### Stakeholder Input

- Teachers
- Building Administrators
- Central Office Administrators
- Parents / Guardians
- Community Members
- Business Partners
- Others (specify):

### Instructional Overview

*Provide descriptive information related to the curriculum, instructional programs, and/or existing interventions to support the academic, behavioral, and/or social emotional needs for all students.*

#### Reading/Writing

Tolbert will implement the Pathways Units of Study Reading, Writing, and Phonics curriculum K to 5 for the 2019-20 school year. This, along with the other components of a balanced literacy program (shared reading, read aloud and word study), compose our core curriculum. For RTI in reading, Tolbert uses PALs and MAP data for universal screening. Fastbridge and MAP are used for progress monitoring. Tolbert has thirty minute WIN time each morning for targeted intervention groups.

#### Math

Tolbert currently uses a math workshop format for our math instruction. Math workshop coupled with personalized learning provides differentiated approach to instruction and learning that meets the needs of all students. Tolbert will be continuing the Math RTI program for the 2019-20 school year. MAP data will be used to universally screen all students K to 5.
Personalized and Project-Based Learning
Tolbert implements personalized learning in grades K to 5. Differentiated staff development is being offered to teachers to help in the implementation of PBL as a continuation of our work over the past few years. This year each grade level will conduct one PBL experience through collaboration with someone from the specialist team, in addition to their classroom PBL experiences.

Behavior
Tolbert’s Positive Behavior Interventions and Supports (PBIS) Committee meets monthly to assess progress toward school-wide behavior goals and interventions, and analyzes current behavior data to plan both Tier I (school-wide) and Tier II interventions for behavior. At the schoolwide level, Tolbert students benefit from the use of Morning Meeting to establish relationships and classroom norms. Morning meeting, social thinking, guidance lessons and Second Step curriculum are used as Tolbert’s core curriculum. At the Tier II level, Tolbert offers supports students in need through “check in, check out”, small-group counseling sessions, and other approaches based on student need. Students at the Tier III level generally have a behavior plan with personalized goals and supports.

Tolbert grade-level CLTs monthly to assess classroom behaviors and to make recommendations for further supports. This analysis allows grade-level teams to understand where unexpected behaviors occur most frequently and to problem-solve and resulting situations. Support staff, including school counselors and administrators, attend these meetings to ensure that all staff play an active role in supporting students.

Social-Emotional
Tolbert will continue to expand core social-emotional instruction as well as data-based interventions in the area of social-emotional wellness. The school counselor lessons,, Second Step, social thinking and morning meeting curriculum are embedded in the master schedule. Tolbert teachers use a 15-minute Morning Meeting at the beginning of each day to develop and model trust, respect, wellness, and to establish a nurturing classroom community.

A universal screening instrument will be used to identify students who are at-risk for social-emotional difficulties, and grade-level CLTs collaborated to determine appropriate interventions for these students. These interventions are monitored on an ongoing basis.

This year, Tolbert students and staff will be placed into one of six houses to form vertical relationships with students and teachers outside their classrooms and grade levels. The purpose of the monthly house meetings will be to foster caring school community and learn about core character traits valued at Tolbert.

Extended Learning Opportunities
Provide information to describe extended learning opportunities for students, staff, families and community.

Nineteen Tolbert teachers have attended the TCRWP Homegrown institute, twenty-three teachers have attended the Foundations of Literacy Instruction training and seventeen have had PD in Orton Gillingham. Tolbert has 100% of teachers trained in PBL.

Tolbert teachers also benefit from a staff-designed system of personalized professional learning. Instead of “one size fits all”-type staff meetings, Tolbert teachers are empowered to self-assess their own areas of strength and growth areas, and select from a variety of learning opportunities that align with their needs. This year, these
learning opportunities will focus on the elements of Gold Standard Project-Based Learning. All teachers will complete a personal, reflective portfolio that documents their learning journey and classroom outcomes.

Areas of Strength

Tolbert stakeholders identified a variety of school strengths through the Comprehensive Needs Assessment (CNA) process. These include:

- SOL pass rates in SY 2017-18 that exceed scores from SY 2016-17. Passing rates in math increased from 90% to 93.5%. Passing rates in reading increased significantly from 86% to nearly 94%. Virginia Studies and Science scores remained even in the low-90% range.
- Student perceptual data indicating that teachers care about students (96%), the school provides instruction on stopping bullying (96%), and that students understand school rules (96%).
- Staff perceptual data indicating that students have voice and choice in their learning (100), data are used to drive interventions and instruction (100%), and students are encouraged to work collaboratively (100%).
- Parent survey data indicating that Tolbert respects diversity and welcomes all cultures (97%), children are taught to respect others (98%), and a welcoming environment exists at the school (100%).
- Strengths of the school environment including a weekly communication system available for stakeholders, weekly grade-level Collaborative Learning Team (CLT) meetings built into the master schedule, and a system of tiered academic, behavioral, and social interventions through MTSS, PBIS, and RTI.
- The number of office referrals and suspensions at Tolbert were low, and distribution across racial lines indicates relative equitability of discipline school-wide. Only three students were suspended during SY 2018-19.
- A low student absentee rate of 4% due to an increased emphasis on attendance interventions and collaboration with the LCPS Attendance Officer.

Areas for Growth

Tolbert stakeholders have established the following as growth areas for the 2019-20 school year, and have incorporated these elements into the School Improvement Plan.

Reading

SOL testing data indicated that additional growth can be made in the area of reading, especially at the third grade level. The following goal has been developed within the School Improvement Plan:

By June 2020, students in grades 2-5 will demonstrate growth in reading as evidenced by 60% of students meeting conditional growth goals in MAP.

This goal will be accomplished through the following:

- Full implementation of the Units of Study Reading and Writing programs K to 5.
- Provide professional development for Reader's Workshop with periodic monitoring and ongoing support
- Implement a Multi-Tiered System of Supports through which students will be screened, provided interventions, and monitored for progress in the area of reading.

Student Social Emotional Health
Student and staff perceptual data across multiple years points to the need for explicit core instruction in student social-emotional wellness, as well as a tiered system of interventions for students at risk of social-emotional difficulties. The school’s comprehensive needs assessment demonstrated that 13% of students did not feel that they “belonged at this school”, 17% did not believe that “other students at this school care about me”, and 28% did not feel comfortable “asking teachers or other adults at this school for help to solve a problem that I am having with another student”. Tolbert staff feel that this is a meaningful area for growth and improvement. The following goal has been developed within the School Improvement Plan:

By June 2020, Tolbert stakeholders will create a safe and supportive learning environment utilizing a Multi-Tiered System of Supports (MTSS) as evidenced by a 10% increase in overall student responses for "I am comfortable asking teachers or other adults at this school for help to solve a problem I am having with another student" on the annual student survey.

This goal will be accomplished through the following:

- Tolbert teachers will lead a daily, 15-minute “class meeting” to develop class community and conflict resolution processes.
- Tolbert school counselors will teach a guidance curriculum embedded in the master schedule that highlights social-emotional learning and competencies.
- Kindergarten and first grade teachers will incorporate the "Second Step" social emotional learning curriculum in their classrooms
- Students and staff will attend monthly house meetings to strengthen vertical relationships and study various character components
- Tolbert staff will universally screen, intervene, and monitor interventions for students who struggle socially and/or emotionally.
Empowering all students to make meaningful contributions to the world.

### STRAND 1: TEACHING FOR LEARNING

#### Domain 1 - English Language Arts

**Smart Goal(s)**

- By June 2020, students in grades 2-5 will demonstrate growth in reading as evidenced by 55% of students meeting conditional growth goals in MAP.

- By June 2020, students who are below the 39th percentile for proficiency in Reading will demonstrate an average of 55% conditional growth on MAP assessments.

### ACTION PLAN

1. **Process Goal/Research-Based Strategy:**

   **Provide professional development for Reader’s Workshop with periodic monitoring and ongoing support**

   **Strategy is supported by the following LCPS building blocks:**

   - Performance Assessments
   - Assessment & Internal Accountability
   - Data to Support Student Success
   - Blended / Personalized Learning
   - LCPS Five Cs

   **Focus Area [Domain(s), Student Group(s)]**

   **Action Steps**

   **Staff Role(s) Responsible for Implementation**

   **Begin Dates**

   **End Date**

   **Evidence of Progress/Completion (Artifacts required)**

   **Domain 1 - English Language Arts**

   - Provide planning time and support to create a calendar for the year
   - Grade level teams and reading specialists
   - 5/1/2019
   - 6/1/2020
   - A calendar of dates will be provided to administration

   **Domain 1 - English Language Arts**

   - The reading committee and administrators will conduct periodic walk-throughs
   - Reading committee and administration
   - 9/1/2019
   - 6/1/2020
   - Walk-Through Forms

   **Domain 1 - English Language Arts**

   - The reading committee will monitor and support reading programs
   - Administration
   - 9/1/2019
   - 6/1/2020
   - Agendas

   **Domain 1 - English Language Arts**

   - Teachers will post differentiated reading plans in Planbook
   - General Education Teachers
   - 9/1/2019
   - 6/1/2020
   - Planbook.com

2. **Process Goal/Research-Based Strategy:**

   **Implement a Multi-Tiered System of Supports through which students will be screened, provided interventions, and monitored for progress in the area of reading.**

   **Strategy is supported by the following LCPS building blocks:**

   - Performance Assessments
   - Assessment & Internal Accountability
   - Safe & Supportive Learning Environments
   - Data to Support Student Success
   - Powerful Planning
   - LCPS Five Cs

   **Focus Area [Domain(s), Student Group(s)]**

   **Action Steps**

   **Staff Role(s) Responsible for Implementation**

   **Begin Dates**

   **End Date**

   **Evidence of Progress/Completion (Artifacts required)**

   **Domain 1 - English Language Arts**

   - Grade levels will universally screen students to determine students in need of intervention
   - Administration, teachers, reading specialist
   - 9/1/2019
   - 6/1/2020
   - Student MAP, DRA, PALS data

   **Domain 1 - English Language Arts**

   - Collaborative Learning Teams and administration will meet to analyze student data and plan for reading interventions
   - Administration, teachers, reading specialist
   - 9/1/2019
   - 6/1/2020
   - CLT Meeting Agendas, intervention group rosters

   **Domain 1 - English Language Arts**

   - Teachers will provide reading interventions through morning WIN (what I need) time
   - Teachers, Reading Specialists
   - 9/1/2019
   - 6/1/2020
   - WIN time rosters, activities

   **Domain 1 - English Language Arts**

   - Tolbert staff will utilize progress monitoring to ensure that students’ response to interventions are effective
   - Administration, teachers, reading specialist
   - 9/1/2019
   - 6/1/2020
   - FastBridge, DRA, MAP and PALS Data
School: John W. Tolbert, Jr. Elementary School

*Empowering all students to make meaningful contributions to the world.*

### STRAND II: SCHOOL ENVIRONMENT

<table>
<thead>
<tr>
<th>Domain</th>
<th>Smart Goal(s)</th>
</tr>
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<tbody>
<tr>
<td>Domain 8 - Safe and Supportive Environments</td>
<td>By June 2020, Tolbert stakeholders will create a safe and supportive learning environment utilizing a Multi-Tiered System of Supports (MTSS) as evidenced by a 10% increase in overall student responses for &quot;I am comfortable asking teachers or other adults at this school for help to solve a problem I am having with another student&quot; on the annual student survey.</td>
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#### ACTION PLAN

1. **Process Goal/Research-Based Strategy:**
   - Implement core instruction in social-emotional learning through 1) Morning Meeting, 2) Guidance Curriculum, 3) K-1 SEL curriculum pilot, and 4) Monthly "House" Meetings.

   **Strategy is supported by the following LCPS building blocks:**
   - Performance Assessments
   - Project Based Learning
   - Student Agency
   - Technology Enabled
   - Safe & Supportive Learning Environments
   - Data to Support Student Success
   - Blended / Personalized Learning
   - Assessment & Internal Accountability
   - Technology Enabled Learning
   - Safe & Supportive Learning Environments
   - Data to Support Student Success
   - Powerful Planning
   - LCPS Five Cs

   **Focus Area:**
   - **Domain(s), Student Group(s):**
   - **Action Steps:**
     - Tolbert teachers will facilitate daily "morning meeting" to develop classroom community and conflict resolution processes.
     - Tolbert counselors will incorporate social emotional learning in the guidance curriculum.
     - Kindergarten and first grade teachers will incorporate the "Second Step" social emotional learning curriculum in their classrooms.
     - Students and staff will attend monthly house meetings to strengthen vertical relationships and study various character components.

   **Staff Role(s) Responsible for Implementation**
   - K-5 teachers and support staff
   - School counselors
   - K and 1 teachers
   - All staff and students

   **Begin Dates**
   - 9/1/19
   - 9/1/19
   - 9/1/19
   - 9/1/19

   **End Date**
   - 6/1/20
   - 6/1/20
   - 6/1/20
   - 6/1/20

   **Evidence of Progress/Completion (Artifacts required):**
   - Walkthrough observations of meetings, master schedule
   - Guidance curriculum lesson plans, master schedule
   - Lesson plans and walk-through data
   - PBIS agendas

2. **Process Goal/Research-Based Strategy:**
   - Refine processes for more effectively supporting struggling students in social-emotional health and conflict resolution through a Multi-Tiered System of Supports (MTSS).

   **Strategy is supported by the following LCPS building blocks:**
   - Performance Assessments
   - Project Based Learning
   - Student Agency
   - Technology Enabled
   - Safe & Supportive Learning Environments
   - Data to Support Student Success
   - Blended / Personalized Learning
   - Assessment & Internal Accountability
   - Technology Enabled Learning
   - Safe & Supportive Learning Environments
   - Data to Support Student Success
   - Powerful Planning
   - LCPS Five Cs

   **Focus Area:**
   - **Domain(s), Student Group(s):**
   - **Action Steps:**
     - Administer universal screening tool for social-emotional health.
     - Conduct universal screen on student population with screening tool.
     - Assign appropriate interventions.
     - Monitor effectiveness of social-emotional interventions.

   **Staff Role(s) Responsible for Implementation**
   - School counselor
   - Counselors, teachers, admin
   - Counselors, teachers, PBIS
   - Counsellor, teachers, PBIS

   **Begin Dates**
   - 9/1/19
   - 9/1/19
   - 9/1/19
   - 9/1/19

   **End Date**
   - 6/1/20
   - 6/1/20
   - 6/1/20
   - 6/1/20

   **Evidence of Progress/Completion (Artifacts required):**
   - Screening tool
   - Screening tool results
   - List of interventions
   - Follow-up screening results
## Strand I: Teaching for Learning

### Domain 1 - English Language Arts

#### Strategy:
Provide professional development for Reader's Workshop with periodic monitoring and ongoing support

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Artifacts / Evidence Reviewed</th>
<th>Fall Date</th>
<th>Status Update</th>
<th>Winter Date</th>
<th>Status Update</th>
<th>Spring Date</th>
<th>Status Update</th>
<th>End of Year Reflection</th>
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<td>Provide planning time and support to create a calendar for the year</td>
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<td>The reading committee will monitor and support reading programs</td>
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#### Strategy:
Implement a Multi-Tiered System of Supports through which students will be screened, provided interventions, and monitored for progress in the area of reading.

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<td>Grade levels will universally screen students to determine students in need of intervention</td>
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<td>Tolbert staff will utilize progress monitoring to ensure that students' response to interventions are effective</td>
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## Strand II: School Environment

### Domain 8 - Safe and Supportive Environments

#### Strategy:
Implement core instruction in social-emotional learning through 1) Morning Meeting, 2) Guidance Curriculum, 3) K-1 SEL curriculum pilot, and 4) Monthly "House" Meetings.

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<td>Tolbert teachers will facilitate daily “morning meeting” to develop classroom community and conflict resolution processes</td>
<td>Walkthrough observations of meetings, master schedule</td>
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<td>Tolbert counselors will incorporate social emotional learning in the guidance curriculum</td>
<td>Guidance curriculum lesson plans, master schedule</td>
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<tr>
<td>Kindergarten and first grade teachers will incorporate the &quot;Second Step&quot; social emotional learning curriculum in their classrooms</td>
<td>Lesson plans and walk-through data</td>
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Students and staff will attend monthly house meetings to strengthen vertical relationships and study various character components.

PBIS agendas

**Strategy:** Refine processes for more effectively supporting struggling students in social-emotional health and conflict resolution through a Multi-Tiered System of Supports (MTSS).

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<tr>
<th>Action Steps</th>
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<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Reflection</th>
</tr>
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<tbody>
<tr>
<td>Develop screening tool for social-emotional health</td>
<td>Screening tool</td>
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<tr>
<td>Conduct universal screen on student population with screening tool (ongoing)</td>
<td>Screening tool results</td>
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<tr>
<td>Assign appropriate interventions (ongoing)</td>
<td>List of interventions</td>
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<td>Monitor effectiveness of social-emotional interventions for students (ongoing)</td>
<td>Follow-up screening results</td>
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Empowering all students to make meaningful contributions to the world.

**PBIS Action Plan**

### Tier 1

**1.11 Student/Family/Community Involvement**

By June 2020, Tolbert stakeholders will create a safe and supportive learning environment utilizing a Multi-Tiered System of Supports (MTSS) as evidenced by a 10% increase in overall student responses for "I am comfortable asking teachers or other adults at this school for help to solve a problem I am having with another student" on the annual student survey.

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<tr>
<td>Tolbert teachers will facilitate daily &quot;morning meeting&quot; to develop classroom community and conflict resolution processes</td>
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<td>Students and staff will attend monthly house meetings to strengthen vertical relationships and study various character components</td>
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### PBIS Tiered Fidelity Inventory Indicator

#### Smart Goal

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### Tier 2

### PBIS Tiered Fidelity Inventory Indicator

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| Tier 2

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