

Sarasota County Schools

# Toledo Blade Elementary School



2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>24</b>
<b>Budget to Support Goals</b>	<b>26</b>

# Toledo Blade Elementary School

1201 GERANIUM AVE, North Port, FL 34288

www.sarasotacountyschools.net/toledoblade

## Demographics

Principal: Jennifer Dolciotto

Start Date for this Principal: 6/1/2012

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	62%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (63%) 2017-18: C (52%) 2016-17: B (58%) 2015-16: A (64%) 2014-15: A (70%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

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

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>24</b>
<b>Budget to Support Goals</b>	<b>26</b>

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2018-19 Title I School</b></p> <p style="font-size: 24px;">No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="font-size: 24px;">54%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="font-size: 24px;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">32%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	A	C	B	A

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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. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**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.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Dolciotto, Jennifer	Principal	<p>The Toledo Blade Leadership Team meets weekly/monthly (or as needed) to ensure alignment of school resources with each grade level. Schoolwide trends are discussed, and concerns are problem solved as a team. Team leaders facilitate grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child succeed. They also facilitate collaborative analysis of student performance data to determine students in need of intervention and/or extension. Each team leader documents team discussion topics on the Collaborative Planning Time (CPT) Action Plan Logs to enhance student learning.</p> <p>Principal - Jennifer F. Dolciotto is the instructional leader of the school. She inspires action and takes an optimistic view of the future. She implements strategies and makes resources available to ensure every child has access to both academic and social-emotional learning. She supports and appreciates the staff and confidently inspires the team to achieve instructional goals.</p> <p>Assistant Principal - Michelle Giddens is an integral part of the Principal's team. She helps to set clear goals, manage the curriculum, monitor multiple data sources, and evaluate teachers regularly to promote student learning and growth.</p>
		<p>ESE Liaison - Christopher Wheat is an integral part of the Exceptional Student Education (ESE) team, support staff, and Children at Risk in Education (CARE) team. He verifies the compliance of legal documents, ensures all ESE students' needs and learning objectives are being met, learning experience is optimized, and ESE services and accommodations are being provided. He provides support for instruction, support for staff, and collaboration through Individual Educational Plan (IEP) and CARE meetings.</p>
		<p>School Counselor- Jamie Granillo and Karen Stull are an integral part of assuring the social, emotional and academic needs of the whole student are being met. Through parent contact and School Wide Support Team (SWST), the school counselors provide school counseling services including individual and group counseling, remediation and mediation, outside counseling, and therapy and mentoring programs.</p>
		<p>Our school-based Leadership team is also comprised of general education personnel in addition to the mentioned staff above. At Toledo Blade Elementary School, the general education personnel are responsible for providing information about general education curriculum, serving as a liaison between general education staff and special education staff/support staff, working with all staff to implement and maintain the validity of instructional procedures/process, and attending required discussions and appropriate meetings.</p>
Giddens, Michelle	Assistant Principal	



Name	Title	Job Duties and Responsibilities
Short, Angela	Teacher, K-12	
Ursel, David	Teacher, ESE	
Walker, Kelly	Teacher, K-12	
Wheat, Kristi	Teacher, ESE	
Milliken, Denise	Teacher, K-12	
Runck, Jennifer	Teacher, K-12	
Stull, Karen	School Counselor	
Granillo, Jamie	School Counselor	
Wheat, Christopher	Administrative Support	
Mendieta, Jennifer	Administrative Support	
Berry, Kathleen	Teacher, K-12	
Scott, Sarah	Teacher, K-12	
Bobenmoyer, Kim	Teacher, K-12	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	116	123	146	119	125	118	0	0	0	0	0	0	0	747
Attendance below 90 percent	13	6	9	6	8	4	0	0	0	0	0	0	0	46
One or more suspensions	0	1	1	0	0	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	2	3	2	2	1	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	2	5	16	0	0	0	0	0	0	0	23

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

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

**FTE units allocated to school (total number of teacher units)**

54

**Date this data was collected or last updated**

Tuesday 9/10/2019

**Prior Year - As Reported**

**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	10	8	16	11	15	17	0	0	0	0	0	0	0	77
One or more suspensions	1	1	0	0	2	5	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	26	26	0	0	0	0	0	0	0	63

**The number of students with two or more early warning indicators:**

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

**Prior Year - Updated**

**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	10	8	16	11	15	17	0	0	0	0	0	0	0	77
One or more suspensions	1	1	0	0	2	5	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	26	26	0	0	0	0	0	0	0	63

**The number of students with two or more early warning indicators:**

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

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	76%	68%	57%	73%	68%	55%
ELA Learning Gains	65%	62%	58%	60%	63%	57%
ELA Lowest 25th Percentile	60%	53%	53%	42%	54%	52%
Math Achievement	76%	73%	63%	75%	72%	61%
Math Learning Gains	58%	67%	62%	59%	68%	61%
Math Lowest 25th Percentile	34%	53%	51%	41%	57%	51%
Science Achievement	69%	65%	53%	59%	64%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	116 (0)	123 (0)	146 (0)	119 (0)	125 (0)	118 (0)	747 (0)
Attendance below 90 percent	13 (10)	6 (8)	9 (16)	6 (11)	8 (15)	4 (17)	46 (77)
One or more suspensions	0 (1)	1 (1)	1 (0)	0 (0)	0 (2)	2 (5)	4 (9)
Course failure in ELA or Math	0 (0)	2 (0)	3 (0)	2 (0)	2 (0)	1 (0)	10 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (11)	5 (26)	16 (26)	23 (63)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	78%	70%	8%	58%	20%
	2018	73%	68%	5%	57%	16%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	69%	67%	2%	58%	11%
	2018	65%	67%	-2%	56%	9%
Same Grade Comparison		4%				
Cohort Comparison		-4%				
05	2019	74%	68%	6%	56%	18%
	2018	61%	66%	-5%	55%	6%
Same Grade Comparison		13%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	86%	73%	13%	62%	24%
	2018	83%	72%	11%	62%	21%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	72%	72%	0%	64%	8%
	2018	75%	71%	4%	62%	13%
Same Grade Comparison		-3%				
Cohort Comparison		-11%				
05	2019	67%	70%	-3%	60%	7%
	2018	63%	72%	-9%	61%	2%
Same Grade Comparison		4%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	66%	65%	1%	53%	13%
	2018	58%	67%	-9%	55%	3%
Same Grade Comparison		8%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	35	50	58	52	46	41					
ELL	58	57		68	59		55				
BLK	70	41		61	35						
HSP	66	60	58	58	55	33	43				
MUL	68			89							
WHT	79	69	63	80	59	32	78				
FRL	69	65	59	71	55	39	54				

  

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	29	17	37	38	24	32				
ELL	59	48	27	63	48	33					
BLK	63	41		50	47		50				
HSP	58	48	29	63	46	25	43				
MUL	100			73							
WHT	68	53	39	81	51	30	65				
FRL	60	49	35	68	47	27	57				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	31	36	37	37	41	36	20				
ELL	43	29		54	41						
BLK	63	77		63	23						
HSP	61	49	23	67	59	38	57				
MUL	67			75							
WHT	78	61	44	78	61	45	60				
FRL	65	53	45	68	48	36	46				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	90
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
<b>White Students</b>	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Overall, the data component which performed the lowest in both English Language Arts (ELA) and Math, was the Lowest 25th Percentile group of students. For this group, ELA achievement was 60% and Math achievement was 34%. Many of the students in the lowest quartile are enrolled in exceptional student education and require extra support and services. We also suspect a lack of basic foundational skills, specifically in the area of Math, to be a contributing factor. We are committed to finding innovative ways to meet our students' needs in both ELA and Mathematics.

When examining subgroups, our White student subgroup performed the lowest (32%) among the bottom quartile subgroups.

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

We are pleased to share that we increased across all data points this past school year. The one area in which we showed the smallest gains was overall achievement in Mathematics. One factor which may contribute to this minimal growth would be a lack of basic foundational skills, across grade levels, in the area of Mathematics.

When examining subgroups, the group with the greatest decline (12%) from the prior year is our Black (BLK) subgroup.

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

The data component which shows the biggest gap when compared to the state average is our Lowest 25th Percentile group of students in the area of Math. For this group, the Math achievement was 34% compared to the state average of 51% which is a 17% difference in performance. Many of the students in the lowest quartile are enrolled in exceptional student education and require extra support and services. One factor which may have contributed to this gap is the lack of basic foundational math skills across grade levels.

Quite the opposite occurred when examining the performance of a single grade level. For the second consecutive year in a row, our Grade 3 Math performance was 86% which is 24% higher than the states average of 62%.

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

The data component which showed the most improvement is Grade 3-5 ELA Learning Gains of the lowest 25%. This group demonstrated a gain of 24% this year with 60% showing gains compared to the previous year at 36% showing gains. Third through fifth grade teachers received extensive district level ELA training last year to support standards based instruction. Having a district wide focus on ELA may have been a contributing factor to our overall ELA gains increasing. Also, a greater focus on preparation was achieved by using iReady lessons in a more effective manner and embedding FSA style items in classwork and assessments.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Potential concerns for the upcoming school year, based on the EWS data, may include attendance concerns at the primary level and students scoring level 1 on statewide assessments at the intermediate level.

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

1. Mathematics - Learning Gains of the Lowest 25%
2. Mathematics - Learning Gains
3. ELA - Learning Gains of the Lowest 25%

## **Part III: Planning for Improvement**

**Areas of Focus:**



#1	
<b>Title</b>	Mathematics - Overall Achievement, Learning Gains & Lowest 25th Percentile
<b>Rationale</b>	Students must be proficient and/or demonstrate appropriate gains in all Math areas.
<b>State the measurable outcome the school plans to achieve</b>	<p>By the year 2020, 78% of our students will perform proficient, 62% of all students will demonstrate annual learning gains and 38% of students in the lowest 25% will demonstrate an annual learning gain on the FSA Math assessment.</p> <p>More specifically, students in our Black (BLK) subgroup will increase their performance from 35% to 39%, our Hispanic (HSP) subgroup will increase their performance from 55% to 59% and our Students With Disabilities (SWD) subgroup will increase their performance from 46% to 50% utilizing the action steps outlined in our School Improvement Plan (SIP).</p>
<b>Person responsible for monitoring outcome</b>	Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	<p>In addition to daily classroom instruction in math, using a variety of resources, selected students will meet with ESE Resource teachers, Resource teachers, and support personnel, as well as participate in intervention sessions with their classroom teachers as needed. Teachers will participate in data chats to analyze data and plan instruction based on that data. The administrative team will mentor students who are in the lowest 25%. The Administrative team will check in with the students to discuss iReady, progress toward mastery, and to set future goals. All teachers, including ESE teachers, as specified in our BPIE, will participate in district Math professional development trainings and workshops.</p> <p>Effective implementation of RTI corresponds to more than two years of academic growth according to Hattie's research. By providing research-based services we intend to see growth in these students. Having grade level specific data chats throughout the year, teachers will build collective efficacy, which also has a high effect size according to Hattie. Peer tutoring and direct instruction are also proven to have a high impact on student learning. Administrative team meeting with students corresponds to self reporting grades/ student expectations which has the highest effect size of any strategy according to Hattie's work.</p>
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. iReady reports will be analyzed and the interventions provided in the iReady Toolkit will be the primary focus/tool used during scheduled schoolwide intervention skills times.</li> <li>2. Kindergarten -Grade 5 teachers, along with the Administration, will identify students who are performing below grade level and document in their CPT meetings. Identified students will be scheduled for School Wide Support Team (SWST) discussions in which the Multi-Tiered System of Support (MTSS) will be utilized.</li> <li>3. The Administrative team will be utilized to provide additional support to students who are identified at-risk by their teachers through summative and iReady data.</li> <li>4. Students with Disabilities (SWD) will receive supplemental support, as noted on their IEP, during and after the math instructional block.</li> <li>5. English for Speakers of Other Languages (ESOL) students will receive supplemental</li> </ol>

support during the  
grade level instruction.

**Person Responsible** Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

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<b>#2</b>	
<b>Title</b>	ELA - Overall Achievement, Learning Gains & Lowest 25th Percentile
<b>Rationale</b>	Students must be proficient and/or demonstrate appropriate gains in all ELA areas.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, 78% of our students will perform proficient, 69% of all students will demonstrate annual learning gains, and 64% of students in the lowest 25% will demonstrate an annual learning gain on the FSA ELA assessment. More specifically, our students in the White (WHT) subgroup will increase their performance from 63% to 67% and our Students With Disabilities (SWD) subgroup will increase their overall proficiency from 35% to 39% utilizing the action steps outlined in our School Improvement Plan (SIP).
<b>Person responsible for monitoring outcome</b>	Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	In addition to daily classroom instruction in ELA, using a variety of resources, selected students will meet with ESE Resource teachers, Reading Resource teachers, Reading Recovery teachers and support personnel, as well as participate in intervention sessions with their classroom teachers as needed. Teachers will participate in data chats to analyze data and plan instruction based on that data. The administrative team will mentor students who are in the lowest 25%. The Administrative team will check in with the students to discuss iReady, progress toward mastery, and to set future goals. All teachers, including ESE teachers, as specified in our BPIE, will participate in district ELA professional development trainings and workshops.
<b>Rationale for Evidence-based Strategy</b>	Effective implementation of RTI corresponds to more than two years of academic growth according to Hattie's research. By providing services we intend to see growth in these students. Having grade level specific data chats, throughout the year, teachers will build teachers' collective efficacy which also has a high effect size according to Hattie. Peer tutoring and direct instruction are also proven to have a high impact on student learning. Administration meeting with students corresponds to self reporting grades/student expectations which has the highest effect size of any strategy according to Hattie's work.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>Grade 3-5 teachers will receive professional development provided by the district during the school year. Focus will be on the reading block structures/strategies, exploring standards-aligned resources, and supporting the development of learning intentions and success criteria.</li> <li>iReady data will be analyzed along with the interventions provided in the iReady Teacher Toolkit that will be utilized during intervention/skill-small group time.</li> <li>The district will provide additional reading support throughout five focused Collaborative Planning Time(CPT) meetings. Additional CPT meetings will focus on ELA planning at the depth appropriate to the grade level standards.</li> <li>Kindergarten - Grade 5 classroom teachers will identify students who are performing below grade level and document this data along with additional information at their Teacher Support Team (TST) meeting. Students who are identified at this time will be referred to our School Wide Support Team</li> </ol>

- (SWST). At these meetings our Multi-Tiered System of Support (MTSS) will be utilized.
5. Students who are identified as those who receive Exceptional Student Education (ESE) services will receive additional support, as reflected on their Individual Education Plan (IEP) throughout their academic blocks.
  6. Grades 3-5 will be utilizing iReady books that will provide strategic, focused practice based on areas of need (phonics, comprehension, fluency, etc.)
  7. Our administrative team will mentor and monitor students who are in the lowest quartile based on ELA FSA performance.

**Person Responsible** Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

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<b>#3</b>	
<b>Title</b>	Science Achievement
<b>Rationale</b>	Students must be proficient and/or demonstrate appropriate achievement in Science.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, 73% of our students will perform proficient on the FCAT Science assessment.
<b>Person responsible for monitoring outcome</b>	Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	Fifth grade students participate in district science benchmark testing to formatively assess their academic progress in the area of Science. Students will continue to participate in a school-wide science instruction initiative in addition to participation in the Science Lab as part of the Specials wheel. Fifth grade students also participate in a teacher led Science Boot Camp in the spring to reinforce science topics and concepts in a hands on, activity based learning experience.
<b>Rationale for Evidence-based Strategy</b>	Having grade level specific data chats throughout the year to discuss district science benchmark assessments, teachers will build collective efficacy which also has a high effect size according to Hattie. Students participation in active learning with discussions are show to have a high impact on student learning. Peer tutoring and direct instruction are also proven to have a high impact on student learning.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The Science Lab teacher will coordinate science materials and resources for Grade 5 teachers.</li> <li>2. Grade 5 science teachers and the Science Lab teacher will attend district and school level provided professional development.</li> <li>3. The Science Lab teacher will host a Grade 5 Science Boot Camp with a review of Grade 3 and Grade 4 standards.</li> <li>4. All Grade 5 students will take the district science benchmark assessment.</li> <li>5. Results of the benchmarks assessments will be analyzed by classroom teachers and the Science Lab teacher to guide instruction in both the classroom and Science Lab.</li> <li>6. Wonder Wednesday inquiry science lessons will be used throughout the school year to provide common activities and assessment across grade levels. Students will incorporate writing skills into the Wonder Wednesday activities as all lessons will be completed in their science journal. Randomly selected students will share their writing and scientific observations on the school news each Friday.</li> <li>7. All Grade 5 students will participate in the school Science, Technology, Engineering, and Mathematics (STEM) Fair.</li> <li>8. District Science specialist will offer training to Grades K-5 on the integration of science</li> </ol>

content and updated inquiry lessons.

**Person Responsible** Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

**#4**

**Title** Attendance

**Rationale** The number of students with attendance below 90% decreased from 77 students in 2018 school year to 46 students in the 2019 school year.

**State the measurable outcome the school plans to achieve**

By the end of the 2020 school year, the number of students below 90% will decrease by 10%.

**Person responsible for monitoring outcome**

Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

**Evidence-based Strategy**

There is a direct correlation between attendance and academic performance. By promoting good attendance and finding ways to motivate students to attend school on time and on a regular basis we will see improvements in their academic progress. School-wide celebrations, participation in the district attendance awareness contest, and other attendance recognition celebrations will help to improve our overall attendance. Teachers, working with families and our Home School Liaison, will communicate the importance of good attendance and notify the School Wide Support Team of attendance concerns to determine strategies to help support regular attendance.

**Rationale for Evidence-based Strategy**

Recognition, support, and positive reinforcement all help to boost student attendance and encourage motivation to be in school on a regular basis.

**Action Step**

1. The district "Strive for Five" initiative will be supported.
2. The Administrative Team, along with our PBS committee, will support attendance with monthly attendance incentives for improved attendance.
3. Student attendance will be monitored monthly and district policy guidelines will be followed.
4. Classroom teachers, along with the assistance of Administration and school counselors, will make parent contact and problem solve attendance concerns if they arise.

**Person Responsible**

Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

<b>#5</b>	
<b>Title</b>	Discipline
<b>Rationale</b>	Disruptive student behavior that results in students being removed from class and/or resulting in suspension continues to be a concern.
<b>State the measurable outcome the school plans to achieve</b>	By the end of the 2020 school year, the number of students with one or more suspensions will decrease 10%.
<b>Person responsible for monitoring outcome</b>	Michelle Giddens (michelle.giddens@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	PBIS and CHAMPS are two major strategies we are using to promote positive behaviors in alignment with district and state guidance.
<b>Rationale for Evidence-based Strategy</b>	Recognition, support, and positive reinforcement all help to encourage positive behavior in school on a regular basis. According to the What Works Clearinghouse, promoting core values, pro-social behavior, and a school wide feeling of community have a strong positive impact on behavior, knowledge, attitudes, and values.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. We have been trained using CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) in the classroom for full implementation beginning this school year.</li> <li>2. All students will receive CHAMP training for areas outside the classroom including the cafeteria, media, bus loop, etc.</li> <li>3. Behavior Improvement Plans and Functional Behavioral Assessments will be written or updated for students who show area of concerns.</li> <li>4. A schoolwide Positive Behavior Intervention Support (PBIS) plan will be created and shared through the PBS Committee.</li> <li>5. District staff will be contacted as needed for assistance with behavioral and/or disciplinary needs.</li> <li>6. Grade level teams will use the MTSS process as needed for students with behavior concerns. Data will be reviewed with their team and shared via CPT Action Logs.</li> <li>7. PBS Committee will meet regularly.</li> </ol>
<b>Person Responsible</b>	Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

<b>#6</b>	
<b>Title</b>	Community Involvement
<b>Rationale</b>	Research shows that the iReady computer program increases both motivation and academic performance in the areas of Reading and Math. Implementing iReady Challenges throughout the school year helps create a culture where academic expectations and goals are set, students embrace this challenge and continue to excel in their academic performance.

<b>State the measurable outcome the school plans to achieve</b>	By the end of the 2020 school year, the number of students performing below grade level on iReady will decrease by 5%.
<b>Person responsible for monitoring outcome</b>	Michelle Giddens (michelle.giddens@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	This school year we will focus on the Integrated Instructional System of iReady as a school-wide performance strategy in order to promote positive academic gains in alignment with district and state guidelines.
<b>Rationale for Evidence-based Strategy</b>	Recognition, support and positive reinforcement all help to encourage academic gains in school on a regular basis. According to the What Works Clearinghouse, promoting core values and a school wide feeling of community have a strong positive impact on academic performance, behavior, knowledge, attitudes, and values.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Reach out to community business partners to secure donations, in any form, to use for recognizing students who accomplish their iReady Challenge</li> <li>2. Determine criteria for the iReady Challenge in regards to number of lessons completed at a pass rate of 67% (per the district acceptable pass rate)</li> <li>3. Identify students who have achieved the iReady Challenge goal</li> <li>4. Celebrate both individuals and classrooms with a certificate of accomplishment in addition to a community business partner reward</li> </ol>
<b>Person Responsible</b>	Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

~ School Safety focus throughout the school year (in collaboration with the school district)

**Part IV: Title I Requirements**



**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Toledo Blade Elementary School calls on the families of our students to build community here at the school. We encourage families to attend events and be present, either at home or on campus, as often as their schedule permits. We are also proud to utilize the district volunteer 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.

**PFEP Link**

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

**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.

**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, the iReady diagnostic will be administered to all Kindergarten and 5th Grade students (all enrolled students). This data will be used to help determine best placement for transitioning from one school level to another.

**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.**

With Toledo Blade Elementary no longer identified as a Title 1 school, we are eager to utilize the Volunteer 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. Also, our

guidance department at Toledo Blade continuously works with community members and our students to offer career focused events in which we would invite a variety of stakeholders within our community to visit our campus and teach our students about multiple career paths available to them as they become adults.

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

Our guidance department at Toledo Blade continuously works with community members and our students to offer career events in which we would invite a variety of stakeholders within our community to visit our campus and teach our students about multiple career paths available to them as they become adults.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Mathematics - Overall Achievement, Learning Gains &amp; Lowest 25th Percentile</b>				<b>\$4,697.98</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	1231 - Toledo Blade Elementary School	General Fund		\$4,697.98
<i>Notes: iReady instructional workbooks for students in grades 3, 4 and 5.</i>						
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ELA - Overall Achievement, Learning Gains &amp; Lowest 25th Percentile</b>				<b>\$5,457.62</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	1231 - Toledo Blade Elementary School	Other		\$5,457.62
<i>Notes: iReady instructional workbooks for students in grades 3, 4 and 5.</i>						
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Science Achievement</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Attendance</b>				<b>\$87.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	1231 - Toledo Blade Elementary School	Other		\$87.00
<i>Notes: Monitor attendance data and recognize students and families with improved attendance</i>						
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Discipline</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	1231 - Toledo Blade Elementary School	Other		\$500.00
<i>Notes: PBS School-Wide recognition funds used throughout the school year.</i>						
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Community Involvement</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$10,742.60</b>