2013-2014 SCHOOL IMPROVEMENT PLAN

Toledo Blade Elementary School
1201 GERANIUM AVE
North Port, FL 34288
941-426-6100
www.sarasotacountyschools.net/toledoblade

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	63%

Alternative/ESE Center	Charter School	Minority Rate
No	No	31%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Toledo Blade Elementary School

Principal
Jennifer Dolciotto

School Advisory Council chair
Dianne Platt

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Christine Cote	Kindergarten Team Leader
Allison Bapst	First Grade Team Leader
Jennifer Ulman	Second Grade Team Leader
Kristen Kinkin	Third Grade Team Leader
Amy Hutchinson	Fourth Grade Team Leader
Lisa Lewellyn	Fifth Grade Team Leader
David Ursel	ESE Team Leader
Marguerite Costanzo	Specials Team Leader

District-Level Information

District
Sarasota

Superintendent
Mrs. Lori White

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Toledo Blade Elementary School
SAC Membership
Rose Merced - Parent of 1st Grader
Justin Willis - Parent of Kindergartener & Business Partner
Mary Smith - Parent of 5th Grader
Joanne Antonucci - Parent of 4th Grader
Kathy Brown - Parent of 5th Grader
Stephani Faulkner - Parent of 2nd & 5th Grader
Dacia Kajtsa - Parent of 5th Graders (3)

David Waring - Business Partner
Darlene Brooks - Teacher - Primary
Angela Short - Teacher - Intermediate
Michelle Kante - Teacher - Art
Dianne Platt - Classified – Parapro-ILS Coordinator- SAC Chair
Karen Dodd - Teacher - ESE
Jennifer Dolciotto - Principal
Helen Ulrich - Classified-Admin Assist
All parents are given the opportunity to nominate or be nominated to serve on the S.A.C. Based on the number of nominations returned, elections are held to determine those individuals to serve in this capacity.
This year there was no need for an election.
Teachers (includes counselors, media specialists, etc.):
The SAC Operational Guidelines allow for the following: teachers (7) from Primary, Specials & Intermediate & S.C.T.A., (1), support employees, (8) parents business/community members .
The representatives were elected by the team members to serve an annual term.
If a vacancy is created, members elect a new representative to serve out the term.
Classified:
One SAC member represents all of the classified personnel. This member was elected by majority vote of classified staff and serves an annual term. If a vacancy is created, classified personnel elect a new representative serve out the term.
Parents:
SAC representation information is distributed to all parents providing them the opportunity to volunteer to serve. If necessary, a ballot is then compiled from these volunteers and sent home to all parents and the new parent representatives are elected by majority vote.
Other Citizen:
Volunteers are solicited from business partners via the Business Partner Coordinators. The principal makes the final decision on individual(s) who will serve on SAC in the capacity of community/business representative.
Students:
Not required for elementary schools.
Chairperson: The chairperson is elected by consensus of all SAC members at one of the first SAC meetings of the year.

Involvement of the SAC in the development of the SIP

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

~ Provide input on the school's annual budget and the use of school improvement funds to assist in the preparation of the school budget.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345, F.S. Activities and duties are described in the Guidelines and By-laws established by each School Advisory Council. These By-laws also detail the procedure for the election and appointment of Council members.
Listed below are some of the functions of the SAC.
• Oversee and coordinate the function of the school "Service Excellence Teams"
• Organize Family Night Events (FCAT Night, Science Nights, Writing Trainings, etc)
• Organize opportunities to increase parent involvement
• Review fund allocations, schedules and professional development activities to ensure alignment with SIP focus areas and goals.

Projected use of school improvement funds, including the amount allocated to each project

Funds are not available.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Jennifer Dolciotto

Principal	Years as Administrator: 11	Years at Current School: 8

Credentials	Master's Degree in Educational Leadership from the University of South Florida; B.S. Degree in Biology from the University of South Florida; Certified in Biology 6-12, Middle Grades Endorsed.
Performance Record	Over the years serving as Assistant Principal at Toledo Blade Elementary, the school has achieved an "A" rating by the State Grading System for five of the seven years and has successfully met 100% of AYP requirements for the last five years. In 2011, Toledo Blade earned the Title One Distinguished School award.

Michelle Giddens		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Master's Degree in Educational Leadership from the University of South Florida; B.S. Degree in Elementary Education from the University of South Florida; Certified in Educational Leadership, Elementary Education K-6, ESOL Endorsed.
Performance Record	Toledo Blade Elementary School has achieved an "A" rating by the State Grading System for five of the seven years and has successfully met 100% of AYP requirements for the last five years. In 2011, Toledo Blade earned the Title One Distinguished School award.

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Kathleen McCoy		
Full-time / School-based	Years as Coach: 7	Years at Current School: 6
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Elementary Education(K-6), Reading(K-12) and ESOL endorsed	
Performance Record	Toledo Blade Elementary has achieved an "A" rating by the State Grading System for five of the seven years and has successfully met 100% of AYP requirements for the last five years.	

Classroom Teachers

# of classroom teachers
54

 # receiving effective rating or higher
53, 98%

 # Highly Qualified Teachers
100%

 # certified in-field
53, 98%

 # ESOL endorsed
54, 100%

 # reading endorsed
5, 9%

 # with advanced degrees
30, 56%

 # National Board Certified
1, 2%

 # first-year teachers
8, 15%

 # with 1-5 years of experience
13, 24%

 # with 6-14 years of experience
24, 44%

 # with 15 or more years of experience
9, 17%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentors will assist category one teachers with routines and procedures. They will also familiarize the new teachers with the teacher performance appraisal system (PRIDE). Mentors are responsible for

providing direction on teh development of effective lesson planning, classroom management, rules/ procedures, and parent communication. Both the Mentor and Mentee will meet and discuss best practices in the area of instruction and learning throughout the 13/14 school year.

New Hire TBES Mentor
Kate Horton (SOAR) Jennifer Runck, SOAR Teacher
Shannon Willis (LTS) Kathleen McCoy, Reading Coach
Jessie Thomas April Panepinto, Former 3rd grade teacher
Wayne Blythe (LTS) Jennafer Slanger, Former Science Lab Teacher
Katie Carte Kristi Wheat, Writing Teacher
Lauren Brown Lisa Lewellyn, 5th Grade Team Leader
Jacob Lasorso,Virtual Lab/Tech - Jennafer Slanger, Former Science Lab Teacher
Dana Hall, VE Primary - David Ursel, ESE Team Leader
Denise Milliken Jodi Austin, 4th Grade Teacher

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Toledo Blade Elementary School uses a variety of reports produced by the District Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized.
Further, the school will participate in the FAIR Reading assessment, the District Math and Science benchmark assessments to summarize data for students with interventions and additional supports for tier two and tier three identified students.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team meets once a week to engage in the following activities:
The team will review summative and formative data to identify school, grade, team, and class level academic needs. Individual student information/data will be reviewed. Based on the data review, instructional support strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions. The RTI team collaborates with grade level teams, Teacher Support Team and the School Wide Support team to review and discuss grade level curriculum & behavior concerns as well as individual student concerns.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR Reading assessment, the Florida Achieves (Focus) Science assessment and the County Wide Math benchmark assessments to summarize data for students with interventions & additional supports for tier two and tier three.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school administrative team participated in RtI Positive Behavioral Support Model training provided by USF in the Spring and Summer of 2009. The school based RTI specialists have provided training to Toledo Blade Elementary School teachers and to date 85% of teachers have participated (due to new hires).
The school-based MTSS Leadership Team will focus on effective implementation of MTSS/RtI. On-going collaboration regarding data will be encouraged to help facilitate and support staff with regards to implementation of best practices relating to student performance.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 1,500

Toledo Blade Elementary offers a variety of enrichment and academic opportunities to enhance the overall child.These include, but are not limited to, Science, Media, Sports, Dance, and Drama events.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Performance based tasks from each enrichment opportunity are presented to demonstrate mastery and effectiveness of the program offerings.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Christine Cote	Kindergarten Team Leader
Alison Bapst	First Grade Team Leader
Jennifer Ulman	Second Grade Team Leader
Kristen Kinkin	Third Grade Team Leader
Amy Hutchinson	Fourth Grade Team Leader
Lisa Lewellyn	Fifth Grade Team Leader
Marguerite Costanzo	Speacials Area Team Leader
David Ursel	ESE Team Leader

How the school-based LLT functions

The Leadership Team/Curriculum Coordinators are utilized to review and discuss all areas of curriculum development, implementation and assessment. Monthly meetings are held that focus on curriculum, grading and accountability. The team reviews and discusses the curriculum alignment, curriculum resources, grading consistency both with vertical and horizontal teams and data tends/patterns.

Major initiatives of the LLT

The primary focus for the Leadership Team/Curriculum Coordinators this year will be developing common agreements & guidelines for grading / assessment expectations, connected learning through all content areas and focusing on the Common Core and relevant appropriate resources necessary for the learning environment.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 Florida Assessment of Instruction in Reading (FAIR) 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. The FAIR will be administered three times during Kindergarten to monitor student performance and transition.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	70%	No	77%
American Indian				
Asian				
Black/African American	58%	46%	No	63%
Hispanic	70%	58%	No	73%
White	79%	78%	No	81%
English language learners	56%		No	60%
Students with disabilities	48%		No	54%
Economically disadvantaged	70%	64%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	29%	31%
Students scoring at or above Achievement Level 4	126	41%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	206	67%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	46	60%	64%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	30	61%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	31%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	24%	63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	60	59%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	74%	No	79%
American Indian				
Asian				
Black/African American	54%	49%	No	59%
Hispanic	78%	67%	No	80%
White	82%	80%	No	84%
English language learners	65%		No	69%
Students with disabilities	43%	28%	No	49%
Economically disadvantaged	73%	68%	No	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	34%	38%
Students scoring at or above Achievement Level 4	122	40%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	203	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	43	56%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	26%	30%
Students scoring at or above Achievement Level 4	28	29%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		12
Participation in STEM-related experiences provided for students		50%	55%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	86	17%	16%
Students retained, pursuant to s. 1008.25, F.S.	26	5%	4%
Students who are not proficient in reading by third grade	8	8%	6%
Students who receive two or more behavior referrals	10	2%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	2%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
ESOL Family Nights		20%	25%
Walk-A-Thon		5%	10%
Showcase		46%	51%
Fall Festival		81%	86%
Pastries for Parents		15%	20%
Dining with Dads		12%	17%
Family Science Nights		8%	12%
Family Media Nights		10%	15%
Family Sports Nights		12%	17%

Goals Summary

G1. By the year 2014, a minimum of a 4% point increase for Level 3 students, when less than 70% are currently demonstrating proficiency(Levels 3,4,5). There will be a minimum of a 2% point increase for Level 3 students where 70% or more

G2. By the year 2014, a 4% point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. A 2% point increase for all student groups where75% or more are currently demonstrating 3.0 or higher on

G3. By the year 2014, a minimum of a 4% point increase for all student subgroups when less than 70% are currently demonstrating proficiency (Levels 3,4,5). A minimum of a 2% point increase for all student groups where 70% or more currently demonstrating pro

G4. By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lowest quartile.

G5. By the year 2014, a minimum of a 4% point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. A minimum of a 2% point increase for all student groups where 70% or more are currently demonstrating ann

G6. By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lower quartile.

G7. By the year 2014, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage.

G8. By the year 2014,a minimum of a 4 percentage point increase for Level 3 students,when less than 70% are currently demonstrating proficiency(Levels 3,4,5).There will be a minimum of a 2 percentage point increase for Level 3 students where 70% or more are

G9. By the year 2014, a minimum of a 4 percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a 2 percentage point increase for all student groups

Goals Detail

G1. By the year 2014, a minimum of a 4% point increase for Level 3 students, when less than 70% are currently demonstrating proficiency(Levels 3,4,5). There will be a minimum of a 2% point increase for Level 3 students where 70% or more

Targets Supported

Resources Available to Support the Goal
- 1. Professional Development opportunities - District support/resources 2. Collaborative Planning Time (CPT) - Common Core Math Book Study

Targeted Barriers to Achieving the Goal
- 1. Technology/network usage and support 2. Familiarity with the depth and complexity of the curriculum 3. Time management 4. Differentiating Instruction for a variety of academic readiness levels

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administration

Target Dates or Schedule:
On-going throughout the school year

Evidence of Completion:
TST Notes, Classroom/Teacher observation notes

G2. By the year 2014, a 4% point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. A 2% point increase for all student groups where75% or more are currently demonstrating 3.0 or higher on

Targets Supported
- Writing

Resources Available to Support the Goal
- 1. Grade Level Collaborative Planning Sessions 2. Monthly Writing Prompts 3. Writing Coach

Targeted Barriers to Achieving the Goal
- 1. Time management 2. Familiarity with the writing standards throughout CCSS and Reading Wonders 3. Commonality on grading/scoring using rubrics

Plan to Monitor Progress Toward the Goal

Grade level CPT documentation On-going review of Writing data

Person or Persons Responsible
Administration Writing Coach

Target Dates or Schedule:
On-going throughout the school year

Evidence of Completion:
Grade level CPT notes Student achievement data

G3. By the year 2014, a minimum of a 4% point increase for all student subgroups when less than 70% are currently demonstrating proficiency (Levels 3,4,5). A minimum of a 2% point increase for all student groups where 70% or more currently demonstrating pro

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- 1. Science Lab on Specials Wheel 2. Science Coach - collaboration with all teachers (K-5)

Targeted Barriers to Achieving the Goal
- 1. Familiarity with the depth and complexity of the CCSS in Science 2. Time management

Plan to Monitor Progress Toward the Goal

TST Discussion

Person or Persons Responsible
Administration

Target Dates or Schedule:
On-going throughout the school year

Evidence of Completion:
Student achievement data TST discussion notes

G4. By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lowest quartile.

Targets Supported

Resources Available to Support the Goal
- 1. Reading Wonders Series 2. Common Core State Standards - correlation to Reading Wonders

Targeted Barriers to Achieving the Goal
- 1. New curriculum as well as new Reading Series materials 2. Ability to identify skill deficit areas and specific interventions

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. By the year 2014, a minimum of a 4% point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. A minimum of a 2% point increase for all student groups where 70% or more are currently demonstrating ann

Targets Supported

Resources Available to Support the Goal
- 1. Professional Development opportunities - District support/resources 2. Collaborative Planning Time (CPT) - Common Core Math Book Study

Targeted Barriers to Achieving the Goal
- 1. Technology/network usage and support 2. Familiarity with the depth and complexity of the curriculum 3. Time management 4. Differentiating Instruction for a variety of academic readiness levels

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administration

Target Dates or Schedule:
On-going throughout the school year

Evidence of Completion:
TST Notes, Classroom/Teacher observation notes

G6. By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lower quartile.

Targets Supported

Resources Available to Support the Goal
- 1. Professional Development opportunities - District support/resources 2. Collaborative Planning Time (CPT) - Common Core Math Book Study

Targeted Barriers to Achieving the Goal
- 1. Technology/network usage and support 2. Familiarity with the depth and complexity of the curriculum 3. Time management 4. Differentiating Instruction for a variety of academic readiness levels

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administration

Target Dates or Schedule:
On-going throughout the school year

Evidence of Completion:
TST Notes, Classroom/Teacher observation notes

G7. By the year 2014, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage.

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
- School-wide PBS plan

Targeted Barriers to Achieving the Goal
- Implementing PBS Effectively & Consistantly

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administration Team PBS

Target Dates or Schedule:
On-going throughout the school year

Evidence of Completion:
Data discussion TST conversations School-wide PBS recognition events

G8. By the year 2014,a minimum of a 4 percentage point increase for Level 3 students,when less than 70% are currently demonstrating proficiency(Levels 3,4,5).There will be a minimum of a 2 percentage point increase for Level 3 students where 70% or more are

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal
- ~ New Reading Series, Reading Wonders, Professional Development ~ Collaborative Planning Time (CPT) Sessions ~ Teacher Support Team (TST) Sessions

Targeted Barriers to Achieving the Goal
- ~ Technology/network usage and support ~ Familiarity with the depth and complexity of the Common Core State Standards ~ Time management

Plan to Monitor Progress Toward the Goal

Student achievement data, Progress Monitoring with ALL Teachers

Person or Persons Responsible
Administration / Teachers

Target Dates or Schedule:
Quarterly TST discussions, CPT meetings

Evidence of Completion:
Final student achievement data

G9. By the year 2014, a minimum of a 4 percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a 2 percentage point increase for all student groups

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- ~ New Reading Series, Reading Wonders, Professional Development ~ Collaborative Planning Time (CPT) Sessions ~ Teacher Support Team (TST) Sessions

Targeted Barriers to Achieving the Goal

- ~ Technology/network usage and support ~ Familiarity with the depth and complexity of the Common Core State Standards ~ Time management

Plan to Monitor Progress Toward the Goal

Student achievement data, Progress Monitoring with ALL Teachers

Person or Persons Responsible

Administration / Teachers

Target Dates or Schedule:

Quarterly TST discussions, CPT meetings

Evidence of Completion:

Final student achievement data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. By the year 2014, a minimum of a 4% point increase for Level 3 students, when less than 70% are currently demonstrating proficiency(Levels 3,4,5). There will be a minimum of a 2% point increase for Level 3 students where 70% or more

G1.B1 1. Technology/network usage and support 2. Familiarity with the depth and complexity of the curriculum 3. Time management 4. Differentiating Instruction for a variety of academic readiness levels

G1.B1.S1 1. Utilize common assessments to monitor students in the core curriculum (EnVision) who need intervention and/or enrichment. 2. Evidence of lesson plan components in weekly lesson plans. Discussions during CPT times will also be focused on Common Core State Standards, Curriculum alignment via IFC's and EnVision assessments. 3. Utilize the Common Core State Standards for Math instruction and assessments.

Action Step 1

Facilitate CPT with a focus on Math and the Common Core State Standards

Person or Persons Responsible

Administration Team

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Classroom observations, Student data

Facilitator:

Administration Team

Participants:

All Classroom Teachers, K-5

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Teacher Support Team (TST) discussions, Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

TST notes, observation data, classroom data

Plan to Monitor Effectiveness of G1.B1.S1

Review student data

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Student data, Increase in student achievement data

G2. By the year 2014, a 4% point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. A 2% point increase for all student groups where75% or more are currently demonstrating 3.0 or higher on

G2.B1 1. Time management 2. Familiarity with the writing standards throughout CCSS and Reading Wonders 3. Commonality on grading/scoring using rubrics

G2.B1.S1 1. Monthly writing prompts for each grade level 2. Master schedule to include daily ELA block for all classroom teachers 3. Utilize the expertise of a Site Based Writing Coach for training & modeling in best practices

Action Step 1

~ Evaluation of progress with monthly writing prompts ~ Collaboration with Site Based Writing Coach ~ Review team feedback on writing progress monthly ~ On-going Professional Development on writing strategies and using rubrics to assess writing progress

Person or Persons Responsible

Administration Team

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

~ Monthly writing prompt data ~ Focused classroom walk-through

Facilitator:

Toledo Blade Writing Coach

Participants:

Classroom Teachers, K-5

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

~ Monitor the progress of monthly writing prompts ~ On-going collaboration among writing coach and grade level teams

Person or Persons Responsible

Administration Writing Coach

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

CPT documentation for each grade level Writing benchmark progress

Plan to Monitor Effectiveness of G2.B1.S1

Student achievement data Teacher input

Person or Persons Responsible

Administration Writing Coach

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Student achievement data Final grade-level benchmark data

G3. By the year 2014, a minimum of a 4% point increase for all student subgroups when less than 70% are currently demonstrating proficiency (Levels 3,4,5). A minimum of a 2% point increase for all student groups where 70% or more currently demonstrating pro

G3.B1 1. Familiarity with the depth and complexity of the CCSS in Science 2. Time management

G3.B1.S1 1. Utilize Science resources via Science Coach and Science Lab Instructional Staff 2. Use creative & flexible scheduling options for all students to ensure a daily science focus in the classroom

Action Step 1

Collaborative Planning Time for all grade levels (K-5)

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

CPT Action logs School-wide Science Events

Plan to Monitor Fidelity of Implementation of G3.B1.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Student Acheivement data

Plan to Monitor Effectiveness of G3.B1.S1

CPT data/discussion TST discussion

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Student Achievement data TST Discussion Notes

G4. By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lowest quartile.

G4.B1 1. New curriculum as well as new Reading Series materials 2. Ability to identify skill deficit areas and specific interventions

G4.B1.S1 Continue to provide specific professional development directed toward the new reading series and CCSS. Share research based strategies/interventions with staff in an effort to align classroom implementation with skill deficit areas.

Action Step 1

Provide resources and feedback to teachers when designing/implementing skill based interventions

Person or Persons Responsible

Administration SWST TST

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

SWST notes Classroom observation

Facilitator:

Administration Team

Participants:

Classroom Teachers (K-5)

Action Step 2

Provide resources and feedback to teachers when designing/implementing skill based interventions

> **Person or Persons Responsible**
>
> Administration SWST TST
>
> **Target Dates or Schedule**
>
> On-going throughout the school year
>
> **Evidence of Completion**
>
> SWST notes Classroom observation
>
> **Facilitator:**
>
> Administration Team
>
> **Participants:**
>
> Classroom Teachers (K-5)

Plan to Monitor Fidelity of Implementation of G4.B1.S1

SWST discussion TST discussion

> **Person or Persons Responsible**
>
> Administration SWST TST
>
> **Target Dates or Schedule**
>
> On-going throughout the school year
>
> **Evidence of Completion**
>
> TST Data discussion Intervention notes/timeline

Plan to Monitor Effectiveness of G4.B1.S1

SWST Discussions among team TST notes/discussions Observation during intervention block

> **Person or Persons Responsible**
>
> Administration Team SWST
>
> **Target Dates or Schedule**
>
> On-going throughout the school year
>
> **Evidence of Completion**
>
> Progress monitoring data, TST conversations, SWST documentation

G5. By the year 2014, a minimum of a 4% point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. A minimum of a 2% point increase for all student groups where 70% or more are currently demonstrating ann

G5.B1 1. Technology/network usage and support 2. Familiarity with the depth and complexity of the curriculum 3. Time management 4. Differentiating Instruction for a variety of academic readiness levels

G5.B1.S1 1. Utilize common assessments to monitor students in the core curriculum (EnVision) who need intervention and/or enrichment. 2. Evidence of lesson plan components in weekly lesson plans. Discussions during CPT times will also be focused on Common Core State Standards, Curriculum alignment via IFC's and EnVision assessments. 3. Utilize the Common Core State Standards for Math instruction and assessments.

Action Step 1

Facilitate CPT with a focus on Math and the Common Core State Standards

Person or Persons Responsible

Administration Team

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Classroom observations, Student data

Facilitator:

Administration Team

Participants:

All Classroom Teachers, K-5

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Teacher Support Team (TST) discussions, Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

TST notes, observation data, classroom data

Plan to Monitor Effectiveness of G5.B1.S1

Review student data

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Student data, Increase in student achievement data

G6. By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lower quartile.

G6.B1 1. Technology/network usage and support 2. Familiarity with the depth and complexity of the curriculum 3. Time management 4. Differentiating Instruction for a variety of academic readiness levels

G6.B1.S1 1. Utilize common assessments to monitor students in the core curriculum (EnVision) who need intervention and/or enrichment. 2. Evidence of lesson plan components in weekly lesson plans. Discussions during CPT times will also be focused on Common Core State Standards, Curriculum alignment via IFC's and EnVision assessments. 3. Utilize the Common Core State Standards for Math instruction and assessments.

Action Step 1

Facilitate CPT with a focus on Math and the Common Core State Standards

Person or Persons Responsible

Administration Team

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Classroom observations, Student data

Facilitator:

Administration Team

Participants:

All Classroom Teachers, K-5

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Teacher Support Team (TST) discussions, Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

TST notes, observation data, classroom data

Plan to Monitor Effectiveness of G6.B1.S1

Review student data

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Student data, Increase in student achievement data

G7. By the year 2014, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage.

G7.B2 Implementing PBS Effectively & Consistantly

G7.B2.S1 Clearly communicate expectations & use common school language

Action Step 1

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

Person or Persons Responsible

Administration Team

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

~CPT discussion notes ~ TST conversations ~

Facilitator:

ESE Liasion Administration

Participants:

Classroom Teachers - (K-5)

Action Step 2

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

Person or Persons Responsible

Administration Team

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

~CPT discussion notes ~ TST conversations ~

Facilitator:

ESE Liasion Administration

Participants:

Classroom Teachers - (K-5)

Plan to Monitor Fidelity of Implementation of G7.B2.S1

School-wide discipline data to be monitored/analyzed quarterly

Person or Persons Responsible

PBS Team Administration Team

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Discipline data

Plan to Monitor Effectiveness of G7.B2.S1

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

Person or Persons Responsible

PBS Team Administration Team

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Discipline data

G8. By the year 2014,a minimum of a 4 percentage point increase for Level 3 students,when less than 70% are currently demonstrating proficiency(Levels 3,4,5).There will be a minimum of a 2 percentage point increase for Level 3 students where 70% or more are

G8.B1 ~ Technology/network usage and support ~ Familiarity with the depth and complexity of the Common Core State Standards ~ Time management

G8.B1.S1 1. We will implement FAIR assessments to monitor student progress. Discussions will be held at CPT & SWST sessions to review data and create targeted interventions. 2. Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on Reading Wonders components, alignment to the district IFC's and assessments utilized to obtain the most relevant data regarding student performance. 3. Maximize instructional time with the creative design of the master schedule and scheduling intervention blocks of time across grade levels.

Action Step 1

1. Review FAIR data reports & progress monitoring spreadsheets to ensure teachers are assessing students according to the created schedule. 2. Lesson plans will be reviewed during classroom walk-throughs and will be submitted to the Principal/ Assistant Principal. 3. Administration is aware of the shift to CCSS in addition to the new Reading Wonders series and monitor implementation through classroom walk-throughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

1. TST quarterly conversations, FAIR Data & Progress Monitoring Spreadsheets. 2. Focused classroom walk-throughs & CPT minutes/notes. 3. Effectiveness will be determined through FAIR & core reading standardized assessments.

Facilitator:

District Personal Administration

Participants:

Classroom Teachers, K-5

Plan to Monitor Fidelity of Implementation of G8.B1.S1

The observation of implementation of best practices and interventions

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Data collection/conversations, CPT Sessions, PD

Plan to Monitor Effectiveness of G8.B1.S1

Student Achievement Results/Data, Teacher feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Student achievement, TST discussions

G9. By the year 2014, a minimum of a 4 percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a 2 percentage point increase for all student groups

G9.B1 ~ Technology/network usage and support ~ Familiarity with the depth and complexity of the Common Core State Standards ~ Time management

G9.B1.S1 1. We will implement FAIR assessments to monitor student progress. Discussions will be held at CPT & SWST sessions to review data and create targeted interventions. 2. Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on Reading Wonders components, alignment to the district IFC's and assessments utilized to obtain the most relevant data regarding student performance. 3. Maximize instructional time with the creative design of the master schedule and scheduling intervention blocks of time across grade levels.

Action Step 1

1. Review FAIR data reports & progress monitoring spreadsheets to ensure teachers are assessing students according to the created schedule. 2. Lesson plans will be reviewed during classroom walk-throughs and will be submitted to the Principal/ Assistant Principal. 3. Administration is aware of the shift to CCSS in addition to the new Reading Wonders series and monitor implementation through classroom walk-throughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

1. TST quarterly conversations, FAIR Data & Progress Monitoring Spreadsheets. 2. Focused classroom walk-throughs & CPT minutes/notes. 3. Effectiveness will be determined through FAIR & core reading standardized assessments.

Plan to Monitor Fidelity of Implementation of G9.B1.S1

The observation of implementation of best practices and interventions

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Data collection/conversations, CPT Sessions, PD

Plan to Monitor Effectiveness of G9.B1.S1

Student Achievement Results/Data, Teacher feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Student achievement, TST discussions

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided and with Title IV 21st Century Community Learning Centers grants to provide after school programs.
Title I, Part C- Migrant
The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ID& R person coordinates with the Title I and other programs to ensure student and family needs are met.
Title I, Part D
The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.
Title II
Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified.
Title III
Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.
Title X- Homeless
Homeless education case managers provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.
Violence Prevention Programs
The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.
Nutrition Programs
Not Applicable
Housing Programs
Not Applicable
Head Start
Not Applicable
Adult Education
Not Applicable
Career and Technical Education
Perkins funding is used to. provide additional resources and professional development to CTE teachers in applicable schools.

Job Training
Not Applicable

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. By the year 2014, a minimum of a 4% point increase for Level 3 students, when less than 70% are currently demonstrating proficiency(Levels 3,4,5). There will be a minimum of a 2% point increase for Level 3 students where 70% or more

G1.B1 1. Technology/network usage and support 2. Familiarity with the depth and complexity of the curriculum 3. Time management 4. Differentiating Instruction for a variety of academic readiness levels

G1.B1.S1 1. Utilize common assessments to monitor students in the core curriculum (EnVision) who need intervention and/or enrichment. 2. Evidence of lesson plan components in weekly lesson plans. Discussions during CPT times will also be focused on Common Core State Standards, Curriculum alignment via IFC's and EnVision assessments. 3. Utilize the Common Core State Standards for Math instruction and assessments.

PD Opportunity 1

Facilitate CPT with a focus on Math and the Common Core State Standards

Facilitator

Administration Team

Participants

All Classroom Teachers, K-5

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Classroom observations, Student data

G2. By the year 2014, a 4% point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. A 2% point increase for all student groups where75% or more are currently demonstrating 3.0 or higher on

G2.B1 1. Time management 2. Familiarity with the writing standards throughout CCSS and Reading Wonders 3. Commonality on grading/scoring using rubrics

G2.B1.S1 1. Monthly writing prompts for each grade level 2. Master schedule to include daily ELA block for all classroom teachers 3. Utilize the expertise of a Site Based Writing Coach for training & modeling in best practices

PD Opportunity 1

~ Evaluation of progress with monthly writing prompts ~ Collaboration with Site Based Writing Coach ~ Review team feedback on writing progress monthly ~ On-going Professional Development on writing strategies and using rubrics to assess writing progress

Facilitator

Toledo Blade Writing Coach

Participants

Classroom Teachers, K-5

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

~ Monthly writing prompt data ~ Focused classroom walk-through

G4. By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lowest quartile.

G4.B1 1. New curriculum as well as new Reading Series materials 2. Ability to identify skill deficit areas and specific interventions

G4.B1.S1 Continue to provide specific professional development directed toward the new reading series and CCSS. Share research based strategies/interventions with staff in an effort to align classroom implementation with skill deficit areas.

PD Opportunity 1

Provide resources and feedback to teachers when designing/implementing skill based interventions

Facilitator

Administration Team

Participants

Classroom Teachers (K-5)

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

SWST notes Classroom observation

PD Opportunity 2

Provide resources and feedback to teachers when designing/implementing skill based interventions

Facilitator

Administration Team

Participants

Classroom Teachers (K-5)

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

SWST notes Classroom observation

G5. By the year 2014, a minimum of a 4% point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. A minimum of a 2% point increase for all student groups where 70% or more are currently demonstrating ann

G5.B1 1. Technology/network usage and support 2. Familiarity with the depth and complexity of the curriculum 3. Time management 4. Differentiating Instruction for a variety of academic readiness levels

G5.B1.S1 1. Utilize common assessments to monitor students in the core curriculum (EnVision) who need intervention and/or enrichment. 2. Evidence of lesson plan components in weekly lesson plans. Discussions during CPT times will also be focused on Common Core State Standards, Curriculum alignment via IFC's and EnVision assessments. 3. Utilize the Common Core State Standards for Math instruction and assessments.

PD Opportunity 1

Facilitate CPT with a focus on Math and the Common Core State Standards

Facilitator

Administration Team

Participants

All Classroom Teachers, K-5

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Classroom observations, Student data

G6. By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lower quartile.

G6.B1 1. Technology/network usage and support 2. Familiarity with the depth and complexity of the curriculum 3. Time management 4. Differentiating Instruction for a variety of academic readiness levels

G6.B1.S1 1. Utilize common assessments to monitor students in the core curriculum (EnVision) who need intervention and/or enrichment. 2. Evidence of lesson plan components in weekly lesson plans. Discussions during CPT times will also be focused on Common Core State Standards, Curriculum alignment via IFC's and EnVision assessments. 3. Utilize the Common Core State Standards for Math instruction and assessments.

PD Opportunity 1

Facilitate CPT with a focus on Math and the Common Core State Standards

Facilitator

Administration Team

Participants

All Classroom Teachers, K-5

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Classroom observations, Student data

G7. By the year 2014, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage.

G7.B2 Implementing PBS Effectively & Consistantly

G7.B2.S1 Clearly communicate expectations & use common school language

PD Opportunity 1

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

Facilitator

ESE Liasion Administration

Participants

Classroom Teachers - (K-5)

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

~CPT discussion notes ~ TST conversations ~

PD Opportunity 2

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

Facilitator

ESE Liasion Administration

Participants

Classroom Teachers - (K-5)

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

~CPT discussion notes ~ TST conversations ~

G8. By the year 2014,a minimum of a 4 percentage point increase for Level 3 students,when less than 70% are currently demonstrating proficiency(Levels 3,4,5).There will be a minimum of a 2 percentage point increase for Level 3 students where 70% or more are

G8.B1 ~ Technology/network usage and support ~ Familiarity with the depth and complexity of the Common Core State Standards ~ Time management

G8.B1.S1 1. We will implement FAIR assessments to monitor student progress. Discussions will be held at CPT & SWST sessions to review data and create targeted interventions. 2. Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on Reading Wonders components, alignment to the district IFC's and assessments utilized to obtain the most relevant data regarding student performance. 3. Maximize instructional time with the creative design of the master schedule and scheduling intervention blocks of time across grade levels.

PD Opportunity 1

1. Review FAIR data reports & progress monitoring spreadsheets to ensure teachers are assessing students according to the created schedule. 2. Lesson plans will be reviewed during classroom walk-throughs and will be submitted to the Principal/ Assistant Principal. 3. Administration is aware of the shift to CCSS in addition to the new Reading Wonders series and monitor implementation through classroom walk-throughs.

Facilitator

District Personal Administration

Participants

Classroom Teachers, K-5

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

1. TST quarterly conversations, FAIR Data & Progress Monitoring Spreadsheets. 2. Focused classroom walk-throughs & CPT minutes/notes. 3. Effectiveness will be determined through FAIR & core reading standardized assessments.