

Sarasota County Schools

Toledo Blade Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Toledo Blade Elementary School

1201 GERANIUM AVE, North Port, FL 34288

www.sarasotacountyschools.net/toledoblade

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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.
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.
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.
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 Education Plan (IEP) and CARE 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 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 that include individual and group counseling, remediation and mediation, outside counseling referrals, and therapy and mentoring programs.
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

Name	Position Title	Job Duties and Responsibilities
		and School Wide Support Team (SWST), the school counselor provides school counseling services that include individual and group counseling, remediation and mediation, outside counseling referrals, and therapy and mentoring programs.
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.
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.
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.
Brown, Lora	Reading Coach	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.
Mauer, Katie	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,

Name	Position Title	Job Duties and Responsibilities
		<p>working with all staff to implement and maintain the validity of instructional procedures/process, and attending required discussions and appropriate meetings.</p>
<p>Shaver, Katie</p>	<p>Teacher, K-12</p>	<p>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.</p>
<p>Hayes, Valley</p>	<p>Teacher, K-12</p>	<p>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.</p>
<p>Runck, Jennifer</p>	<p>Teacher, K-12</p>	<p>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.</p>
<p>Bapst, Allison</p>	<p>Teacher, K-12</p>	<p>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.</p>
<p>Murphy, Gena</p>	<p>Teacher, K-12</p>	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
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procedures/process, and attending required discussions and appropriate meetings.

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.
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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.
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Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The draft version of the SIP is presented through various platforms at the start of the school year, such as team leader meetings, ESE meetings, staff meetings, and School Advisory Counsel meetings to ensure that varying input is considered when developing the School Improvement Plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Student performance data and progress toward our SIP goals will be reviewed and monitored following each progress monitoring assessment window, which is designated by the state. Instructional support schedules and intervention plans will be adjusted as needed, based on student performance data.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	31%
2022-23 Economically Disadvantaged (FRL) Rate	62%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	6	38	25	20	18	28	0	0	0	135
One or more suspensions	0	2	2	2	2	3	0	0	0	11
Course failure in English Language Arts (ELA)	0	0	0	0	2	1	0	0	0	3
Course failure in Math	0	0	1	6	1	0	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	1	14	19	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	2	8	17	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	5	7	4	0	0	0	0	0	22

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	8	18	35	0	0	0	65

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	7	4	3	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	21	20	28	12	30	0	0	0	114
One or more suspensions	0	1	2	1	1	8	0	0	0	13
Course failure in ELA	0	0	0	4	2	10	0	0	0	16
Course failure in Math	0	0	2	1	3	1	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	3	4	21	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	2	8	25	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	2	4	13	45	0	0	0	67

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	21	20	28	12	30	0	0	0	114
One or more suspensions	0	1	2	1	1	8	0	0	0	13
Course failure in ELA	0	0	0	4	2	10	0	0	0	16
Course failure in Math	0	0	2	1	3	1	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	3	4	21	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	2	8	25	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	2	4	13	45	0	0	0	67

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	67	65	53	72	66	56	68		
ELA Learning Gains				67			44		
ELA Lowest 25th Percentile				42			25		
Math Achievement*	73	68	59	76	52	50	71		
Math Learning Gains				68			50		
Math Lowest 25th Percentile				54			43		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	64	69	54	58	67	59	54		
Social Studies Achievement*					65	64			
Middle School Acceleration					51	52			
Graduation Rate					60	50			
College and Career Acceleration						80			
ELP Progress	65	68	59	69			75		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	4	1
ELL	60			
AMI				
ASN				
BLK	43			
HSP	74			
MUL	51			
PAC				
WHT	72			
FRL	65			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	3	
ELL	63			
AMI				
ASN				
BLK	46			
HSP	60			
MUL	64			
PAC				
WHT	67			
FRL	56			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	67			73			64					65
SWD	28			37			14				4	
ELL	51			76			67				5	65
AMI												
ASN												
BLK	52			33							2	
HSP	71			69			69				4	
MUL	56			59			40				4	
PAC												
WHT	68			79			68				5	73
FRL	62			69			56				5	67

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	72	67	42	76	68	54	58					69
SWD	25	48	39	39	50	52	14					
ELL	56	67	60	67	70		50					69
AMI												
ASN												
BLK	50	59		32	53	54	25					
HSP	72	63	31	74	63		57					
MUL	62	56		69	67							
PAC												
WHT	75	70	46	81	70	50	66					77
FRL	62	62	35	69	61	42	47					69

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	68	44	25	71	50	43	54					75
SWD	32	35	21	37	48	46	32					
ELL	55	36		74	64		36					75

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	42			38								
HSP	71			78								
MUL	67			50								
PAC												
WHT	70	49	26	75	49	35	56					83
FRL	58	34	20	66	49	59	45					73

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	67%	-3%	54%	10%
04	2023 - Spring	67%	67%	0%	58%	9%
03	2023 - Spring	66%	61%	5%	50%	16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	84%	70%	14%	59%	25%
04	2023 - Spring	73%	70%	3%	61%	12%
05	2023 - Spring	68%	66%	2%	55%	13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	67%	-4%	51%	12%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component that showed the lowest performance was ELA achievement for SWD (27%). Contributing factors included limited support/staff to provide supplemental instruction that was aligned to the intensity of students' needs, an increased number of SWD transfer students throughout the school year with significant learning gaps, and instructional staff members with less than 2 years teaching experience and/or in their assigned grade level.

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

The data component that showed the greatest decline (nine percentage points) was in Grade 3 overall ELA Achievement. The factors that contributed to this decline was the implementation of a new assessment (FAST) and limited support/staff to provide supplemental instruction that was aligned to the intensity of students' needs.

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

The data component with the greatest gap when compared to the state was Grade 3 overall Math Achievement, which exceeded the state's performance by 25 percentage points. Contributing factors included incoming third graders with strong foundational math skills, common assessments administered across the grade level, and targeted small group support provided to students based on assessment data.

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

The data component that showed the most improvement was overall Grade 5 Science Achievement with an increase of six percentage points to 63%. New actions taken in the area of Science was common planning for aligned instruction and assessment, increased professional learning opportunities, adjusting student learning plans based on Science Benchmark data, and the implementation of Mad Science with the use of Jumpstart Funds.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the EWS data, a potential area of concern is the number of students in 4th and 5th grade identified as having a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.

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

The following areas are Toledo Blade's highest priorities for school improvement for the 2023-2024 school year:

Priority #1: Increased achievement for SWD students in ELA and Math

Priority #2: Overall increased achievement in ELA

Priority #3: Overall increased achievement in Math

Priority #4: Overall increased achievement in Grade 5 Science

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2021-2022 Florida Standards Assessment, the subgroup Students with Disabilities showed a decline in achievement levels to below the Federal Index (41%) in the areas of ELA Achievement (25%), Math Achievement (39%) and Science Achievement (14%).

Measurable Outcome:

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

Based on the 2021-2022 data, by the year 2024, there will be a minimum of 6% percentage points increase to the Federal Percent of Points Index for the subgroup Students with Disabilities, as measured by the school grade components based on PM3 Florida Assessment of Student Thinking (F.A.S.T.).

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 and adjusting service plans to provide aligned support to students, as determined by student learning data.

Person responsible for monitoring outcome:

Andrea Tirabassi (andrea.tirabassi@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based interventions being implemented for the SWD subgroup are LLI, small group Guided Reading, use of core curriculum materials (Benchmark, Reveal and EnVision), DreamBox math, and PENDA science.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These evidence-based interventions 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Andrea Tirabassi (andrea.tirabassi@sarasotacountyschools.net)

By When: June 2024

Evaluate current ESE model and the effectiveness of inclusion practices through completion of Best Practices for Inclusive Education (BPIE).

Person Responsible: Andrea Tirabassi (andrea.tirabassi@sarasotacountyschools.net)

By When: June 2024

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The number of students with attendance below 90% increased from 114 students in 2021-2022 to 135 students in 2022-2023.

Measurable Outcome:

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

By the year 2024, there will be a 10% reduction in the number of students with chronic absences from 135 to 122.

Monitoring:

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

Student attendance will be reviewed regularly and a focus will be placed on attendance incentives, interventions, as well as student/family needs that are impacting attendance.

Person responsible for monitoring outcome:

Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The School Wide Support Team (SWST) will meet regularly to review students with attendance or truancy concerns. The school will use district supports such as Social Workers and Truancy Officers to help support improved student attendance. Attendance letters will be mailed home to families to remind them of the importance of regular attendance along with their child's cumulative attendance for the school year. MTSS process and incentives will be used to help increase student attendance. Parent contacts will be done regularly with families in need of attendance supports.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaboration with district staff and families allows us to provide the services/supports that families may need in order to get their child to school everyday. Collecting and monitoring the data will ensure that all student absences are accounted for and addressed by the school appropriately.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#3. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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: 70%) +4 pts

ELA Learning Gains based on 2022 data: (Goal 71%) +4 pts

ELA Learning Gains of the Lowest Quartile based on 2022 data: (Goal 46%) +4 pts

Math Achievement (Goal 77%) +2 pts

Math Learning Gains based on 2022 data: (Goal 72%) +4 pts

Math Learning Gains of the Lowest Quartile based on 2022 data: (Goal 58%) +4 pts

Science Achievement (Goal 67%) +4 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

District senior leadership reviews district funding allocations and distributes monies to school schools based on varying criteria and factors.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The methods in which this information will be shared with stakeholders will be through a staff meeting, leadership team meetings, monthly newsletter, publication on the Sarasota County School's website (<https://www.sarasotacountyschools.net>), and the School Advisory Committee meeting, which includes representatives from all stakeholders.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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 athome/ 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. We are also proud to utilize the district volunteer program and business partner program to solicit support for classrooms and school programs. We actively seek out new volunteers and business partners throughout the school year to support our staff, students and families. <https://www.sarasotacountyschools.net/toledoblade>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The academic program at TBES will be strengthened with the addition of one primary intervention teacher, the addition of a Literacy Coach to support teacher's professional learning, additional contracted employee(s) to support data-driven, small group instruction, as well as 1:1 tutoring for SWD.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Not applicable

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

TBES seeks to improve students' skills outside of the academic subject areas by meeting weekly as a School Wide Support Team to discuss the ongoing needs of students. The team is comprised of staff members with different areas of expertise, including our Guidance Counselors, Social Worker, and the School Psychologist.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students are provided opportunities to work on 21st Century skills through online learning programs, social/leadership groups and peer collaboration.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Toledo Blade utilizes a school-wide Positive Behavior Implementation System (PBIS). The PBIS/ Rewards and Recognition (R&R) Committee is comprised of staff members who are 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. If a student is demonstrating the need for a more individualized approach to behavior, the School Wide Support Team, which includes our school-based Behavior Specialist, will convene to discuss appropriate next steps (i.e., research-based behavior interventions, counseling, referral to CARE, etc.)

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

TBES staff participates in professional learning opportunities throughout the school year. The topics of PD vary, depending on the unique needs of each teacher/grade-level team. All instructional staff are active participants in an ongoing, weekly Professional Learning Community where student data and standards-driven instruction is at the forefront of each discussion. In addition, the district provides our staff with professional learning opportunities throughout the school year, which are facilitated by our district specialists.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

TBES distributes an informational flyer about our Kindergarten Orientation held each spring to all local childcare and preschool centers, as well as publication to our school website.