engagement Plan can be found at: <https://dcps.duvalschools.org/domain/12175>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Analyzing past year's data and creating solid instructional program expectations will be the start to strengthening the academic program at Susie E. Tolbert. Creating detailed daily instructional frameworks will also ensure that teachers provide sufficient time to administer benchmark aligned instruction to students in small groups. Allowing the instructional coaches to provide one on one support to novice and/or struggling teachers will be critical to providing a rich curriculum. Lastly, restructuring common planning times to focus more on instructional delivery of high quality lessons will strengthen the academic program at Susie E. Tolbert.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Instructional coaches are funded out of Title I and alternate funding sources. Their expertise in the content areas of Reading and Math will help enhance the academic program at Susie E. Tolbert.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other				\$22,928.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	1281 - Susie E. Tolbert Elementary School	Title, I Part A	268.0	\$10,000.00
			<i>Notes: PROFESSIONAL DEVELOPMENT- RON CLARK ACADEMY CONFERENCE \$10000 RON CLARK PBIS ACADEMIC HOUSE PROGRAM \$1800</i>			

	5100	369	1281 - Susie E. Tolbert Elementary School	Title, I Part A	260.0	\$4,795.00	
<i>Notes: Reflux Math Program and Penda Learning</i>							
	5100	369	1281 - Susie E. Tolbert Elementary School	Title, I Part A	260.0	\$1,833.00	
<i>Notes: Penda Learning</i>							
	7800	390	1281 - Susie E. Tolbert Elementary School		260.0	\$1,500.00	
<i>Notes: Bus Transportation</i>							
	5100	334	1281 - Susie E. Tolbert Elementary School		260.0	\$3,000.00	
<i>Notes: fieldtrips</i>							
	5100	369	1281 - Susie E. Tolbert Elementary School	Title, I Part A	260.0	\$1,800.00	
<i>Notes: Ron Clark Program</i>							
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$195,213.00	
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
	5100	120	1281 - Susie E. Tolbert Elementary School	Title, I Part A	260.0	\$74,357.00	
<i>Notes: Math Interventionist</i>							
	5100	120	1281 - Susie E. Tolbert Elementary School	Title, I Part A	260.0	\$72,928.00	
<i>Notes: Reading Interventionist</i>							
	6100	168	1281 - Susie E. Tolbert Elementary School	Title, I Part A	260.0	\$16,798.00	
<i>Notes: Parent Liaison</i>							
	5100	510	1281 - Susie E. Tolbert Elementary School	Title, I Part A	260.0	\$12,435.00	
<i>Notes: Instructional and classroom supplies</i>							
	5100	519	1281 - Susie E. Tolbert Elementary School	Title, I Part A	260.0	\$5,200.00	
<i>Notes: Emtech Headphones, Keyboards, Speakers for interactive TV</i>							
	5100	519	1281 - Susie E. Tolbert Elementary School	Title, I Part A	260.0	\$3,495.00	
<i>Notes: Emtech Charging Stations</i>							
	5100	120	1281 - Susie E. Tolbert Elementary School		264.0	\$10,000.00	
<i>Notes: Tutors</i>							
3	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				\$0.00	
					Total:	\$218,141.00	

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No