

### **Mission**

J.W. Tolbert, Jr. Elementary School's mission is to provide a quality, differentiated education for all students. Each student will be given the support and instruction he or she needs to reach his or her full potential in a safe, nurturing environment. The staff and parents work together to prepare students to be productive citizens.

### **Vision**

Our vision is that all children will learn and grow as individuals. Each student will gain skills needed to advance to the next level of education and to be a productive citizen when his or her education is completed. Tolbert strives to provide an environment where children are safe and allowed to reach their full potential. Our vision for the future is that the growth of students will be measured individually to determine the appropriateness of the instruction.

### **Process Definition**



## Student Achievement



## Instructional Program Annual Review



### Goals



Increase staff collaboration



### Indicators



Collaborative Working Relationships Percentile



Teacher Responsibility for Learning Percentile



### Action Plans



## 92% of students will pass all SOL tests



### Goals



Exceed school board SOL pass rate target (Unadjusted)



### Indicators



% All 3rd grade students passing English SOL (Unadjusted)



% All 3rd grade students passing Math SOL (Unadjusted)



% All 3rd grade students passing Science SOL (Unadjusted)



% All 3rd grade students passing Social Science SOL (Unadjusted)



% All 4th grade students passing English SOL (Unadjusted)



% All 4th grade students passing Math SOL (Unadjusted)



% All 4th grade students passing Social Science SOL (Unadjusted)



% All 5th grade students passing English SOL (Unadjusted)



% All 5th grade students passing Math SOL (Unadjusted)



% All 5th grade students passing Science SOL (Unadjusted)



% All 5th grade students passing Writing SOL (Unadjusted)



### Action Plans





























Improve student achievement




### Indicators

Plan Overview - Summary















-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
-  % 1st grade students at/above PALS Spring Benchmark
-  % 2nd grade students meeting Phonological Awareness Literacy Screening (PALS) SPRING benchmark (District)
-  % All 3rd grade students passing English SOL (Unadjusted)
-  % All 3rd grade students passing Math SOL (Unadjusted)
-  % All 4th grade students passing English SOL (Unadjusted)
-  % All 4th grade students passing Math SOL (Unadjusted)
-  % All 5th grade students passing English SOL (Unadjusted)
-  % All 5th grade students passing Math SOL (Unadjusted)
-  % All students passing Reading SOL tests (AYP)
-  % ALL students who scored at the advanced level on SOL English tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Reading tests (Unadjusted)
-  % Black students passing the Math SOL test (AYP)
-  % Black students passing the Reading SOL test (AYP)
-  % Economically Disadvantaged students passing the Math SOL test (AYP)
-  % Economically Disadvantaged students passing the Reading SOL test (AYP)
-  % Gr 3 & Gr 5 passing English SOL (Accreditation)
-  % Gr 3-5 passing Math SOL (Accreditation)
-  % Hispanic students passing the Math SOL test (AYP)
-  % Hispanic students passing the Reading SOL test (AYP)
-  % Limited English Proficient students passing the Math SOL test (AYP)
-  % Limited English Proficient students passing the Reading SOL test (AYP)
-  % Special Education students passing the Math SOL test (AYP)
-  % Special Education students passing the Reading SOL test (AYP)
-  % White students passing the Math SOL test (AYP)
-  % White students passing the Reading SOL test (AYP)


 **Action Plans**

Plan Overview - Summary





 2.1 Refine Responsive Instruction (RI) Framework

 **Tasks**

-  2.1a Conduct universal screening of all students in reading and math
-  2.1b Utilize universal screening data to form grade level reading intervention groups
-  2.1c Conduct full staff inservice on updates to RI framework
-  2.1e Meet with grade level teams monthly to discuss student progress
-  2.1f Revise Brochure and distribute to parents at BTSN
-  2.1g Provide monthly updates to community through school newsletter
-  2.1h Implementation of POD & Wrap up
-  2.1i Implement math unit team planning
-  2.1j Create math framework checklist
-  2.1k Observe classroom teachers implementing POD and wrap up
-  2.1l Implementation of Math Framework
-  2.1m Observe implementation of math framework
-  2.1n Conduct universal screening of all students in reading and math
-  12.1d Implement Tier II and III reading interventions

 Improve student achievement


 **Indicators**

-  # 2nd grade students w/individualized program of reading instruction
-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
-  % 1st grade students at/above PALS Spring Benchmark
-  % 2nd grade students meeting Phonological Awareness Literacy Screening (PALS) SPRING benchmark (District)
















 **Action Plans**

 All schools will meet AYP (NCLB) requirements

 **Goals**

 Exceed federal required SOL pass rates (AYP)

 **Indicators**

-  % All students passing Math SOL tests (AYP)
-  % All students passing Reading SOL tests (AYP)
-  % Average Daily Attendance (ADA) for schools (AYP)
-  % Black students passing the Math SOL test (AYP)
-  % Black students passing the Reading SOL test (AYP)
-  % Economically Disadvantaged students passing the Math SOL test (AYP)
-  % Economically Disadvantaged students passing the Reading SOL test (AYP)
-  % Hispanic students passing the Math SOL test (AYP)
-  % Hispanic students passing the Reading SOL test (AYP)
-  % Limited English Proficient students passing the Math SOL test (AYP)
-  % Limited English Proficient students passing the Reading SOL test (AYP)
-  % Special Education students passing the Math SOL test (AYP)
-  % Special Education students passing the Reading SOL test (AYP)
-  % White students passing the Math SOL test (AYP)
-  % White students passing the Reading SOL test (AYP)












 **Action Plans**

 Reduce disparity in student achievement by closing achievement gaps (CAG)

 **Goals**

 Increase participation in AP, Honors and GT Programs


 **Indicators**

-  % Asian students participating in Gifted and Talented Program exceeded the previous year
-  % Black students participating in Gifted and Talented Program exceeded the previous year
-  % Black students participating in Honors exceeded the previous year
-  % Economically Disadvantaged students participating in Gifted and Talented Program exceeded the previous year
-  % Economically Disadvantaged students participating in Honors exceeded the previous year
-  % Hispanic students participating in Gifted and Talented Program exceeded the previous year
-  % Hispanic students participating in Honors exceeded the previous year
-  % Limited English Proficient students participating in Gifted and Talented Program exceeded the previous year
-  % Limited English Proficient students participating in Honors exceeded the previous year
-  % students with disabilities participating in Gifted and Talented Program exceeded the previous year
-  % students with disabilities participating in Honors exceeded the previous year







 **Action Plans**

 Exceed NCLB and VDOE requirements


 **Goals**

 Exceed state required pass rates for SOL tests (Accreditation)


 **Indicators**

-  % Gr 3 & Gr 5 passing English SOL (Accreditation)
-  % Gr 3 passing History SOL (Accreditation)
-  % Gr 3 passing Science SOL (Accreditation)
-  % Gr 3-5 passing Math SOL (Accreditation)
-  % Gr 4 passing History SOL (Accreditation)
-  % Gr 5 passing Science SOL (Accreditation)

 **Action Plans**

 Improve student achievement in reading

 **Indicators**

-  % Average Daily Attendance (ADA) for schools (AYP)

 **Action Plans**



## Community Relations



### Increase parent, business, and organizational involvement



#### Goals



Foster opportunities for community involvement



#### Indicators



#### Action Plans



1.1 Promote equity among members of school community



#### Tasks



1.1a Provide basic school information to new families at Back to School Night



1.1b Host Cultural Fair



1.1c Provide assistance such as food and clothing to families in need during the holidays



1.1d Hand out "10 Tips for Success" at Back to School Night



1.1e Implementing a Parents as Educational Partners (PEP) program



1.1f Utilize parent liaison for all events



1.1g Provide Tolbert Spirit Wear to students to help increase inclusion in weekly Spirit Days



1.1h Provide outreach to parents with whom the school has not had any contact throughout the school year




## Health, Safety, and Wellness












### Strengthen safe learning environments



#### Goals


 Improve school climate

 **Indicators**

-  Collaborative Working Relationships Percentile
-  Inviting Physical Environment Percentile
-  Rules and Expectations Average
-  Student Relations Average
-  Student Responsibility for Learning Percentile
-  Student-Centered Vision, Mission, and Policies Percentile
-  Students and Parents as Decision Makers Percentile
-  Teacher Relations with Students and Home Average
-  Teacher Responsibility for Learning Percentile


 **Action Plans**

Plan Overview - Summary




















 Improve the school's capacity to design and implement school-wide, universal interventions that create a safe learning environment that is conducive to learning for all stakeholders.

















 **Indicators**

 **Action Plans**

 Implement Positive Behavioral Interventions and Support (PBIS)

 **Tasks**

-  j. Use school-wide incentive program for earning class and individual Tornado tickets
-  a. Review PBIS lessons with students after winter and spring breaks
-  b. Update Action Plan in SkoVision
-  c. Provide monthly updates to staff regarding student behavior
-  d. Teach students school-wide rules and expected behaviors
-  e. Provide and monitor rewards for students and staff members for schoolwide incentive plan
-  f. Implement Check In Check Out system
-  g. Provide overview of PBIS framework for staff
-  h. Provide monthly information for parents
-  i. Create and distribute attendance awards and send out reminders to staff
-  k. Create a flowchart of disciplinary procedures, CICO qualifications, participation, and dismissal (Draft)
-  l. Check in/Check out (CICO) Kick off Party
-  m. Organize previous years data
-  n. Review and Edit lesson plans for 2011/2012 school year
-  o. Make and give out surveys for rewards.
-  p. Create student reward lesson plans
-  q. Make and replace old posters.
-  r. Implement new school wide line up procedure in the cafeteria
-  s. Revise brochure and distribute to be sent home with all students

<p><b>Goal Timeframe</b></p> <ul style="list-style-type: none"> <li> Long-term</li> <li> Medium-term</li> <li> Short-term</li> <li> Not Assigned</li> </ul>	<p><b>Action Plan Priority</b></p> <ul style="list-style-type: none"> <li> High</li> <li> Medium</li> <li> Low</li> <li> Not Assigned</li> </ul>	<p><b>Task Status</b></p> <ul style="list-style-type: none"> <li> Draft</li> <li> In-Progress</li> <li> Cancelled</li> <li> Postponed</li> </ul>	<p><b>Indicator Progress</b></p> <ul style="list-style-type: none"> <li> On Target</li> <li> Warning</li> <li> Off Target</li> <li> Not Assigned</li> </ul>
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