

Sarasota County Schools

Toledo Blade Elementary School



2020-21 Schoolwide Improvement Plan

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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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: A (63%) 2017-18: C (52%) 2016-17: B (58%) 2015-16: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	C	B

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
		<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>
Dolciotto, Jennifer	Principal	<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>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	<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>
Short, Angela	Teacher, K-12	<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>
Ursel, David	Teacher, ESE	
Walker, Kelly	Teacher, K-12	<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</p>

Name	Title	Job Duties and Responsibilities
		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.
Wheat, Kristi	Teacher, ESE	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.
Milliken, Denise	Teacher, K-12	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.
Runck, Jennifer	Teacher, K-12	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.
Granillo, Jamie	School Counselor	School Counselor- Jamie Granillo is 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 counselor provides school counseling services including individual and group counseling, remediation and mediation, outside counseling, and therapy and mentoring programs.
Wheat, Christopher	Administrative Support	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.

Name	Title	Job Duties and Responsibilities
Mendieta, Jennifer	Administrative Support	
Scott, Sarah	Teacher, K-12	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.
Bobenmoyer, Kim	Teacher, K-12	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.
Hayes, Valley	Teacher, K-12	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.
Brown, Lora	Teacher, K-12	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.

Demographic Information

Principal start date

Friday 6/1/2012, Jennifer Dolciotto

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

52

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: A (63%) 2017-18: C (52%) 2016-17: B (58%) 2015-16: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	57	118	107	131	118	119	0	0	0	0	0	0	0	650
Attendance below 90 percent	6	2	0	12	4	5	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	1	0	4	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	6	0	0	0	0	0	0	0	7

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	1	0	0	2	1	5	0	0	0	0	0	0	0	9

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	1	8	0	0	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/16/2020

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	
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 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 0 12

Students retained two or more times 0 0 0 1 0 0 0 0 0 0 0 0 0 0 1

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	

Number of students enrolled 116 123 146 119 125 118 0 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 0 46

One or more suspensions 0 1 1 0 0 2 0 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 0 10

Level 1 on statewide assessment 0 0 0 2 5 16 0 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 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 0 12

Students retained two or more times 0 0 0 1 0 0 0 0 0 0 0 0 0 0 1

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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				

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
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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
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%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
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%	0

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?

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. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Area of Focus: Mathematics - Overall Achievement, Learning Gains & Lowest 25th Percentile
Rationale: Students must be proficient and/or demonstrate appropriate gains in all Math areas.

Measurable Outcome: By the year 2021, 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.
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).

Person responsible for monitoring outcome: Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

Evidence-based Strategy: 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 training's and workshops.

Rationale for Evidence-based Strategy: 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.

Action Steps to Implement

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.

Person Responsible Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

2. Kindergarten - Grade 5 teachers, along with the Administration, will identify students who are performing below grade level and document in their TST & 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.

Person Responsible Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

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.

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

4. Students with Disabilities (SWD) will receive supplemental support, as noted on their IEP, during and after the math instructional block.

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

5. English for Speakers of Other Languages (ESOL) students will receive supplemental support during the grade level instruction.

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

#2. Instructional Practice specifically relating to ELA**Area of****Focus**

Area of Focus: ELA - Overall Achievement, Learning Gains & Lowest 25th Percentile

Description and Rationale:

Rationale: Students must be proficient and/or demonstrate appropriate gains in all ELA areas.

Measurable Outcome:

By the year 2021, 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).

Person responsible for monitoring outcome:

Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

Evidence-based Strategy:

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.

Rationale for Evidence-based Strategy:

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.

Action Steps to Implement

1. 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.

Person Responsible

Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

2. 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.

Person Responsible

Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

3. The district will provide additional reading support throughout focused Collaborative Planning Time(CPT) meetings. Additional CPT meetings will focus on ELA planning at the depth appropriate to the grade level standards.

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

4. 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 and CPT meetings. Students who are identified at this time will be referred to our School Wide Support Team (SWST). At these meetings our Multi-Tiered System of Support (MTSS) will be utilized.

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

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.

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

6. Grades 3-5 will be utilizing iReady books that will provide strategic, focused practice based on areas of need (phonics, comprehension, fluency, etc.)

Person Responsible Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

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)

#3. Instructional Practice specifically relating to Science**Area of****Focus** Area of Focus: Science Achievement**Description and Rationale:** Rationale: Students must be proficient and/or demonstrate appropriate achievement in Science.**Measurable Outcome:** By the year 2021, 73% of our students will perform proficient on the FCAT Science assessment.**Person responsible for monitoring outcome:**

Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

Evidence-based Strategy:

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.

Rationale for Evidence-based Strategy:

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.

Action Steps to Implement

1. The Science Lab teacher will coordinate science materials and resources for Grade 5 teachers.

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

2. Grade 5 science teachers and the Science Lab teacher will attend district and school level provided professional development.

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

3. The Science Lab teacher will host a Grade 5 Science Boot Camp with a review of Grade 3 and Grade 4 standards.

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

4. All Grade 3, 4, and 5 students will take the district science benchmark assessment.

Person**Responsible** Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

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.

Person**Responsible** Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

6. Quarterly inquiry science lessons and activities will be used throughout the school year to provide common activities and assessment across grade levels. Students will incorporate writing skills into all activities as

all lessons will be completed in their science journal/science boards. Randomly selected students will share their writing and scientific observations/projects on the school news and with the TBES community quarterly science events.

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

7. All TBES students will participate in quarterly science focus activities and projects.

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

8. District Science specialist will offer training to Grades K-5 on the integration of science content and updated inquiry lessons.

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

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus

Area of Focus: Student Attendance

Description and Rationale:

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.

Measurable Outcome:

By the end of the 2021 school year, the number of students below 90% will decrease by 10%.

Person responsible for monitoring outcome:

Jennifer Dolciotto (jennifer.dolciotto@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 Steps to Implement

1. The Administrative Team, along with our PBS committee, will support attendance with monthly attendance incentives for improved attendance.

Person Responsible

Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

2. Student attendance will be monitored monthly and district policy guidelines will be followed.

Person Responsible

Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

3. 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)

#5. Culture & Environment specifically relating to Discipline**Area of****Focus** Area of Focus: Discipline**Description and Rationale:** Rationale: Disruptive student behavior that results in students being removed from class and/or resulting in suspension continues to be a concern.**Measurable Outcome:** By the end of the 2021 school year, the number of students with one or more suspensions will decrease 10%.**Person responsible for monitoring outcome:**

Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

Evidence-based Strategy:

PBIS and CHAMPS are two major strategies we are using to promote positive behaviors in alignment with district and state guidance.

Rationale for Evidence-based Strategy:

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.

Action Steps to Implement

1. We have been trained using CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) in the classroom for full implementation again this school year.

Person Responsible

Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

2. All students will receive CHAMP training for areas outside the classroom including the cafeteria, media, bus loop, etc.

Person Responsible

Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

3. Behavior Improvement Plans and Functional Behavioral Assessments will be written or updated for students who show area of concerns.

Person Responsible

Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

4. A school-wide Positive Behavior Intervention Support (PBIS) plan will be created and shared through the PBS Committee.

Person Responsible

Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

5. District staff will be contacted as needed for assistance with behavioral and/or disciplinary needs.

Person Responsible

Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

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.

Person Responsible Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

7. PBS Committee will meet regularly.

Person Responsible Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

#6. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale: Area of Focus: Community Involvement
 Rationale: 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.

Measurable Outcome: By the end of the 2021 school year, the number of students performing below grade level on iReady will decrease by 5%.

Person responsible for monitoring outcome: Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

Evidence-based Strategy: 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.

Rationale for Evidence-based Strategy: 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.

Action Steps to Implement

1. Reach out to community business partners to secure donations, in any form, to use for recognizing students who accomplish their iReady Challenge

Person Responsible Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

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)

Person Responsible Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

3. Identify students who have achieved the iReady Challenge goal

Person Responsible Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

4. Celebrate both individuals and classrooms with a certificate of accomplishment in addition to a community business partner reward

Person Responsible Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

#7. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:

Accountability systems directly impact student performance by providing specific data related to student performance. In the current situation, with numerous students learning remotely, this process is more important than ever to ensure that as a school we are accurately measuring student progress and performance. With a focus on these systems and the related data, we can focus on specific areas of need to increase student achievement.

Measurable Outcome:

During the 2020-2021 school year, administration and teachers will actively monitor, analyze and address student data and performance on a monthly basis.

Person responsible for monitoring outcome:

Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

Evidence-based Strategy:

1. TST sessions with teachers to review student progress
2. Administrative led CPT sessions to identify areas of concern and assist teachers with progress monitoring
3. Active monitoring and review of remote learner achievement through on-going assessments and administrative support and check-ins
4. Post conferences and on-going discussions with teachers on their accountability systems and ways to actively monitor student progress.

Rationale for Evidence-based Strategy:

All of the mentioned strategies focus on active monitoring of student performance data. These processes allow for early identification of learning gaps and skills that need to be addressed. This data will assist in providing additional support to students in need.

Action Steps to Implement

1. Regularly scheduled TST (Teacher Support Team) sessions with teachers

Person Responsible

Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

2. Regularly scheduled Admin CPT for professional development to provide teachers with the necessary training and resources to identify and instruct students in their areas of need

Person Responsible

Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

3. Assigned staff member to monitor remote learners and offer support to students and teacher in need

Person Responsible

Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

4. Deliberate post conference conversations to discuss progress monitoring and identifying concerns and provide remediation

Person Responsible

Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 to support our staff, students and families.

Parent Family and Engagement Plan (PFEP) Link

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