

Sarasota County Schools

# Toledo Blade Elementary School



## 2022-23 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	62%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (62%) 2018-19: A (63%) 2017-18: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

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

We believe that each child is entitled to reach their fullest potential. We commit ourselves to developing and maintaining collaborative home/school partnerships and a school environment that encourages this growth.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Dolciotto, Jennifer	Principal	Jennifer 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 character education. She supports and appreciates the staff and confidently inspires the team to achieve instructional goals.
Tirabassi, Andrea	Assistant Principal	Andrea Tirabassi is an integral part of the Principal's team. She helps to set clear goals, manage the curriculum, monitor multiple data sources, provide oversight to the Exceptional Education department, and evaluate teachers regularly to promote student learning and growth.
Short, Angela	Teacher, K-12	Our school-based Leadership team is also comprised of general education personnel in addition to the staff mentioned 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.
Ursel, David	Other	Our school-based Leadership team is also comprised of general education personnel in addition to the staff mentioned 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.
Bapst, Allison	Teacher, K-12	Our school-based Leadership team is also comprised of general education personnel in addition to the staff mentioned 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 staff mentioned 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.



Name	Position Title	Job Duties and Responsibilities
Hayes, Valley	Teacher, K-12	Our school-based Leadership team is also comprised of general education personnel in addition to the staff mentioned 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.
Costanzo, Marguerite	Teacher, K-12	Our school-based Leadership team is also comprised of general education personnel in addition to the staff mentioned 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	Jamie Granillo is an integral part of ensuring 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	Other	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.
Mendieta, Jennifer	Curriculum Resource Teacher	Our school-based Leadership team is also comprised of general education personnel in addition to the staff mentioned 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.
Cecchini, Krista	Behavior Specialist	Our school-based Leadership team is also comprised of general education personnel in addition to the staff mentioned above. At Toledo Blade Elementary School, the general education personnel are responsible for providing information about general education curriculum, serving as a liaison

Name	Position Title	Job Duties and Responsibilities
		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.
Mallo, Alison	Curriculum Resource Teacher	Our school-based Leadership team is also comprised of general education personnel in addition to the staff mentioned 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.
Johnson, Cara	School Counselor	Cara Johnson is an integral part of ensuring 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.
Nusser, Corinne	Teacher, K-12	Our school-based Leadership team is also comprised of general education personnel in addition to the staff mentioned 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.
Umstead, Tasha	Teacher, K-12	Our school-based Leadership team is also comprised of general education personnel in addition to the staff mentioned 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 2022 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.*

2

**Number of teachers with a 2022 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.*

8

**Total number of teacher positions allocated to the school**

54

**Total number of students enrolled at the school**

803

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

3

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

12

### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	110	117	120	141	121	156	0	0	0	0	0	0	0	765
Attendance below 90 percent	3	21	20	28	12	30	0	0	0	0	0	0	0	114
One or more suspensions	0	1	2	1	1	8	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	4	2	10	0	0	0	0	0	0	0	16
Course failure in Math	0	0	2	1	3	1	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	4	21	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	8	25	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	3	2	4	13	45	0	0	0	0	0	0	0	67

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	3	4	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/9/2022

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	93	121	112	130	121	121	0	0	0	0	0	0	0	698
Attendance below 90 percent	7	2	0	1	3	4	0	0	0	0	0	0	0	17
One or more suspensions	0	1	0	1	0	3	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 FSA ELA assessment	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	1	4	0	0	0	0	0	0	0	7

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	7	1	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

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	93	121	112	130	121	121	0	0	0	0	0	0	0	698
Attendance below 90 percent	7	2	0	1	3	4	0	0	0	0	0	0	0	17
One or more suspensions	0	1	0	1	0	3	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 FSA ELA assessment	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### 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	1	1	4	0	0	0	0	0	0	0	7

#### 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	7	1	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

## Part II: Needs Assessment/Analysis

### School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	72%	66%	56%				76%	68%	57%
ELA Learning Gains	67%						65%	62%	58%
ELA Lowest 25th Percentile	42%						60%	53%	53%
Math Achievement	76%	52%	50%				76%	73%	63%
Math Learning Gains	68%						58%	67%	62%
Math Lowest 25th Percentile	54%						34%	53%	51%
Science Achievement	58%	67%	59%				69%	65%	53%

### Grade Level Data Review - State Assessments

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	70%	8%	58%	20%
Cohort Comparison		0%				
04	2022					
	2019	69%	67%	2%	58%	11%
Cohort Comparison		-78%				
05	2022					
	2019	74%	68%	6%	56%	18%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	86%	73%	13%	62%	24%
Cohort Comparison		0%				
04	2022					
	2019	72%	72%	0%	64%	8%
Cohort Comparison		-86%				
05	2022					
	2019	67%	70%	-3%	60%	7%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	66%	65%	1%	53%	13%
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	48	39	39	50	52	14				
ELL	56	67	60	67	70		50				
BLK	50	59		32	53	54	25				
HSP	72	63	31	74	63		57				
MUL	62	56		69	67						
WHT	75	70	46	81	70	50	66				
FRL	62	62	35	69	61	42	47				
2021 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 2019-20	C & C Accel 2019-20
SWD	32	35	21	37	48	46	32				
ELL	55	36		74	64		36				
BLK	42			38							
HSP	71			78							
MUL	67			50							
WHT	70	49	26	75	49	35	56				
FRL	58	34	20	66	49	59	45				
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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	63
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	69
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	63
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	46
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	60
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	64
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	
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	67
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	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Trends that emerged across grade levels, subgroups and core content areas was overall improvement of ELA and Math achievement, overall learning gains, and the learning gains of our lowest quartile. There was a decrease in overall Science proficiency. In math, our ELL, Black, and Hispanic students did not show improvement. In ELA, multi-racial and students with disabilities (SWD) did not show improvement.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components that demonstrate the greatest need for improvement are SWD in both reading and math, overall ELA achievement and Grade 5 Science achievement.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors included a lack of basic foundational skills, possibly due to lack of exposure due to COVID-19. Other contributing factors included limited support/staff to provide supplemental instruction that was aligned to the intensity of students' needs. Actions needed to support student learning gains would be continuing to use data to progress monitor in an effort to close skill gaps. We will also recruit highly qualified staff to fill vacancies and support the learning of all students.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components that showed the most improvement were learning gains made in math with an increase of 18 percentage points, the students in the lowest quartile made gains of 17 percentage points, and overall learning gains made in ELA for all grades 3-5 students was 23 points.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Contributing factors to this improvement were the implementation of the new ELA core curriculum, common assessments administered across grade levels, grade level data reviews, and targeted small group support provided to students based on assessment data. Additionally, contracted support for individualized instruction and small group tutoring was offered to students before, during and after school due to Jumpstart grant funds.

**What strategies will need to be implemented in order to accelerate learning?**

Strategies that will need to be implemented in order to accelerate learning are increasing teacher efficacy through Professional Learning Communities (PLC) across our school, aligning instruction to the rigor of the BEST Standards, and adjusting student learning plans based on data outcomes.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development opportunities will focus on the implementation of PLCs, unpacking the BEST Standards, planning for aligned instruction and assessment, as well as strategies to increase student engagement (I.e., Kagan, PBS).

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional services that will ensure sustainability of improvement in the future is the use of Jumpstart grant funds to provide 1:1 and small group support before, during, and after school; provide substitute coverage for professional learning time for teachers and time for teams to collaborate and plan.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

ELA achievement for students with disabilities dropped to 25%; Science achievement dropped to 14%; math increased by two percentage points to 39%, which is still below the Federal Index.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

All seven categories that comprise the Federal Index will increase a minimum of four percentage points for students with disabilities.

ELA Achievement: Goal 29%

ELA Learning Gains: Goal 52%

ELA Learning Gains of the Lowest Quartile: Goal 43%

Math Achievement: Goal 43%

Math Learning Gains: Goal 54%

Math Learning Gains of the Lowest Quartile: Goal 56%

Science Achievement: Goal 18%

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Our area of focus will be monitored by reviewing progress monitoring data with the ESE team on a monthly basis, adjusting service plans to provide aligned support, as determined by student learning data.

**Person responsible for monitoring outcome:**

Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Some evidence-based strategies that will be implemented to support learning for our students with disabilities are LLI, small group Guided Reading, use of core curriculum materials (Benchmark, Reveal and EnVision), DreamBox math, and differentiated i-Ready lessons.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

These evidence-based strategies were selected to support the learning of our students with disabilities because they provide exposure to rigorous grade-level standards, while also providing opportunities for individualized/differentiated instruction to close learning gaps.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The ESE/Support team will meet on a monthly basis to analyze progress monitoring data, and re-align ESE service models as needed. Based on the progress monitoring data, individualized/small-group supports will be offered before, during and after school. Additionally, student schedules will be adjusted as needed to provide access to more individualized support during the day.

**Person Responsible**

Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

**#2. Instructional Practice specifically relating to Professional Learning Communities****Area of Focus  
Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Research has shown that Professional Learning Communities increase teacher efficacy, which translates into increased student performance. In an effort to increase performance in all areas for all subgroups, we need to build capacity from within to address the needs of all students.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Increase overall achievement and learning gains in reading, math, and science as measured by school grade.

ELA Achievement (Goal 74%) +2 pts

ELA Learning Gains (Goal 69%) +2 pts

ELA Learning Gains of the Lowest Quartile (Goal 46%) +4 pts

Math Achievement (Goal 78%) +2 pts

Math Learning Gains (Goal 70%) +2 pts

Math Learning Gains of the Lowest Quartile (Goal 56%) +2 pts

Science Achievement (Goal 60%) +2 pts

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Monthly review of data and action plans with the School Leadership Team.

Weekly review of Progress Monitoring data with PLC teams. SWST team will review data of students of concern on a regular basis. Following all data reviews, student action plans will be realigned as needed. Professional Development will be offered based on student data trends.

**Person responsible for monitoring outcome:**

Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

The implementation of the PLC protocols described in the book Learning by Doing by Rick DuFour, such as data and curriculum conversations held weekly, the implementation of common assessments, whole school data reviews and reflection.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

In an effort to increase performance in all areas for all subgroups, we need to build capacity from within to address the needs of all students.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Establish a school Guiding Coalition/Leadership Team to build a shared knowledge about best practice; analyze, discuss and reflect upon student learning; and review standards-based lessons during weekly PLC meetings.

**Person Responsible**

Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

## **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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### **Describe how the school addresses building a positive school culture and environment.**

Toledo Blade calls on the families of our students to foster a positive learning community. 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 partner throughout the school year to support our staff, students and families.

In addition, the PBIS/Rewards and Recognition (R&R) Committee is focused on promoting a positive culture with students, teachers, staff and parents. Each grade level has a member who is represented on the PBIS/R&R Committee.

All staff at Toledo Blade Elementary are supportive of their peers, students and families. All staff play a role in promoting a positive culture by supporting the use of PBIS Eagle Bucks, enforcing CHAMPS expectations across campus, and showing respect and appreciation for all.

### **Identify the stakeholders and their role in promoting a positive school culture and environment.**

Toledo Blade provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meeting programs (Zoom, Teams, etc.) promote participation and awareness through live and recorded sessions to accommodate varying schedules. Further, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement.

Parent and families are regularly invited to attend Toledo Blade's School Advisory Council to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Toledo Blade responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this schoolwide improvement plan is not satisfactory to parents, parents/families are encouraged to submit such comments in writing so that the school can document and submit any parents' comments. The full text and summary of our School Improvement Plan may be found online or as a hard copy by request.