

# Toledo Blade Elementary School



2014-15 School Improvement Plan

## Toledo Blade Elementary School

1201 GERANIUM AVE, North Port, FL 34288

[www.sarasotacountyschools.net/toledoblade](http://www.sarasotacountyschools.net/toledoblade)

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
63%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
31%

### School Grades History

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

### School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

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

##### Provide the school's vision statement

We believe that each child is entitled to reach his or her fullest potential. We commit ourselves to developing and maintaining a school environment that encourages this growth.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Upon registering at Toledo Blade Elementary School, all families are given the Home-Language Survey to collect information. When applicable, documents are sent to families in their native languages in addition to being accessed on our school website. Students that qualify for ESOL program participate daily to weekly with this program. ESOL nights are planned throughout the year to celebrate diversity among our families.

As per Title I requirements, all teachers have at least one face-to-face conference with each family per school year where they can share student performance data, information on Title I programs, and the school compact. Families are able to share information about their students with teachers to help strengthen relationships between families, students and teachers.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Toledo Blade Elementary School follows district guidelines for allowing visitors on campus. Students are aware that all visitors on campus should have a RAPTOR badge and that staff members are wearing their assigned district name badge.

All staff members are expected to welcome and treat students with respect as per the staff handbook.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Toledo Blade we believe everyone shares in the responsibility of behaving in a manner that makes our school one where expectations are set high and people are valued. Listed below are the behaviors

we expect of all of our students.

At Arrival Time Students are expected to:

- o Follow all bus expectations
- o Go directly to the appropriate area
- o Arrive on time

In the Cafeteria Students are expected to:

- o Use good manners
- o Talk quietly to their neighbor & eat their own food
- o Stay seated and raise their hand



o Leave their area clean

At Recess or on the Playground Students are expected to:

- o Play carefully & safely
- o Stay within the supervised area
- o Protect themselves from hot surfaces or hand blisters
- o Avoid chase games (i.e. tag)
- o Share and use equipment safely (taking turns)

During Movement on Campus or in the Hallways Students are expected to:

- o Use sidewalks & designated paths
- o Walk quietly and in order with teacher and classmates
- o Walk directly to destination (no wandering)
- o Carry Agenda Book as a Pass with them when not with class

At Assemblies Students are expected to:

- o Sit quietly & listen attentively
- o Speak and clap when appropriate
- o Enter & exit quietly and orderly
- o Remain seated until class is dismissed

At Dismissal Students are expected to:

- o Walk directly to appointed area
- o Follow all bus expectations
- o Follow all expectations at parent pick up

In the Classroom Students are expected to:

- o Enter and exit orderly and quietly
- o Follow the rules/expectations outlined by the classroom teacher "Give Me 5" Signal

To promote a safe and orderly school, we expect all children to respond to the schoolwide quiet signal (open hand "give me 5") when prompted to do so as follows:

1st Finger - Eyes on Speaker

2nd Finger - Quiet

3rd Finger - Be Still

4th Finger - Hands Free (put things down)

5th Finger - Listen Quietly

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Toledo Blade puts the needs of our students, staff and families first in all we do. This has and will always be a priority for us. With the addition of a second counselor this school year we are eager to address even more social-emotional needs this school year. Not only do we focus on the social-emotional needs but also the mental health of our students, staff and families as well.

Our counselors meet with individual students, groups of students and classroom groups to provide appropriate counseling strategies as needed. Outside agencies also provide support to our teachers and students through whole group lessons.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

### **Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Interventions are planned to support students when necessary. Tier II and tier III academic, behavior and attendance interventions progress is monitored regularly. Interventions are tweaked as needed. The SWST/CARE process is used to problem solve as a team related to the early warning signs. Communication with families occurs throughout this process.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	6	11	12	10	19	67
One or more suspensions	0	0	0	0	1	2	3
Course failure in ELA or Math	6	8	3	16	6	12	51
Level 1 on statewide assessment	0	0	0	7	6	12	25

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level					Total
	K	1	3	4	5	
Students exhibiting two or more indicators	2	1	5	1	3	12

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

All Toledo Blade staff members have been trained in the MTSS process. Teams meet weekly to discuss student performance data (academic, behavioral, and attendance). Progress monitoring spreadsheets are used to track performance and identify trends. Interventions are created by team members to best meet the needs of students. Results are reviewed regularly and interventions are tweaked as needed. The SWST/CARE team is used to help problem solve as needed.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49663>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Toledo Blade Elementary School utilizes the PALS 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.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

## School Leadership Team

### Membership

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

Name	Title
Dolciotto, Jennifer	Principal
Giddens, Michelle	Assistant Principal
Cote, Christine	Teacher, K-12
Bapst, Allison	Teacher, K-12
McBride, Sarah	Teacher, K-12
Kinkin, Kristen	Teacher, K-12
Hutchinson, Amy	Teacher, K-12
Short, Angela	Teacher, K-12
Costanzo, Marguerite	Teacher, K-12
Ursel, David	Teacher, ESE
Platt, Dianne	Instructional Media

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

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.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

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.

#### 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

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sylvia Irish	Teacher
Darlene Brooks	Teacher
Kathy Knowles	Teacher
Lauren Firpo	Teacher
Dianne Platt	Education Support Employee
Chris Wheat	Teacher
Carolina Zurbrigenm	Parent
Sasidharan Joshi	Parent
Stephani Faulkner	Parent
Jason Horvath	Parent
Tamara Horvath	Parent
Buffee Holden	Business/Community
Justin Willis	Business/Community
Shannon Durett	Business/Community
Jennifer Dolciotto	Principal

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The 2013-14 student performance data will be reviewed at our first SAC meeting.

*Development of this school improvement plan*

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.

*Preparation of the school's annual budget and plan*

SAC guidelines are followed when presenting the budget.  
 The budget will be created after the proposal is approved.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Funds are not available.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Dolciotto, Jennifer	Principal
Giddens, Michelle	Assistant Principal
Berry, Kathleen	Instructional Coach
Walker, Kelly	Instructional Coach
Slanger, Jennafer	Teacher, K-12
Wheat, Kristi	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

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, focusing on the Common Core and relevant/appropriate resources necessary for the learning environment more specifically in the area of Math.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The master school schedule is designed in a manner that allows for collaborative planning among grade level teachers. Teachers meet together once a week to plan instruction, common assessments, review standards and curriculum as well as analyze data.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

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

### **Describe the school's teacher mentoring program, including the rationale for pairings and 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 the 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

Julie Wessels Kelly Walker, Reading Coach

Sarah Bilbrey Jennifer Runck, 1st Grade SOAR teacher

Christina Terminello April Panepinto, ESE Resource Teacher, Former 3rd grade teacher

Kim Bobenmoyer Kristi Wheat, Writing Teacher

Joshua Reid Krista Cecchini, ESE Resource Teacher, Former 4th Grade teacher

Theresa Murphy Jennafer Slanger, Science Resource Teacher

April Colvin David Ursel, Speech/Language Teacher

Kristina Clark David Ursel, Speech/Language Teacher

Pam Mantel David Ursel, Speech/Language Teacher

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Toledo Blade Elementary School uses district adopted curriculum materials for core instruction. Grade level teams also use the district created Instructional Focus Guides to select appropriate resources aligned to the Florida Standards.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Each grade level team uses common assessments. Progress monitoring spreadsheets have been created to track student performance data. Teams meet regularly to analyze data, plan intervention and extension activities and review progress of student interventions. The school utilizes the SWST/CARE process as directed by Sarasota County Schools.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**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 Rationale**

It is expected that when students receive additional instruction from highly effective teachers focused on the core curriculum, we will see an improvement in student achievement as evidenced on common assessments and state standards assessments.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Kinkin, Kristen, kristen.kinkin@sarasotacountyschools.net

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

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

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

At Toledo Blade Elementary School, all incoming Kindergarten students are assessed with the Florida Kindergarten Readiness Screener (FLKRS) prior to or upon entering. FLKRS includes an observational instrument that provides detailed information about the child in 19 social and academic areas. Kindergarten students also take the 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.

### **College and Career Readiness**

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

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**



**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** READING PROFICIENCY GOALS -By the year 2015 Toledo Blade Elementary School will meet the new proficiency goals in all subgroups.
- G2.** MATH PROFICIENCY GOALS- By the year 2015 Toledo Blade Elementary School will meet the new proficiency goals in all subgroups.
- G3.** SCIENCE GOAL - By the year 2015 Toledo Blade Elementary School will meet the new proficiency goals in all subgroups.
- G4.** SUSPENSION GOALS: By the year 2015 Toledo Blade Elementary School will meet the supportive environment initiative by a reduction of suspensions from the previous year.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. READING PROFICIENCY GOALS** -By the year 2015 Toledo Blade Elementary School will meet the new proficiency goals in all subgroups. 1a

G038220

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - Hispanic	76.0
AMO Reading - White	83.0
ELA/Reading Lowest 25% Gains	67.0
ELA/Reading Gains	73.0
AMO Reading - SWD	59.0

**Resources Available to Support the Goal** 2

- 1. Reading Wonders Professional Development opportunities - District support/resources
- 2. Collaborative Planning Time (CPT)
- 3. Master Schedule - Intervention Block

**Targeted Barriers to Achieving the Goal** 3

- 2. Familiarity with the depth and complexity of the curriculum - New Standards

**Plan to Monitor Progress Toward G1.** 8

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

**Person Responsible**

Jennifer Dolciotto

**Schedule**

Monthly, from 9/1/2014 to 5/22/2015

**Evidence of Completion**

TST Notes, Classroom/Teacher observation notes

**G2. MATH PROFICIENCY GOALS-** By the year 2015 Toledo Blade Elementary School will meet the new proficiency goals in all subgroups. 1a

G038224

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	81.0
AMO Math - African American	63.0
AMO Math - Hispanic	82.0
AMO Math - White	85.0
AMO Math - ELL	72.0
AMO Math - SWD	55.0
AMO Math - ED	79.0
Math Gains	66.0
Math Lowest 25% Gains	47.0

**Resources Available to Support the Goal** 2

- 1. Intervention block scheduled into the Master schedule
- 2. Collaborative Planning Time (CPT) - Math Curriculum Focus
- 3. Professional Development opportunities - District support/resources

**Targeted Barriers to Achieving the Goal** 3

- 2. Familiarity with the depth and complexity of the curriculum

**Plan to Monitor Progress Toward G2.** 8

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

**Person Responsible**

Jennifer Dolciotto

**Schedule**

Quarterly, from 9/1/2014 to 5/22/2015

**Evidence of Completion**

TST Notes, Classroom/Teacher observation notes

**G3. SCIENCE GOAL** - By the year 2015 Toledo Blade Elementary School will meet the new proficiency goals in all subgroups. 1a

G038222

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	67.0

**Resources Available to Support the Goal** 2

- 1. Science Lab on Specials Wheel
- 2. Science Coach - collaboration with all teachers (K-5)
- 3. Mad Science Program
- 4. Science Fair Participation

**Targeted Barriers to Achieving the Goal** 3

- 1. Familiarity with the depth and complexity of the CCSS in Science

**Plan to Monitor Progress Toward G3.** 8

TST Discussion

**Person Responsible**

Jennafer Slanger

**Schedule**

Monthly, from 9/1/2014 to 5/22/2015

**Evidence of Completion**

Student achievement data TST discussion notes

**G4. SUSPENSION GOALS:** By the year 2015 Toledo Blade Elementary School will meet the supportive environment initiative by a reduction of suspensions from the previous year. 1a

G038226

**Targets Supported** 1b

Indicator	Annual Target
One or More Suspensions	3.2
Attendance Below 90%	11.0

**Resources Available to Support the Goal** 2

- School-wide PBS plan
- Title 1 Support Staff
- Guidance Counselors

**Targeted Barriers to Achieving the Goal** 3

- Implementing PBS Effectively and Consistently

**Plan to Monitor Progress Toward G4.** 8

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

**Person Responsible**

Michelle Giddens

**Schedule**

On 5/22/2015

**Evidence of Completion**

Data discussion TST conversations School-wide PBS recognition events

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** READING PROFICIENCY GOALS -By the year 2015 Toledo Blade Elementary School will meet the new proficiency goals in all subgroups. **1**

 G038220

**G1.B2** 2. Familiarity with the depth and complexity of the curriculum - New Standards **2**

 B116323

**G1.B2.S1** Provide on-going training on the new standards. Offer support/guidance with the implementation of Reading Wonders Series **4**

 S128064

#### Strategy Rationale

Teachers will need time/support to collaborate and learn the new standards

#### Action Step 1 **5**

Provide information and time to collaborate with focus on the new standards.

#### Person Responsible

Kathleen Berry

#### Schedule

Monthly, from 8/18/2014 to 5/22/2015

#### Evidence of Completion

Collaborative Planning Notes/Logs from grade level teams

**Action Step 2** 5

Provide information and time to collaborate with focus on the new standards.

**Person Responsible**

Kathleen Berry

**Schedule**

Monthly, from 8/18/2014 to 5/22/2015

***Evidence of Completion***

Collaborative Planning Notes/Logs from grade level teams

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Review and participate in trainings

**Person Responsible**

Kathleen Berry

**Schedule**

Quarterly, from 8/11/2014 to 5/22/2015

***Evidence of Completion***

Collaborative Planning Notes/Agendas, PD Training presentations

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Teacher feedback, progress monitoring data, PRIDE Observation Notes, Implementation of the standards in the classroom.

**Person Responsible**

Jennifer Dolciotto

**Schedule**

Monthly, from 9/1/2014 to 5/22/2015

***Evidence of Completion***

Progress Monitoring Data, Collaborative Planning Notes, PRIDE Observation Notes, Feedback



**G2. MATH PROFICIENCY GOALS-** By the year 2015 Toledo Blade Elementary School will meet the new proficiency goals in all subgroups. 1

G038224

**G2.B2** 2. Familiarity with the depth and complexity of the curriculum 2

B118330

**G2.B2.S1** Teachers will need time to collaborate and learn the new math standards and the instructional focus guides. 4

S130108

### Strategy Rationale

Teachers will need time to collaborate and learn the new math standards and the instructional focus guides as well as how to best utilize the resources given in the instructional focus guides.

### Action Step 1 5

Math professional development session(s)

#### Person Responsible

Kathleen Berry

#### Schedule

Quarterly, from 9/1/2014 to 5/22/2015

#### Evidence of Completion

CPT logs, agendas, PD opportunities

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Attend Math professional development sessions

#### Person Responsible

Jennifer Dolciotto

#### Schedule

Quarterly, from 9/1/2014 to 5/22/2015

#### Evidence of Completion

Professional development agendas, PRIDE observations

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Feedback from both teachers and the leadership team

**Person Responsible**

Jennifer Dolciotto


**Schedule**

Quarterly, from 9/1/2014 to 5/22/2015


**Evidence of Completion**

Data discussion notes (TST), PRIDE observation notes, CPT notes

**G3. SCIENCE GOAL - By the year 2015 Toledo Blade Elementary School will meet the new proficiency goals in all subgroups. 1**

 G038222

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

 B091852

**G3.B1.S1 Utilize Science resources via Science Coach and Science Lab Instructional Staff 4**

 S102760

**Strategy Rationale**

Teachers can collaborate and learn from one another in order to improve their instructional practices in the area of Science.

**Action Step 1 5**

Collaborative discussion and planning in the area of Science to benefit all students

**Person Responsible**

Jennafer Slanger

**Schedule**

Weekly, from 9/1/2014 to 5/22/2015

**Evidence of Completion**

CPT Action logs School-wide Science Events

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

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

**Person Responsible**

Jennafer Slanger

**Schedule**

Weekly, from 9/1/2014 to 5/22/2015

***Evidence of Completion***

Student Achievement data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

CPT data/discussion  
TST discussion

**Person Responsible**

Jennafer Slanger

**Schedule**

Monthly, from 9/1/2014 to 5/22/2015

***Evidence of Completion***

Student Achievement data TST Discussion Notes

**G4. SUSPENSION GOALS:** By the year 2015 Toledo Blade Elementary School will meet the supportive environment initiative by a reduction of suspensions from the previous year. 1

G038226

**G4.B2** Implementing PBS Effectively and Consistently 2

B091857

**G4.B2.S1** Clearly communicate expectations in addition to using common school language as it relates to PBS 4

S102764

### Strategy Rationale

Teachers will be provided support to implement the tier 1 School-wide PBS plan

### Action Step 1 5

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

#### Person Responsible

Michelle Giddens

#### Schedule

Quarterly, from 9/1/2014 to 5/22/2015

#### Evidence of Completion

~CPT discussion notes ~ TST conversations

### Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

School-wide discipline data to be monitored/analyzed quarterly

#### Person Responsible

Michelle Giddens

#### Schedule

Quarterly, from 9/1/2014 to 5/22/2015

#### Evidence of Completion

Discipline data

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7**

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

**Person Responsible**

Michelle Giddens

**Schedule**

Quarterly, from 9/1/2014 to 5/22/2015

**Evidence of Completion**

Discipline data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Collaborative discussion and planning in the area of Science to benefit all students	Slanger, Jennafer	9/1/2014	CPT Action logs School-wide Science Events	5/22/2015 weekly
G4.B2.S1.A1	Meet with grade level teams to update/ review PBS school-wide practices/ procedures	Giddens, Michelle	9/1/2014	~CPT discussion notes ~ TST conversations	5/22/2015 quarterly
G1.B2.S1.A1	Provide information and time to collaborate with focus on the new standards.	Berry, Kathleen	8/18/2014	Collaborative Planning Notes/Logs from grade level teams	5/22/2015 monthly
G2.B2.S1.A1	Math professional development session(s)	Berry, Kathleen	9/1/2014	CPT logs, agendas, PD opportunities	5/22/2015 quarterly
G1.B2.S1.A2	Provide information and time to collaborate with focus on the new standards.	Berry, Kathleen	8/18/2014	Collaborative Planning Notes/Logs from grade level teams	5/22/2015 monthly
G1.MA1	Review TST data, student achievement data, Classroom/Teacher observation	Dolciotto, Jennifer	9/1/2014	TST Notes, Classroom/Teacher observation notes	5/22/2015 monthly
G1.B2.S1.MA1	Teacher feedback, progress monitoring data, PRIDE Observation Notes, Implementation of the standards in the classroom.	Dolciotto, Jennifer	9/1/2014	Progress Monitoring Data, Collaborative Planning Notes, PRIDE Observation Notes, Feedback	5/22/2015 monthly
G1.B2.S1.MA1	Review and participate in trainings	Berry, Kathleen	8/11/2014	Collaborative Planning Notes/Agendas, PD Training presentations	5/22/2015 quarterly
G2.MA1	Review TST data, student achievement data, Classroom/Teacher observation	Dolciotto, Jennifer	9/1/2014	TST Notes, Classroom/Teacher observation notes	5/22/2015 quarterly
G2.B2.S1.MA1	Feedback from both teachers and the leadership team	Dolciotto, Jennifer	9/1/2014	Data discussion notes (TST), PRIDE observation notes, CPT notes	5/22/2015 quarterly
G2.B2.S1.MA1	Attend Math professional development sessions	Dolciotto, Jennifer	9/1/2014	Professional development agendas, PRIDE observations	5/22/2015 quarterly
G3.MA1	TST Discussion	Slanger, Jennafer	9/1/2014	Student achievement data TST discussion notes	5/22/2015 monthly
G3.B1.S1.MA1	CPT data/discussion TST discussion	Slanger, Jennafer	9/1/2014	Student Achievement data TST Discussion Notes	5/22/2015 monthly
G3.B1.S1.MA1	Monitor and participation in Science related events (school-wide) Review CPT data/feedback from grade levels	Slanger, Jennafer	9/1/2014	Student Achievement data	5/22/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1	Administration will review discipline data and study trends/patterns. Discussions will be held with individuals based on data.	Giddens, Michelle	9/1/2014	Data discussion TST conversations School-wide PBS recognition events	5/22/2015 one-time
G4.B2.S1.MA1	Team will continuously analyze PBS data to determine school-wide implementation	Giddens, Michelle	9/1/2014	Discipline data	5/22/2015 quarterly
G4.B2.S1.MA1	School-wide discipline data to be monitored/analyzed quarterly	Giddens, Michelle	9/1/2014	Discipline data	5/22/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1. READING PROFICIENCY GOALS** -By the year 2015 Toledo Blade Elementary School will meet the new proficiency goals in all subgroups.

**G1.B2 2.** Familiarity with the depth and complexity of the curriculum - New Standards

**G1.B2.S1** Provide on-going training on the new standards. Offer support/guidance with the implementation of Reading Wonders Series

### **PD Opportunity 1**

Provide information and time to collaborate with focus on the new standards.

#### **Facilitator**

Kathleen Berry

#### **Participants**

Grade level teams

#### **Schedule**

Monthly, from 8/18/2014 to 5/22/2015

### **PD Opportunity 2**

Provide information and time to collaborate with focus on the new standards.

#### **Facilitator**

Kathleen Berry

#### **Participants**

Grade level teams

#### **Schedule**

Monthly, from 8/18/2014 to 5/22/2015

**G2. MATH PROFICIENCY GOALS-** By the year 2015 Toledo Blade Elementary School will meet the new proficiency goals in all subgroups.

**G2.B2 2.** Familiarity with the depth and complexity of the curriculum

**G2.B2.S1** Teachers will need time to collaborate and learn the new math standards and the instructional focus guides.

**PD Opportunity 1**

Math professional development session(s)

**Facilitator**

Kathleen Berry

**Participants**

Grade level teams

**Schedule**

Quarterly, from 9/1/2014 to 5/22/2015

**G4. SUSPENSION GOALS:** By the year 2015 Toledo Blade Elementary School will meet the supportive environment initiative by a reduction of suspensions from the previous year.

**G4.B2** Implementing PBS Effectively and Consistently

**G4.B2.S1** Clearly communicate expectations in addition to using common school language as it relates to PBS

**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)

**Schedule**

Quarterly, from 9/1/2014 to 5/22/2015



## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0