

Sarasota County Schools

Toledo Blade Elementary School



2018-19 School Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	7
Planning for Improvement	9
Title I Requirements	16
Budget to Support Goals	19

Toledo Blade Elementary School

1201 GERANIUM AVE, North Port, FL 34288

www.sarasotacountyschools.net/toledoblade

School Demographics

School Type and Grades Served
 (per MSID File)

Elementary School
 PK-5

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

58%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

30%

School Grades History

Year
Grade

2017-18
 C

2016-17
 B

2015-16
 A

2014-15
 A*

School Board Approval

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

SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership

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

Name	Title
Dolciotto, Jennifer	Principal
Giddens, Michelle	Assistant Principal
Short, Angela	Teacher, K-12
Ursel, David	Teacher, ESE
Walker, Kelly	Teacher, K-12
Wheat, Kristi	Teacher, K-12
Milliken, Denise	Teacher, K-12
Runck, Jennifer	Teacher, K-12
Brown, Lora	Teacher, K-12
Stull, Karen	Guidance Counselor
Granillo, Jamie	Guidance Counselor
Wheat, Christopher	Administrative Support
Mendieta, Jennifer	Administrative Support
Terminello, Christina	Teacher, K-12

Duties

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

The Toledo Blade Leadership Team meets weekly/monthly (or as needed) to ensure alignment of school resources with each grade level. Schoolwide trends are discussed and concerns are problem solved as a team. Team leaders facilitate grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child succeed. They also facilitate collaborative analysis of student performance data to

determine students in need of intervention and/or extension. Each team leader documents team discussion topics on the Collaborative Planning Time (CPT) Action Plan Logs to enhance student learning.

Principal - Jennifer F. Dolciotto is the instructional leader of the school. She inspires action and takes an optimistic view of the future. She implements strategies and makes resources available to ensure every child has access to both academic and social-emotional learning. She supports and appreciates the staff and confidently inspires the team to achieve instructional goals.

Assistant Principal - Michelle Giddens is an integral part of the Principal's team. She helps to set clear goals, manage the curriculum, monitor multiple data sources, and evaluate teachers regularly to promote student learning and growth.

ESE Liaison - Christopher Wheat is an integral part of the Exceptional Student Education (ESE) team, support staff, and Children at Risk in Education (CARE) team. He verifies the compliance of legal documents, ensures all ESE students needs and learning objectives are being met, learning experience is optimized, and ESE services and accommodations are being provided. He provides support for instruction, support for staff, and collaboration through Individual Educational Plan (IEP) and CARE meetings.

School Counselor- Jamie Granillo and Karen Stull are an integral part of assuring the social, emotional and academic needs of the whole student are being met. Through parent contact and School Wide Support Team (SWST), the school counselors provide school counseling services including individual and group counseling, remediation and mediation, outside counseling, and therapy and mentoring programs.

Our school based Leadership team is also comprised of general education personnel in addition to the mentioned staff above. At Toledo Blade Elementary School the general education personnel are responsible for providing information about general education curriculum, serving as a liaison between general education staff and special education staff/support staff, working with all staff to implement and maintain the validity of instructional procedures/process, and attending required discussions and appropriate meetings.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	10	8	16	11	15	17	0	0	0	0	0	0	0	77
One or more suspensions	1	1	0	0	2	5	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	26	26	0	0	0	0	0	0	0	63

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	4	5	0	0	0	0	0	0	0	9

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	9	2	0	0	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	2	3	0	0	0	0	0	0	0	0	0	0	0	5

Date this data was collected

Friday 9/21/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	14	10	11	15	11	0	0	0	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	10	8	4	1	4	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	8	20	20	0	0	0	0	0	0	0	48

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	1	2	0	0	0	0	0	0	0	4

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	14	10	11	15	11	0	0	0	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	10	8	4	1	4	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	8	20	20	0	0	0	0	0	0	0	48

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	1	1	2	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Overall, the data component which performed the lowest in both English Language Arts (ELA) and Math, was the Lowest 25th Percentile group of students. For this group, ELA achievement was 36% and Math achievement was 30%.
 When examining subgroups, our Students With Disabilities (SWD) group performed the lowest among all subgroups.

Which data component showed the greatest decline from prior year?

The data component which showed the greatest decline from the prior year is our Grade 3-5 ELA Achievement. Grades 3-5 ELA Achievement declined 6% from 73% to 67%.
 When examining subgroups, the group with the greatest decline from the prior year is our White (WHT) subgroup.

Which data component had the biggest gap when compared to the state average?

The data component which shows the biggest gap when compared to the state average is our Lowest 25th Percentile group of students in the area of Math. For this group, the Math achievement was 30% compared to the state average of 47% which is a 17% decline in performance.
 Quite the opposite occurred when examining the performance of a single grade level. Our Grade 3 Math performance was 82% which is 19% higher than the states average of 62%.

Which data component showed the most improvement? Is this a trend?

For specific grade level data, Grade 4 Math performance increased 5% from the previous year.
 Grade 4 ELA performance was unchanged.

Describe the actions or changes that led to the improvement in this area

Actions that led to improvement for Grade 4 Math performance were standards focused math training and collaboration, small flexible skills groups, data driven interventions, and support on a consistent basis by instructional staff.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	67%	66%	56%	73%	68%	55%
ELA Learning Gains	51%	57%	55%	60%	63%	57%
ELA Lowest 25th Percentile	36%	46%	48%	42%	54%	52%
Math Achievement	74%	72%	62%	75%	72%	61%
Math Learning Gains	49%	63%	59%	59%	68%	61%
Math Lowest 25th Percentile	30%	51%	47%	41%	57%	51%
Science Achievement	59%	66%	55%	59%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10 (7)	8 (14)	16 (10)	11 (11)	15 (15)	17 (11)	77 (68)
One or more suspensions	1 (0)	1 (0)	0 (0)	0 (0)	2 (0)	5 (0)	9 (0)
Course failure in ELA or Math	0 (4)	0 (10)	0 (8)	0 (4)	0 (1)	0 (4)	0 (31)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (8)	26 (20)	26 (20)	63 (48)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	73%	68%	5%	57%	16%
	2017	84%	71%	13%	58%	26%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	65%	67%	-2%	56%	9%
	2017	65%	69%	-4%	56%	9%
Same Grade Comparison		0%				
Cohort Comparison		-19%				
05	2018	61%	66%	-5%	55%	6%
	2017	66%	66%	0%	53%	13%
Same Grade Comparison		-5%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	83%	72%	11%	62%	21%
	2017	81%	71%	10%	62%	19%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	75%	71%	4%	62%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	70%	73%	-3%	64%	6%
Same Grade Comparison		5%				
Cohort Comparison		-6%				
05	2018	63%	72%	-9%	61%	2%
	2017	68%	70%	-2%	57%	11%
Same Grade Comparison		-5%				
Cohort Comparison		-7%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	68	53	39	81	51	30	65				
BLK	63	41		50	47		50				
HSP	58	48	29	63	46	25	43				
MUL	100			73							
SWD	25	29	17	37	38	24	32				
FRL	60	49	35	68	47	27	57				
ELL	59	48	27	63	48	33					

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	78	61	44	78	61	45	60				
BLK	63	77		63	23						
HSP	61	49	23	67	59	38	57				
MUL	67			75							
SWD	31	36	37	37	41	36	20				
FRL	65	53	45	68	48	36	46				
ELL	43	29		54	41						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA - Achievement, Learning Gains & Lowest 25th percentile
Rationale	Students must be proficient and/or demonstrate appropriate gains in all ELA areas.
Intended Outcome	By the year 2019, 71% of our students will perform proficient, 55% of all students will demonstrate annual learning gains, and 40% of students in the lowest 25% will demonstrate an annual learning gain on the FSA ELA assessment. More specifically, our students in the White (WHT) subgroup will increase their performance from 68% to 72% and our Students With Disabilities (SWD) subgroup will increase their performance from 25% to 29% utilizing the action steps outlined in our School Improvement Plan (SIP).
Point Person	Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)
Action Step	
Description	<ol style="list-style-type: none"> Grade 1 and Grade 2 teachers received Running Record training during the pre-planning week this school year. Grade 3-5 teachers will receive professional development provided by the district during the school year. Focus will be on the reading block structures/strategies, exploring standards-aligned resources, and supporting the development of learning intentions and success criteria. iReady data will be analyzed along with the interventions provided in the iReady Teacher Toolkit that will be utilized during intervention/skill-small group time. The district will provide additional reading support throughout five focused Collaborative Planning Time(CPT) meetings. Additional CPT meetings will focus on ELA planning at the depth appropriate to the grade level standards. Kindergarten - Grade 5 classroom teachers will identify students who are performing below grade level and document this data along with additional information at their Teacher Support Team (TST) meeting. Students who are identified at this time will be referred to our School Wide Support Team (SWST). At these meetings our Multi-Tiered System of Support (MTSS) will be utilized. Students who are identified as those who receive Exceptional Student Education (ESE) services will receive additional support, as reflected on their Individual Education Plan (IEP) throughout their academic blocks. Grades 3-5 will be utilizing iReady books that will provide strategic, focused practice based on areas of need (phonics, comprehension, fluency, etc.) Our administrative team will mentor and monitor students who are in the lowest quartile based on ELA FSA performance.
Person Responsible	Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)
Plan to Monitor Effectiveness	

Description	<ol style="list-style-type: none">1. Lesson plans and CPT agendas will reflect the use of running records and small group instruction occurring in all Grade 1 and Grade 2 classrooms. A sign-in sheet will be used to document those individuals who attended this specific training.2. Professional Development records along with grade level lesson plans, classroom observations by administration, and collaborative planning sessions will serve as evidence of this ELA training throughout the school year.3. Toledo Blade Administration will schedule and attend data chats regarding relevant iReady classroom data to include, but not be limited to, intervention screener, time-on-task, lesson pass rate, and other reports. This data will be used to monitor the effectiveness of iReady in the classrooms as well as monitoring specific targeted groups of students at all grade levels, with an emphasis on Grades 3-5.4. Sign-in sheets will be used to document district supported CPT's. Application of learned strategies will also be collected when Administration visits classrooms throughout the school year.5. Teacher Support Team (TST) notes will reflect discussion of individual students.6. Develop appropriate/flexible schedules for ESE professionals throughout the day. Lesson plans to integrate research-based strategies that work best for students with disabilities.7. Continued evaluation of iReady using reports such as intervention screener, time-on-task, and lesson pass rate to determine effective use of iReady skills books.8. The Administrative team will check on students weekly, via classroom teacher and/or iReady reports, to determine success and/or intervention of instruction based on iReady and classroom data.
Person Responsible	Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

Activity #2

Title Math - Achievement, Learning Gains & Lowest 25th percentile
Rationale Students must be proficient and/or demonstrate appropriate gains in all Math areas.

Intended Outcome By the year 2019, 76% of our students will perform proficient, 53% of all students will demonstrate annual learning gains and 34% of students in the lowest 25% will demonstrate an annual learning gain on the FSA Math assessment. More specifically, students in our Black (BLK) subgroup will increase their performance from 50% to 54%, our Hispanic (HSP) subgroup will increase their performance from 63% to 67%, our Multi-Racial (MUL) subgroup will increase their performance from 73% to 75% and our Students With Disabilities (SWD) subgroup will increase their performance from 37% to 41% utilizing the action steps outlined in our School Improvement Plan (SIP).

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

Action Step

Description

1. iReady reports will be analyzed and the interventions provided in the iReady Toolkit will be the primary focus/tool used during scheduled schoolwide intervention skills times.
2. Kindergarten -Grade 5 teachers, along with the Administration, will identify students who are performing below grade level and document in their CPT meetings. Identified students will be scheduled for School Wide Support Team (SWST) discussions in which the Multi-Tiered System of Support (MTSS) will be utilized.
3. The Administrative team will be utilized to provide additional support to students who are identified at-risk by their teachers through summative and iReady data.
4. Students with Disabilities (SWD) will receive supplemental support, as noted on their IEP, during and after the math instructional block.
5. English for Speakers of Other Languages (ESOL) students will receive supplemental support during the grade level instruction.

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

Plan to Monitor Effectiveness

Description

1. Classroom walk-throughs completed by Administration in addition to teacher lesson plans will be evidence of interventions. Administration will hold data chats with teachers to monitor the effectiveness of supports/interventions.
2. Sign-in sheets will document District supported CPT's. Professional learning from the CPT's will be reflected in administration walk-through data.
3. CPT logs, and MTSS paperwork will document collaborative and schoolwide support of students.
4. Student data will be analyzed during grade level planning time to ensure

students are responding positively to Tier I instruction and supplemental instructional support. Adjustments will be made to support students whose data indicates a need for additional instruction/intervention. Teacher lesson plans and documentation of interventions will be evidence of additional support provided to students.

5. ESE teacher schedule and lesson plans will document support for ESE students. Data collection of student progress toward IEP goal accomplishment will be reviewed and adjusted as needed.

6. ESOL teacher schedule and lesson plans will document support for ESOL students. Student performance data will be reviewed and support will be adjusted as needed.

**Person
Responsible**

Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)

Activity #3	
Title	Science Achievement
Rationale	Students must be proficient and/or demonstrate appropriate achievement in Science.
Intended Outcome	By the year 2019, 63% of our students will perform proficient on the FCAT Science assessment.
Point Person	Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. The Science Lab teacher will coordinate science materials and resources for Grade 5 teachers. 2. Grade 5 science teachers and the Science Lab teacher will attend district and school level provided professional development. 3. The Science Lab teacher will host a Grade 5 Science Boot Camp with a review of Grade 3 and Grade 4 standards. 4. All Grade 5 students will take the district science benchmark assessment. 5. Results of the benchmarks assessments will be analyzed by classroom teachers and the Science Lab teacher to guide instruction in both the classroom and Science Lab. 6. Wonder Wednesday inquiry science lessons will be used throughout the school year to provide common activities and assessment across grade levels. Students will incorporate writing skills into the Wonder Wednesday activities as all lessons will be completed in their science journal. Randomly selected students will share their writing and scientific observations on the school news each Friday. 7. All Grade 5 students will participate in the school Science, Technology, Engineering, and Mathematics (STEM) Fair. 8. District Science specialist will offer training to Grades K-5 on the integration of science content and updated inquiry lessons.
Person Responsible	Jennifer Dolciotto (jennifer.dolciotto@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Work collaboratively with the Science Lab teacher to determine needs/resources for success. 2. The Professional Development report will reflect teacher professional development in the different science workshops held by the district. 3. Science Lab lesson plans and schedule will reflect Science Boot Camp activities. 4. The benchmark assessment will be monitored to ensure all students complete the assessment. 5. Results of the science benchmark assessments will be shared with teachers and lesson plans will reflect re-teaching of skills to the respective students.

6. The Science Committee will meet quarterly throughout the school year to reflect on previous lessons in addition to creating new tasks/goals for the remainder of the year. The committee will seek feedback from classroom teachers to determine effectiveness of Wonder Wednesday implementation.

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

Activity #4

Title Attendance

Rationale The number of students with attendance below 90% increased from 5 students in 2017 school year to 6 students in the 2018 school year.

Intended Outcome By the end of the 2019 school year, the number of students below 90% will decrease by 10%.

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

Action Step

Description

1. The district "Strive for Five" initiative will be supported.
2. The Administrative Team, along with our PBS committee, will support attendance with monthly attendance incentives for improved attendance.
3. Student attendance will be monitored monthly and district policy guidelines will be followed.
4. Classroom teachers, along with the assistance of Administration and school counselors, will make parent contact and problem solve attendance concerns if they arise.

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

Plan to Monitor Effectiveness

Description

1. Incentive banners will be visible on campus and poster contest winners announced to be entered into district contest.
2. Weekly Administrative Team meeting notes will reflect support and updates on attendance.
3. Attendance letters will be sent home and placed in student cumulative files and SWST and CARE team notes will reflect support plans for students with attendance concerns.
4. Parent conference notes, school service referrals, and CARE/SWST/TST notes will document attendance concerns and action plans.

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

Activity #5	
Title	Discipline
Rationale	Disruptive student behavior that results in students being removed from class and/or resulting in suspension continues to be a concern.
Intended Outcome	By the end of the 2019 school year, the number of students with one or more suspensions will decrease 10%, from 9 to 8 students.
Point Person	Michelle Giddens (michelle.giddens@sarasotacountyschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. We will be trained on using CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) in the classroom for full implementation beginning the 2019/20 school year. 2. All students will receive CHAMP training for areas outside the classroom including the cafeteria, media, bus loop, etc. 3. Behavior Improvement Plans and Functional Behavioral Assessments will be written or updated for students who show area of concerns. 4. A schoolwide Positive Behavior Intervention Support (PBIS) plan will be created and shared through the PBS Committee. 5. District staff will be contacted as needed for assistance with behavioral and/or disciplinary needs. 6. Grade level teams will use the MTSS process as needed for students with behavior concerns. Data will be reviewed with their team and shared via CPT Action Logs. 7. PBS Committee will be formed and will meet regularly.
Person Responsible	Michelle Giddens (michelle.giddens@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. SWST Team will meet to review behavior intervention data as needed. 2. Behavior support team will meet weekly with administration to review student behavior and discipline concerns. 3. A discipline spreadsheet will be created in OneNote and used among the Administration team to track student discipline.
Person Responsible	Michelle Giddens (michelle.giddens@sarasotacountyschools.net)

Part IV: Title I Requirements

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

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

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

PFEP Link

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

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 continuation 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.

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 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 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. Also, iReady will be administered three times during Kindergarten to monitor student performance and transition.

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 Annual Measurable Objectives (AMO) subgroup data by reading, mathematics, science, and writing is utilized.

Further, the school will participate in the i Ready Reading & Math assessments to summarize data for students with interventions and additional supports for tier two and tier three identified students.

Title I, Part C- Migrant

The district supports a Migrant Identifier/Recruiter which 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 (ELL) 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 ongoing 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

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

Our guidance department at Toledo Blade is continuously working with community members and our students to offer a career fair event in which we would invite a variety of stakeholders within our community to visit our campus and teach our students about multiple career paths available to them as they become adults.

Part V: Budget	
Total:	\$6,164.34