

Sarasota County Schools

Toledo Blade Elementary School



2016-17 Schoolwide Improvement Plan

Toledo Blade Elementary School

1201 GERANIUM AVE, North Port, FL 34288

www.sarasotacountyschools.net/toledoblade

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	A*	B	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Toledo Blade Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Toledo Blade Elementary School is "Dedicated to Success!"

b. Provide the school's vision statement.

We believe that each child is entitled to reach his or her fullest potential. We commit ourselves to developing and maintaining a school environment that encourages this growth.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Upon registering at Toledo Blade Elementary School, all families are given the Home-Language Survey to collect information. When applicable, documents are sent to families in their native languages in addition to being accessed on our school website. Students that qualify for ESOL program participate daily to weekly with this program. ESOL nights are planned throughout the year to celebrate diversity among our families.

All teachers have at least one face-to-face conference with each family per school year where they can share student performance data, information on school-wide programs, and the school compact (optional but strongly encouraged). Families are able to share information about their students with teachers to help strengthen relationships between families, students and teachers.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Toledo Blade Elementary School follows district guidelines for allowing visitors on campus. Students are aware that all visitors on campus should have a RAPTOR badge and that staff members are wearing their assigned district name badge.

All staff members are expected to welcome and treat students with respect as per the staff handbook.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At Toledo Blade we believe everyone shares in the responsibility of behaving in a manner that makes our school one where expectations are set high and people are valued. Listed below are the behaviors

we expect of all of our students.

At Arrival Time Students are expected to:

- o Follow all bus expectations
- o Go directly to the appropriate area
- o Arrive on time

In the Cafeteria Students are expected to:

- o Use good manners
- o Talk quietly to their neighbor & eat their own food
- o Stay seated and raise their hand

- o Leave their area clean

At Recess or on the Playground Students are expected to:

- o Play carefully & safely
- o Stay within the supervised area
- o Protect themselves from hot surfaces or hand blisters
- o Avoid chase games (i.e. tag)
- o Share and use equipment safely (taking turns)

During Movement on Campus or in the Hallways Students are expected to:

- o Use sidewalks & designated paths
- o Walk quietly and in order with teacher and classmates
- o Walk directly to destination (no wandering)
- o Carry Agenda Book as a Pass with them when not with class

At Assemblies Students are expected to:

- o Sit quietly & listen attentively
- o Speak and clap when appropriate
- o Enter & exit quietly and orderly
- o Remain seated until class is dismissed

At Dismissal Students are expected to:

- o Walk directly to appointed area
- o Follow all bus expectations
- o Follow all expectations at parent pick up

In the Classroom Students are expected to:

- o Enter and exit orderly and quietly
- o Follow the rules/expectations outlined by the classroom teacher "Give Me "5" Signal

To promote a safe and orderly school, we expect all children to respond to the schoolwide quiet signal (open hand "give me 5") when prompted to do so as follows:

1st Finger - Eyes on Speaker

2nd Finger - Quiet

3rd Finger - Be Still

4th Finger - Hands Free (put things down)

5th Finger - Listen Quietly

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Toledo Blade puts the needs of our students, staff and families first in all we do. This has and will always be a priority for us. With the continuation of a second counselor this school year we are eager to address even more social-emotional needs this school year. Not only do we focus on the social-emotional needs but also the mental health of our students, staff and families as well.

Our counselors meet with individual students, groups of students and classroom groups to provide appropriate counseling strategies as needed. Outside agencies also provide support to our teachers and students through whole group lessons.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Interventions are planned to support students when necessary. Tier II and tier III academic, behavior and attendance interventions progress is monitored regularly. Interventions are tweaked as needed. The SWST/CARE process is used to problem solve as a team related to the early warning signs. Communication with families occurs throughout this process.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	8	18	8	12	13	16	0	0	0	0	0	0	0	75
One or more suspensions	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	4	10	8	4	1	4	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	7	10	1	0	0	0	0	0	0	0	18

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	5	0	2	0	0	0	0	0	0	0	7

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

All Toledo Blade staff members have been trained in the MTSS process. Teams meet weekly to discuss student performance data (academic, behavioral, and attendance). Progress monitoring spreadsheets are used to track performance and identify trends. Interventions are created by team members to best meet the needs of students. Results are reviewed regularly and interventions are adjusted as needed. The SWST/CARE team is used to help problem solve as needed.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The average percentage of parents who participate in schools activities and provide input throughout the school year will increase.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Toledo Blade Elementary is no longer a Title 1 school. Toledo Blade Elementary School utilizes the Volunteer Counts program and business partner program to solicit support for classrooms and school programs. We actively seek out new volunteers and business partners throughout the school year.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Dolciotto, Jennifer	Principal
Giddens, Michelle	Assistant Principal
Short, Angela	Teacher, K-12
Costanzo, Marguerite	Teacher, K-12
Ursel, David	Teacher, ESE
Platt, Dianne	Instructional Media
Navidomskis, Gayle	Teacher, K-12
Irish, Sylvia	Teacher, K-12
Schott, Christine	Teacher, K-12
Poleschner, Tanya	Teacher, K-12
Walker, Kelly	Teacher, K-12
Hutchinson, Amy	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school based RtI Leadership team is comprised of general education personnel that facilitate PBS/RtI as a related but distinct process from the CARE (Children At-Risk in Education) eligibility determination process. At Toledo Blade Elementary School the RtI Leadership Team is composed of:

- School Administration: Provides support in maintaining a general education focus for RTI, assembling/communicating available interventions to all instructional personnel, ensuring that the RTI process are not limited to a specific team/time but embedded as common practice, facilitate RTI related progress monitoring and accountability steps, be an available resource to staff and attend planning meetings and monitor the fidelity & integrity in implementation.
- Select General Education Teachers: Provides information about general education curriculum, serves as a liaison between general education staff and special education staff/support staff, works with all staff to implement and maintain the validity of RTI process, attends RTI discussions and appropriate meetings.
- Exceptional Student Education (ESE) Teachers: Provides information about ESE issues/concerns across all grade levels, offers input on strategies and/or resources as supports for general education staff, serves as an active participant at RTI discussions.
- Guidance Counselor: Provides information about social and emotional support strategies/resources, works with all staff to assist in the implementation of the RTI process, offers input on strategies and/or resources for general education staff and serves as an active participant at RTI discussions.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Toledo Blade Elementary School uses a variety of reports produced by the District Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Dis-aggregated Annual Measurable Objectives (AMO) subgroup data by reading, mathematics, science and writing is utilized.

Further, the school will participate in the i Ready Reading & Math assessments to summarize data for students with interventions and additional supports for tier two and tier three identified students.

Title I, Part C- Migrant

The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ID& R person coordinates with the Title I and other programs to ensure student and family needs are met.

Title I, Part D

The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Title II

Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified.

Title III

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Title X- Homeless

Homeless education case managers provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

Violence Prevention Programs

The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.

Nutrition Programs

Not Applicable

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education
 Not Applicable

Career and Technical Education
 Perkins funding is used to. provide additional resources and professional development to CTE teachers in applicable schools.

Job Training
 Not Applicable

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Chris Wheat	Education Support Employee
Caroline Zubrigen	Parent
Jennifer Dolciotto	Principal
Jennifer Bell	Education Support Employee
Kimberly Hussey	Parent
Darmistha Patel	Parent
Richelle Shindel	Business/Community
Michelle Gore	Parent
Beth Odell	Parent
Lacey Smith	Parent
Michael Santagata	Business/Community
Melissa Zockine	Parent
Jodi Thurow	Education Support Employee
Lisa Lewellyn	Teacher
Bradley Gordon	Teacher
Holly Bennett	Teacher
Michelle Kante	Teacher
Kristi Wheat	Teacher
Darlene Brooks	Teacher
Kathy Knowles	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The 2015-16 student performance data was reviewed at the September 15th, 2016 SAC meeting.

b. Development of this school improvement plan

The Toledo Blade Elementary School Advisory Council shall:

- ~ Review the results of any needs assessments conducted at the school.
- ~ Assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as the goals of the school, indicators of school and student progress, strategies and evaluation procedures to measure student performance. The school advisory council shall be the final decision-making body at the school relating to school improvement.
- ~ Define adequate progress for each school goal and for the overall school improvement plan when defining adequate progress for school goals; negotiate the definition of adequate progress with the School Board; and notify and request assistance from the School Board when the school fails to make adequate progress on the overall plan.
- ~ Report progress in meeting the goals of the school improvement plan.
- ~ Prepare and distribute information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and progress in accomplishing the school goals.
- ~ Make recommendations on the accumulation and reporting of data that is beneficial to parents.
- ~ Serve as a resource for the principal in matters pertaining to the school program.
- ~ Provide input on the school's annual budget and the use of school improvement funds to assist in the preparation of the school budget.

c. Preparation of the school's annual budget and plan

SAC guidelines are followed when presenting the budget.
The budget will be created after the proposal is approved.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Funds are not available.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dolciotto, Jennifer	Principal
Giddens, Michelle	Assistant Principal
Berry, Kathleen	Instructional Coach
Walker, Kelly	Instructional Coach
Mendieta, Jennifer	Teacher, K-12
Granillo, Jamie	School Counselor
Stull, Karen	School Counselor
Wheat, Christopher	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The primary focus for the Leadership Team/Curriculum Coordinators this year will be in the area of Professional Development. We are committed to offering a variety of Professional Development opportunities focused on high quality, focused and engaging lessons. Also included in this focus is the work with depth of complexity when it comes to lesson planning and content delivery.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The master school schedule is designed in a manner that allows for collaborative planning among grade level teachers. Teachers meet together once a week to plan instruction, common assessments, review standards and curriculum as well as analyze data.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

~ PRIDE Mentor Program
 ~ PRIDE Evaluation and Discussions
 ~ Administration walk throughs to drive CPT discussions regarding best practices, instructional strategies and classroom management.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mentors will assist category one teachers with routines and procedures. They will also familiarize the new teachers with the teacher performance appraisal system (PRIDE). Mentors are responsible for providing direction on the development of effective lesson planning, classroom management, rules/procedures, and parent communication. Both the Mentor and Mentee will meet and discuss best practices in the area of instruction and learning throughout the 16/17 school year.

New Hire TBES Mentor

Bradley Gordon April Panepinto, ESE Resource Teacher, Former 3rd grade teacher

Amanda Ibarra David Ursel, Speech/Language Teacher

Corinne Nusser Jodi Austin, 4th Grade Teacher

Katie Maurer Alison Bapst, 3rd Grade Teacher

E. Ambitious Instruction and Learning**1. Instructional Programs and Strategies****a. Instructional Programs****1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

Toledo Blade Elementary School uses district adopted curriculum materials for core instruction. Grade level teams also use the district created Instructional Focus Guides to select appropriate resources aligned to the Florida Standards.

b. Instructional Strategies**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented**

to assist students having difficulty attaining the proficient or advanced level on state assessments.

Each grade level team uses common assessments. Progress monitoring spreadsheets have been created to track student performance data. Teams meet regularly to analyze data, plan intervention and extension activities and review progress of student interventions. The school utilizes the SWST/CARE process as directed by Sarasota County Schools.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At Toledo Blade Elementary School, all incoming Kindergarten students are assessed with the Florida Kindergarten Readiness Screener (FLKRS) prior to or upon entering. FLKRS includes an observational instrument that provides detailed information about the child in 19 social and academic areas. Kindergarten students also take the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as part of the screening to ascertain individual student academic needs as early as possible. Based on screening results and on-going progress monitoring, students participate in a challenging differentiated learning environment. Also, iReady will be administered three times during Kindergarten to monitor student performance and transition.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Overall, our school is focusing on ELA and all components of this area as a goal for this school year. We continue to monitor other performance areas to determine next steps.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** ELA PROFICIENCY GOALS -By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4 and 5).
- G2.** ELA LEARNING GAIN GOAL- By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain.
- G3.** ELA LOWEST QUARTILE GOAL - FSA - By the year 2017, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
- G4.** MATH PROFICIENCY GOALS- By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4 and 5).
- G5.** MATH LEARNING GAIN GOALS - FSA - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain.
- G6.** MATH LOWEST QUARTILE GOAL - FSA - By the year 2017, there will be a minimum of a four percentage point increase in the numbers of students demonstrating a learning gain in the lowest quartile.
- G7.** SCIENCE GOAL FCAT 2.0 - By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4 & 5).
- G8.** SUSPENSION GOALS: By the year 2017, Toledo Blade Elementary School will maintain or decrease the percentage of suspensions from the previous year.

- G9.** CHRONIC ABSENCES GOAL- By the year 2017, there will be a reduction in the number of students with chronic absences by 10%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. ELA PROFICIENCY GOALS -By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4 and 5). **1a**

 G085521

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	74.0

Targeted Barriers to Achieving the Goal **3**

- 2. Familiarity with the depth and complexity of the curriculum - Standards

Resources Available to Help Reduce or Eliminate the Barriers **2**

- 1. Reading Wonders Professional Development opportunities - District support/resources
- 2. Collaborative Planning Time (CPT)
- 3. Master Schedule - Intervention Block

Plan to Monitor Progress Toward G1. **8**

Review TST data, student achievement data, Classroom/Teacher observation

Person Responsible

Jennifer Dolciotto

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

TST Notes, Classroom/Teacher observation notes

G2. ELA LEARNING GAIN GOAL- By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain. 1a

G085522

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	59.0

Targeted Barriers to Achieving the Goal 3

- 1. Familiarity with the depth and complexity of the curriculum - Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Reading Wonders Professional Development opportunities - District support/resources
- 2. Collaborative Planning Time (CPT)
- 3. Master Schedule - Intervention Block

Plan to Monitor Progress Toward G2. 8

Review TST data, student achievement data, Classroom/Teacher observation

Person Responsible

Jennifer Dolciotto

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

TST Notes, Classroom/Teacher observation notes

G3. ELA LOWEST QUARTILE GOAL - FSA - By the year 2017, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

1a

G085523

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	43.0

Targeted Barriers to Achieving the Goal 3

- 2. Differentiating Instruction for a variety of academic readiness levels

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Reading Wonders Professional Development opportunities - District support/resources
- 2. Collaborative Planning Time (CPT)
- 3. Master Schedule - Intervention Block

Plan to Monitor Progress Toward G3. 8

Teacher feedback, progress monitoring data, PRIDE Observation Notes, Implementation of the standards in the classroom.

Person Responsible

Michelle Giddens

Schedule

On 6/2/2017

Evidence of Completion

Progress Monitoring Data, Collaborative Planning Notes, PRIDE Observation Notes, Feedback

G4. MATH PROFICIENCY GOALS- By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4 and 5). 1a

G085524

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	81.0

Targeted Barriers to Achieving the Goal 3

- 2. Familiarity with the depth and complexity of the curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Intervention block scheduled into the Master schedule
- 2. Collaborative Planning Time (CPT) - Math Curriculum Focus
- 3. Professional Development opportunities - District support/resources

Plan to Monitor Progress Toward G4. 8

Review TST data, student achievement data, Classroom/Teacher observation

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

TST Notes, Classroom/Teacher observation notes

G5. MATH LEARNING GAIN GOALS - FSA - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain. 1a

G085525

Targets Supported 1b

Indicator	Annual Target
Math Gains	76.0

Targeted Barriers to Achieving the Goal 3

- 2. Familiarity with the depth and complexity of the curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Intervention block scheduled into the Master schedule
- 2. Collaborative Planning Time (CPT) - Math Curriculum Focus
- 3. Professional Development opportunities - District support/resources

Plan to Monitor Progress Toward G5. 8

Review TST data, student achievement data, Classroom/Teacher observation

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

TST Notes, Classroom/Teacher observation notes

G6. MATH LOWEST QUARTILE GOAL - FSA - By the year 2017, there will be a minimum of a four percentage point increase in the numbers of students demonstrating a learning gain in the lowest quartile.

1a

G085526

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	59.0

Targeted Barriers to Achieving the Goal 3

- 2. Differentiating Instruction for a variety of academic readiness levels

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Intervention block scheduled into the Master schedule
- 2. Collaborative Planning Time (CPT) - Math Curriculum Focus
- 3. Professional Development opportunities - District support/resources
- 2. Collaborative Planning Time (CPT) - Math Curriculum Focus
- 3. Professional Development opportunities - District support/resources

Plan to Monitor Progress Toward G6. 8

Review TST data, student achievement data, Classroom/Teacher observation

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

TST Notes, Classroom/Teacher observation notes

G7. SCIENCE GOAL FCAT 2.0 - By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4 & 5). 1a

G085527

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

Targeted Barriers to Achieving the Goal 3

- 1. Familiarity with the depth and complexity of the CCSS in Science

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Science Lab on Specials Wheel
- 2. Science Coach - collaboration with all teachers (K-5)
- 4. Science Fair Participation

Plan to Monitor Progress Toward G7. 8

TST Discussion

Person Responsible

Kristi Wheat

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Student achievement data TST discussion notes

G8. SUSPENSION GOALS: By the year 2017, Toledo Blade Elementary School will maintain or decrease the percentage of suspensions from the previous year. 1a

G085528

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	0.0

Targeted Barriers to Achieving the Goal 3

- Implementing PBS Effectively and Consistently

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-wide PBS plan
- Guidance Counselors

Plan to Monitor Progress Toward G8. 8

Administration will review discipline data and study trends/patterns. Discussions will be held with individuals based on data.

Person Responsible

Michelle Giddens

Schedule

On 6/2/2017

Evidence of Completion

Data discussion TST conversations School-wide PBS recognition events

G9. CHRONIC ABSENCES GOAL- By the year 2017, there will be a reduction in the number of students with chronic absences by 10%. 1a

G085529

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	90.0

Targeted Barriers to Achieving the Goal 3

- Teachers understanding of the MTSS Attendance Process

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPT Review of MTSS Process
- Attendance recognition program for children and families

Plan to Monitor Progress Toward G9. 8

SIS attendance data collected on a monthly basis.

Person Responsible

Michelle Giddens

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

SIS attendance data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. ELA PROFICIENCY GOALS -By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4 and 5). 1

G085521

G1.B2 2. Familiarity with the depth and complexity of the curriculum - Standards 2

B227381

G1.B2.S1 Provide on-going training on the new standards. Offer support/guidance with the implementation of Reading Wonders Series and iReady 4

S239916

Strategy Rationale

Teachers will need time/support to collaborate and learn the new standards

Action Step 1 5

Provide information and time to collaborate with focus on the new standards.

Person Responsible

Kathleen Berry

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Collaborative Planning Notes/Logs from grade level teams

Action Step 2 5

Provide information and time to collaborate with focus on the new standards.

Person Responsible

Kelly Walker

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Collaborative Planning Notes/Logs from grade level teams

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Review and participate in trainings

Person Responsible

Kathleen Berry

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Collaborative Planning Notes/Agendas, PD Training presentations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teacher feedback, progress monitoring data, PRIDE Observation Notes, Implementation of the standards in the classroom.

Person Responsible

Jennifer Dolciotto

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Progress Monitoring Data, Collaborative Planning Notes, PRIDE Observation Notes, Feedback

G2. ELA LEARNING GAIN GOAL- By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain. **1**

 G085522

G2.B1 1. Familiarity with the depth and complexity of the curriculum - Standards **2**

 B227384

G2.B1.S1 Provide on-going training on the new standards. Offer support/guidance with the implementation of Reading Wonders Series and iReady **4**

 S239917

Strategy Rationale

Teachers will need time/support to collaborate and learn the new standards

Action Step 1 **5**

Provide information and time to collaborate with focus on the new standards.

Person Responsible

Kathleen Berry

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Collaborative Planning Notes/Logs from grade level teams

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Review and participate in trainings

Person Responsible

Kathleen Berry

Schedule

On 6/2/2017

Evidence of Completion

Collaborative Planning Notes/Agendas, PD Training presentations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teacher feedback, progress monitoring data, PRIDE Observation Notes, Implementation of the standards in the classroom.

Person Responsible

Jennifer Dolciotto

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Progress Monitoring Data, Collaborative Planning Notes, PRIDE Observation Notes, Feedback

G4. MATH PROFICIENCY GOALS- By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4 and 5). 1

G085524

G4.B2 2. Familiarity with the depth and complexity of the curriculum 2

B227389

G4.B2.S1 Teachers will need time to collaborate and continue to learn the new math standards and the instructional focus guides. 4

S239920

Strategy Rationale

Teachers will need time to collaborate and continue to learn the new math standards and the instructional focus guides as well as how to best utilize the resources given in the instructional focus guides.

Action Step 1 5

Math professional development session(s)

Person Responsible

Kathleen Berry

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

CPT logs, agendas, PD opportunities

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Attend Math professional development sessions

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Professional development agendas, PRIDE observations

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Feedback from both the classroom teachers and the leadership team

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Data discussion notes (TST), PRIDE observation notes, CPT notes

G5. MATH LEARNING GAIN GOALS - FSA - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain. 1

G085525

G5.B2 2. Familiarity with the depth and complexity of the curriculum 2

B227393

G5.B2.S1 Teachers will need time to collaborate and continue to learn the new math standards and the instructional focus guides. 4

S239921

Strategy Rationale

Teachers will need time to collaborate and continue to learn the new math standards and the instructional focus guides as well as how to best utilize the resources given in the instructional focus guides.

Action Step 1 5

Math professional development session(s)

Person Responsible

Kathleen Berry

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

CPT logs, agendas, PD opportunities

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Attend Math professional development sessions

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Professional development agendas, PRIDE observations

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Feedback from both the classroom teachers and the leadership team

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Data discussion notes (TST), PRIDE observation notes, CPT notes

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Feedback from both the classroom teachers and the leadership team

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Data discussion notes (TST), PRIDE observation notes, CPT notes

G6. MATH LOWEST QUARTILE GOAL - FSA - By the year 2017, there will be a minimum of a four percentage point increase in the numbers of students demonstrating a learning gain in the lowest quartile. 1

G085526

G6.B2 2. Differentiating Instruction for a variety of academic readiness levels 2

B227397

G6.B2.S1 Teachers will need time to collaborate and continue to learn the new math standards and the instructional focus guides. In addition to this collaboration Teachers will plan together in developing tiered tasks to differentiated among the variety of learning levels. 4

S239922

Strategy Rationale

Teachers will need time to collaborate and continue to learn the new math standards and the instructional focus guides as well as how to best utilize the resources given in the instructional focus guides.

Action Step 1 5

Math professional development session(s)

Person Responsible

Kathleen Berry

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

CPT logs, agendas, PD opportunities

Action Step 2 5

Math professional development session(s)

Person Responsible

Kathleen Berry

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

CPT logs, agendas, PD opportunities

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Attend Math professional development sessions

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Professional development agendas, PRIDE observations

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Feedback from both the classroom teachers and the leadership team

Person Responsible

Jennifer Dolciotto


Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Data discussion notes (TST), PRIDE observation notes, CPT notes

G7. SCIENCE GOAL FCAT 2.0 - By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4 & 5). **1**

 G085527

G7.B1 1. Familiarity with the depth and complexity of the CCSS in Science **2**

 B227398

G7.B1.S1 Utilize Science resources via the Science Lab and grade level academic support staff **4**

 S239923

Strategy Rationale

Teachers can collaborate and learn from one another in order to improve their instructional practices in the area of Science.

Action Step 1 **5**

Collaborative discussion and planning in the area of Science to benefit all students

Person Responsible

Kristi Wheat

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

CPT Action logs School-wide Science Events

Plan to Monitor Fidelity of Implementation of G7.B1.S1 **6**

Monitor and participation in Science related events (school-wide)
Review CPT data/feedback from grade levels

Person Responsible

Kristi Wheat

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Student Achievement data

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

CPT data/discussion
TST discussion

Person Responsible

Kristi Wheat

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Student Achievement data TST Discussion Notes

G8. SUSPENSION GOALS: By the year 2017, Toledo Blade Elementary School will maintain or decrease the percentage of suspensions from the previous year. 1

 G085528

G8.B2 Implementing PBS Effectively and Consistently 2

 B227402

G8.B2.S1 Clearly communicate expectations in addition to using common school language as it relates to PBS 4

 S239925

Strategy Rationale

Teachers will be provided support to implement the tier 1 School-wide PBS plan

Action Step 1 5

Meet with grade level teams to update/review PBS school-wide practices/procedures

Person Responsible

Michelle Giddens

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

~CPT discussion notes ~ TST conversations

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

School-wide discipline data to be monitored/analyzed quarterly

Person Responsible

Michelle Giddens

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Discipline data

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

Team will continuously analyze PBS data to determine school-wide implementation

Person Responsible

Michelle Giddens

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Discipline data

G9. CHRONIC ABSENCES GOAL- By the year 2017, there will be a reduction in the number of students with chronic absences by 10%. 1

G085529

G9.B2 Teachers understanding of the MTSS Attendance Process 2

B227405

G9.B2.S1 Review the attendance data and trends twice per quarter. 4

S239928

Strategy Rationale

Knowledge is power. This data will allow us to reach out to specific families that we may have missed along the way.

Action Step 1 5

Monitoring attendance data, recognizing student and family who have improved attendance

Person Responsible

Michelle Giddens

Schedule

Quarterly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Attendance data collected twice quarterly

Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

Pull monthly attendance data to recognize students of concern and those to be recognized.

Person Responsible

Michelle Giddens

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

SIS attendance data

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7

Review the attendance data and trends twice per quarter. Recognize successes and challenges to plan for next steps.

Person Responsible

Michelle Giddens

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

G9.B2.S4 Quarterly recognition of families (and student) who have improved attendance. 4

 S239931

Strategy Rationale

We are hopeful that this positive recognition will encourage our families to do their very best at keeping their children in school.

Action Step 1 5

Entering those families who have had improved attendance for the quarter into a drawing for a prize.

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 10/24/2016 to 6/2/2017

Evidence of Completion

Attendance data which has been collected quarterly.

Plan to Monitor Fidelity of Implementation of G9.B2.S4 6

Maintain accurate school-wide attendance data (through SIS)

Person Responsible

Michelle Giddens

Schedule

Monthly, from 10/24/2016 to 6/2/2017

Evidence of Completion

SIS attendance data

Plan to Monitor Effectiveness of Implementation of G9.B2.S4 7

Consistently monitor attendance data and record keeping to recognize families that are to be recognized and those that are in need of support.

Person Responsible

Jennifer Dolciotto






















Schedule

Monthly, from 10/24/2016 to 6/2/2017

Evidence of Completion

SIS attendance data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M318521	Review TST data, student achievement data, Classroom/Teacher observation	Dolciotto, Jennifer	9/1/2016	TST Notes, Classroom/Teacher observation notes	6/2/2017 monthly
G2.MA1  M318524	Review TST data, student achievement data, Classroom/Teacher observation	Dolciotto, Jennifer	9/1/2016	TST Notes, Classroom/Teacher observation notes	6/2/2017 monthly
G4.MA1  M318530	Review TST data, student achievement data, Classroom/Teacher observation	Dolciotto, Jennifer	9/1/2016	TST Notes, Classroom/Teacher observation notes	6/2/2017 quarterly
G5.MA1  M318534	Review TST data, student achievement data, Classroom/Teacher observation	Dolciotto, Jennifer	9/1/2016	TST Notes, Classroom/Teacher observation notes	6/2/2017 quarterly
G6.MA1  M318537	Review TST data, student achievement data, Classroom/Teacher observation	Dolciotto, Jennifer	9/1/2016	TST Notes, Classroom/Teacher observation notes	6/2/2017 quarterly
G7.MA1  M318540	TST Discussion	Wheat, Kristi	9/1/2016	Student achievement data TST discussion notes	6/2/2017 monthly
G8.MA1  M318543	Administration will review discipline data and study trends/patterns. Discussions will be held with...	Giddens, Michelle	9/1/2016	Data discussion TST conversations School-wide PBS recognition events	6/2/2017 one-time
G9.MA1  M318548	SIS attendance data collected on a monthly basis.	Giddens, Michelle	10/3/2016	SIS attendance data	6/2/2017 monthly
G1.B2.S1.MA1  M318519	Teacher feedback, progress monitoring data, PRIDE Observation Notes, Implementation of the...	Dolciotto, Jennifer	9/1/2016	Progress Monitoring Data, Collaborative Planning Notes, PRIDE Observation Notes, Feedback	6/2/2017 monthly
G1.B2.S1.MA1  M318520	Review and participate in trainings	Berry, Kathleen	9/1/2016	Collaborative Planning Notes/Agendas, PD Training presentations	6/2/2017 quarterly
G1.B2.S1.A1  A310642	Provide information and time to collaborate with focus on the new standards.	Berry, Kathleen	9/1/2016	Collaborative Planning Notes/Logs from grade level teams	6/2/2017 monthly
G1.B2.S1.A2  A310643	Provide information and time to collaborate with focus on the new standards.	Walker, Kelly	9/1/2016	Collaborative Planning Notes/Logs from grade level teams	6/2/2017 monthly
G2.B1.S1.MA1  M318522	Teacher feedback, progress monitoring data, PRIDE Observation Notes, Implementation of the...	Dolciotto, Jennifer	9/1/2016	Progress Monitoring Data, Collaborative Planning Notes, PRIDE Observation Notes, Feedback	6/2/2017 monthly
G2.B1.S1.MA1  M318523	Review and participate in trainings	Berry, Kathleen	9/1/2016	Collaborative Planning Notes/Agendas, PD Training presentations	6/2/2017 one-time
G2.B1.S1.A1  A310644	Provide information and time to collaborate with focus on the new standards.	Berry, Kathleen	9/1/2016	Collaborative Planning Notes/Logs from grade level teams	6/2/2017 monthly
G4.B2.S1.MA1  M318528	Feedback from both the classroom teachers and the leadership team	Dolciotto, Jennifer	9/1/2016	Data discussion notes (TST), PRIDE observation notes, CPT notes	6/2/2017 quarterly
G4.B2.S1.MA1  M318529	Attend Math professional development sessions	Dolciotto, Jennifer	9/1/2016	Professional development agendas, PRIDE observations	6/2/2017 quarterly
G4.B2.S1.A1  A310646	Math professional development session(s)	Berry, Kathleen	9/1/2016	CPT logs, agendas, PD opportunities	6/2/2017 quarterly
G5.B2.S1.MA1  M318531	Feedback from both the classroom teachers and the leadership team	Dolciotto, Jennifer	9/1/2016	Data discussion notes (TST), PRIDE observation notes, CPT notes	6/2/2017 quarterly
G5.B2.S1.MA1  M318532	Feedback from both the classroom teachers and the leadership team	Dolciotto, Jennifer	9/1/2016	Data discussion notes (TST), PRIDE observation notes, CPT notes	6/2/2017 quarterly
G5.B2.S1.MA1  M318533	Attend Math professional development sessions	Dolciotto, Jennifer	9/1/2016	Professional development agendas, PRIDE observations	6/2/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B2.S1.A1 A310647	Math professional development session(s)	Berry, Kathleen	9/1/2016	CPT logs, agendas, PD opportunities	6/2/2017 quarterly
G6.B2.S1.MA1 M318535	Feedback from both the classroom teachers and the leadership team	Dolciotto, Jennifer	9/1/2016	Data discussion notes (TST), PRIDE observation notes, CPT notes	6/2/2017 quarterly
G6.B2.S1.MA1 M318536	Attend Math professional development sessions	Dolciotto, Jennifer	9/1/2016	Professional development agendas, PRIDE observations	6/2/2017 quarterly
G6.B2.S1.A1 A310648	Math professional development session(s)	Berry, Kathleen	9/1/2016	CPT logs, agendas, PD opportunities	6/2/2017 quarterly
G6.B2.S1.A2 A310649	Math professional development session(s)	Berry, Kathleen	9/1/2016	CPT logs, agendas, PD opportunities	6/2/2017 quarterly
G7.B1.S1.MA1 M318538	CPT data/discussion TST discussion	Wheat, Kristi	9/1/2016	Student Achievement data TST Discussion Notes	6/2/2017 monthly
G7.B1.S1.MA1 M318539	Monitor and participation in Science related events (school-wide) Review CPT data/feedback from...	Wheat, Kristi	9/1/2016	Student Achievement data	6/2/2017 weekly
G7.B1.S1.A1 A310650	Collaborative discussion and planning in the area of Science to benefit all students	Wheat, Kristi	9/1/2016	CPT Action logs School-wide Science Events	6/2/2017 weekly
G8.B2.S1.MA1 M318541	Team will continuously analyze PBS data to determine school-wide implementation	Giddens, Michelle	9/1/2016	Discipline data	6/2/2017 quarterly
G8.B2.S1.MA1 M318542	School-wide discipline data to be monitored/analyzed quarterly	Giddens, Michelle	9/1/2016	Discipline data	6/2/2017 quarterly
G8.B2.S1.A1 A310651	Meet with grade level teams to update/ review PBS school-wide practices/ procedures	Giddens, Michelle	9/1/2016	~CPT discussion notes ~ TST conversations	6/2/2017 quarterly
G9.B2.S1.MA1 M318544	Review the attendance data and trends twice per quarter. Recognize successes and challenges to plan...	Giddens, Michelle	10/3/2016		6/2/2017 monthly
G9.B2.S1.MA1 M318545	Pull monthly attendance data to recognize students of concern and those to be recognized.	Giddens, Michelle	10/3/2016	SIS attendance data	6/2/2017 monthly
G9.B2.S1.A1 A310652	Monitoring attendance data, recognizing student and family who have improved attendance	Giddens, Michelle	10/3/2016	Attendance data collected twice quarterly	6/2/2017 quarterly
G9.B2.S4.MA1 M318546	Consistently monitor attendance data and record keeping to recognize families that are to be...	Dolciotto, Jennifer	10/24/2016	SIS attendance data	6/2/2017 monthly
G9.B2.S4.MA1 M318547	Maintain accurate school-wide attendance data (through SIS)	Giddens, Michelle	10/24/2016	SIS attendance data	6/2/2017 monthly
G9.B2.S4.A1 A310653	Entering those families who have had improved attendance for the quarter into a drawing for a...	Dolciotto, Jennifer	10/24/2016	Attendance data which has been collected quarterly.	6/2/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. ELA PROFICIENCY GOALS -By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4 and 5).

G1.B2 2. Familiarity with the depth and complexity of the curriculum - Standards

G1.B2.S1 Provide on-going training on the new standards. Offer support/guidance with the implementation of Reading Wonders Series and iReady

PD Opportunity 1

Provide information and time to collaborate with focus on the new standards.

Facilitator

Kelly Walker & Kathleen Berry

Participants

Grade level teams

Schedule

Monthly, from 9/1/2016 to 6/2/2017

PD Opportunity 2

Provide information and time to collaborate with focus on the new standards.

Facilitator

Kelly Walker & Kathleen Berry

Participants

Grade level teams

Schedule

Monthly, from 9/1/2016 to 6/2/2017

G2. ELA LEARNING GAIN GOAL- By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain.

G2.B1 1. Familiarity with the depth and complexity of the curriculum - Standards

G2.B1.S1 Provide on-going training on the new standards. Offer support/guidance with the implementation of Reading Wonders Series and iReady

PD Opportunity 1

Provide information and time to collaborate with focus on the new standards.

Facilitator

Kelly Walker & Kathleen Berry

Participants

Grade Level Teams

Schedule

Monthly, from 9/1/2016 to 6/2/2017

G4. MATH PROFICIENCY GOALS- By the year 2017, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4 and 5).

G4.B2 2. Familiarity with the depth and complexity of the curriculum

G4.B2.S1 Teachers will need time to collaborate and continue to learn the new math standards and the instructional focus guides.

PD Opportunity 1

Math professional development session(s)

Facilitator

Kelly Walker & Kathleen Berry

Participants

Grade level teams

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

G5. MATH LEARNING GAIN GOALS - FSA - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain.

G5.B2 2. Familiarity with the depth and complexity of the curriculum

G5.B2.S1 Teachers will need time to collaborate and continue to learn the new math standards and the instructional focus guides.

PD Opportunity 1

Math professional development session(s)

Facilitator

District Support Staff, Kelly Walker & Kathleen Berry

Participants

Grade Level Teams

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

G8. SUSPENSION GOALS: By the year 2017, Toledo Blade Elementary School will maintain or decrease the percentage of suspensions from the previous year.

G8.B2 Implementing PBS Effectively and Consistently

G8.B2.S1 Clearly communicate expectations in addition to using common school language as it relates to PBS

PD Opportunity 1

Meet with grade level teams to update/review PBS school-wide practices/procedures

Facilitator

ESE Liasion Administration

Participants

Classroom Teachers - (K-5)

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S1.A1	Provide information and time to collaborate with focus on the new standards.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1231 - Toledo Blade Elementary School	Other		\$5,000.00
2	G1.B2.S1.A2	Provide information and time to collaborate with focus on the new standards.				\$0.00
3	G2.B1.S1.A1	Provide information and time to collaborate with focus on the new standards.				\$0.00
4	G4.B2.S1.A1	Math professional development session(s)				\$8,580.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	140-Substitute Teachers	1231 - Toledo Blade Elementary School	Other		\$8,580.00
5	G5.B2.S1.A1	Math professional development session(s)				\$0.00
6	G6.B2.S1.A1	Math professional development session(s)				\$0.00
7	G6.B2.S1.A2	Math professional development session(s)				\$0.00
8	G7.B1.S1.A1	Collaborative discussion and planning in the area of Science to benefit all students				\$0.00
9	G8.B2.S1.A1	Meet with grade level teams to update/review PBS school-wide practices/procedures				\$268.06
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		510-Supplies	1231 - Toledo Blade Elementary School	General Fund		\$268.06
10	G9.B2.S1.A1	Monitoring attendance data, recognizing student and family who have improved attendance				\$885.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		510-Supplies	1231 - Toledo Blade Elementary School	General Fund		\$885.00
11	G9.B2.S4.A1	Entering those families who have had improved attendance for the quarter into a drawing for a prize.				\$0.00
Total:						\$14,733.06