

Sarasota County Schools

Toledo Blade Elementary School



2017-18 School Improvement Plan

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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	No	56%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	A	A*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

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 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Toledo Blade Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. 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.

2. School Environment

a. 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.

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 school-wide programs, and the school compact (optional but strongly encouraged). Families are able to share information about their students with teachers to help strengthen relationships between families, students and teachers.

b. 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.

c. 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:

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

In the Cafeteria Students are expected to:

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

~ Leave their area clean

At Recess or on the Playground Students are expected to:

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

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

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

At Assemblies Students are expected to:

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

At Dismissal Students are expected to:

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

In the Classroom Students are expected to:

- ~ Enter and exit orderly and quietly
- ~ 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

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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

c. 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 adjusted as needed. The SWST/CARE team is used to help problem solve as needed.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

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

2. 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 is no longer a Title 1 school. Toledo Blade Elementary School utilizes the Volunteer Counts 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.

C. Effective Leadership

1. School Leadership Team

a. 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
Schott, Christine	Teacher, K-12
Poleschner, Tanya	Teacher, K-12
Walker, Kelly	Teacher, K-12
Willis, Shannon	Teacher, K-12
Wheat, Kristi	Teacher, K-12
Milliken, Denise	Teacher, K-12

b. Duties

1. 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.

2. 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 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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Chris Wheat	Education Support Employee
Caroline Zubrigen	Parent
Jennifer Dolciotto	Principal
Jennifer Bell	Education Support Employee
Michelle Gore	Parent
Darlene Brooks	Teacher
Desirae Young-Nilson	Parent
Melissa Zockine	Parent
Aimee Bowden	Parent
Karen Dodd	Teacher
Amy Hutchinson	Teacher
Danielle Mortimore	Parent
Trina Sovereign-Weiss	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2016-17 student performance data was reviewed at the September 28th, 2017 SAC meeting.

b. 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.

c. 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.

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

Funds are not available.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dolciotto, Jennifer	Principal
Giddens, Michelle	Assistant Principal
Berry, Kathleen	Instructional Coach
Walker, Kelly	Instructional Coach
Mendieta, Jennifer	Teacher, K-12
Granillo, Jamie	Guidance Counselor
Stull, Karen	Guidance Counselor
Wheat, Christopher	Teacher, ESE
Terminello, Christina	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The primary focus for the Leadership Team/Curriculum Coordinators this year will be in the area of Professional Development. We are committed to offering a variety of Professional Development opportunities focused on high quality, focused and engaging lessons. Also included in this focus is the work with depth of complexity when it comes to lesson planning and content delivery.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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.

3. 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 17/18 school year.

New Hire TBES Mentor

Julie Ortner April Panepinto, ESE Resource Teacher, Former 3rd grade teacher

Brook Webb Kristi Wheat, 4th/5th Grade Support Teacher

Katie Shaver Alison Bapst, 3rd Grade Teacher

Erin Holloway David Ursel, Speech/Language Teacher

Jenna Garman Sarah Scott, Kindergarten Teacher

Deb Jackson Krista Cecchini, ESE Resource Teacher, Former 4th grade teacher

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

1. 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.

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

Our Computer Lab Teacher works with the 5th grade team of students and teachers to assess the students using the IC3 Spark exam. This exam is a measure of basic computer skills in which the students have been taught throughout their elementary career.

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

Here at Toledo Blade we offer awareness and education of a variety of career paths as they relate to community service careers, technical education opportunities, and more. We encourage students, families and the community to participate by visiting our campus, multiple times throughout the school year, to speak with our students about their career path and their school journey.

4. 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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** ELA PROFICIENCY GOALS -By the year 2018, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4 and 5).
- G2.** MATH PROFICIENCY GOALS- By the year 2018, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4 and 5).
- G3.** SCIENCE GOAL FCAT 2.0 - By the year 2018, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4 & 5).
- G4.** SUSPENSION GOALS: By the year 2018, Toledo Blade Elementary School will maintain or decrease the percentage of suspensions from the previous year.
- G5.** CHRONIC ABSENCES GOAL- By the year 2018, there will be a reduction in the number of students with chronic absences by 10%.

Strategic Goals Detail

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

G1. ELA PROFICIENCY GOALS -By the year 2018, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4 and 5). 1a

G092298

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	64.0
ELA/Reading Lowest 25% Gains	46.0
FSA ELA Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- 1. Technology/network usage and support
- 2. Familiarity with the depth and complexity of the curriculum - Standards
- 4. Differentiating Instruction for a variety of academic readiness levels

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Michelle Giddens

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

TST Notes, Classroom/Teacher observation notes

G2. MATH PROFICIENCY GOALS- By the year 2018, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4 and 5). 1a

G092301

Targets Supported 1b

Indicator	Annual Target
Math Gains	63.0
Math Lowest 25% Gains	45.0
FSA Mathematics Achievement	77.0

Targeted Barriers to Achieving the Goal 3

- Familiarity with the depth and complexity of the curriculum
- Differentiating Instruction for a variety of academic readiness levels

Resources Available to Help Reduce or Eliminate the Barriers 2

- Intervention block scheduled into the Master schedule
- Collaborative Planning Time (CPT) - Math Curriculum Focus
- Professional Development opportunities - District support/resources
- i Ready program

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

TST Notes, Classroom/Teacher observation notes

G3. SCIENCE GOAL FCAT 2.0 - By the year 2018, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4 & 5). 1a

G092304

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	63.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science Lab on Specials Wheel
- Science Fair Participation
- Team Teaching in Grades 2-5 to allow for deeper learning
- Science Based Activities in alignment with classroom reward system

Plan to Monitor Progress Toward G3. 8

TST Discussion

Person Responsible

Kristi Wheat

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student achievement data TST discussion notes

G4. SUSPENSION GOALS: By the year 2018, Toledo Blade Elementary School will maintain or decrease the percentage of suspensions from the previous year. 1a

G092305

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	0.0

Targeted Barriers to Achieving the Goal 3

- Implementing PBS Effectively and Consistently

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-wide PBS plan
- Guidance Counselors/Administration Team
- Classroom Teachers

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 6/1/2018

Evidence of Completion

Data discussion TST conversations School-wide PBS recognition events

G5. CHRONIC ABSENCES GOAL- By the year 2018, there will be a reduction in the number of students with chronic absences by 10%. 1a

G092306

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	90.0

Targeted Barriers to Achieving the Goal 3

- Teachers understanding of the MTSS Attendance Process

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPT Review of MTSS Process
- Attendance recognition program for children and families

Plan to Monitor Progress Toward G5. 8

SIS attendance data collected on a monthly basis.

Person Responsible

Michelle Giddens

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

SIS attendance data

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. ELA PROFICIENCY GOALS -By the year 2018, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4 and 5). **1**

 G092298

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

 B247249

G1.B2.S3 Team teaching in select classes grades 2-5 to allow for deeper learning. **4**

 S267037

Strategy Rationale

Teachers are able to focus their work on one specific subject in order to teach deeper

Action Step 1 **5**

Classroom Teachers

Person Responsible

Michelle Giddens

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom data (grades, i Ready performance, progress monitoring, etc.)

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Quarterly meetings with teachers to determine needs and successes of the team teaching model.

Person Responsible

Michelle Giddens

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom data (grades, i Ready performance, progress monitoring, etc.)

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Quarterly meetings with the classroom teacher to review classroom data (grades, i Ready performance, progress monitoring, etc.)

Person Responsible

Michelle Giddens

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom data (grades, i Ready performance, progress monitoring, etc.)

G1.B4 4. Differentiating Instruction for a variety of academic readiness levels 2

B247251

G1.B4.S2 Support staff aligned with grades 3, 4, and 5 to focus on small group instruction for bottom quartile and/or skill specific groups 4

S267035

Strategy Rationale

Meeting with students in small groups based on skill deficits will allow us to help close the gaps we are finding in student performance.

Action Step 1 5

Instructional support staff will be assigned to grade levels 3-5 in which they will focus on meeting with small groups of students focusing on specific skill deficits and/or gaps in learning.

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Classroom performance data, iReady data, TST conversations regarding data, any relevant data to support instructional decisions.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Check-in quarterly with instructional staff assigned to small groups of students to determine progress and/or adjustments necessary to be made.

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Classroom performance data, iReady data, TST conversations regarding data, any relevant data to support instructional decisions.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Check-in quarterly with instructional staff assigned to small groups of students to determine progress and/or adjustments necessary to be made.

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Classroom performance data, iReady data, TST conversations regarding data, any relevant data to support instructional decisions.

G2. MATH PROFICIENCY GOALS- By the year 2018, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4 and 5). 1

G092301

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

B247257

G2.B2.S4 Support staff aligned with grades 3, 4 and 5 to focus on small group instruction for bottom quartile and/or skill specific groups 4

S267057

Strategy Rationale

Meeting with smaller like groups of students will assist with academic success for students.

Action Step 1 5

Strategically place support staff in classrooms where the focus on small group guided instruction can take place in collaboration with the classroom teacher.

Person Responsible

Jennifer Dolciotto

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data from multiple sources will be examined on a monthly basis to determine effectiveness of strategy (classroom assessments, iReady, formative assessments, exit slips, etc.)

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Data from multiple sources will be examined on a monthly basis to determine effectiveness of strategy (classroom assessments, iReady, formative assessments, exit slips, etc.)

Person Responsible

Jennifer Dolciotto

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data from multiple sources will be examined on a monthly basis to determine effectiveness of strategy (classroom assessments, iReady, formative assessments, exit slips, etc.)

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

Data from multiple sources will be examined on a monthly basis to determine effectiveness of strategy (classroom assessments, iReady, formative assessments, exit slips, etc.)

Person Responsible

Jennifer Dolciotto

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data from multiple sources will be examined on a monthly basis to determine effectiveness of strategy (classroom assessments, iReady, formative assessments, exit slips, etc.)

G2.B4 Differentiating Instruction for a variety of academic readiness levels 2

 B247259

G2.B4.S1 Focus on the district initiatives relating to the Math rounds/training and math standards. Teachers will need time to collaborate and continue to learn the math standards and the instructional focus guides. 4

 S267255

Strategy Rationale

Teachers will need time to collaborate and continue to learn the 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

Michelle Giddens

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

CPT logs, agendas, PD opportunities

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Participate in District Offered Math professional development trainings

Person Responsible

Michelle Giddens

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Professional development agendas, PRIDE observations

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Feedback from both the classroom teachers and the leadership team

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

G3. SCIENCE GOAL FCAT 2.0 - By the year 2018, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4 & 5). 1

G092304

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

B247266

G3.B1.S1 Utilize Science resources via the Science Lab and grade level academic support staff 4

S260529

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

Kristi Wheat

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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

Kristi Wheat

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student Achievement data

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

CPT data/discussion
TST discussion

Person Responsible

Kristi Wheat

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student Achievement data TST Discussion Notes

G4. SUSPENSION GOALS: By the year 2018, Toledo Blade Elementary School will maintain or decrease the percentage of suspensions from the previous year. 1

G092305

G4.B2 Implementing PBS Effectively and Consistently 2

B247270

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

S260531

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

Discipline data

G5. CHRONIC ABSENCES GOAL- By the year 2018, there will be a reduction in the number of students with chronic absences by 10%. 1

G092306

G5.B2 Teachers understanding of the MTSS Attendance Process 2

B247273

G5.B2.S1 Review the attendance data and trends twice per quarter. 4

S260534

Strategy Rationale

Knowledge is power. This data will allow us to reach out to specific families that we may have missed along the way.

Action Step 1 5

Monitoring attendance data, recognizing student and family who have improved attendance

Person Responsible

Michelle Giddens

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Attendance data collected twice quarterly

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Pull monthly attendance data to recognize students of concern and those to be recognized.

Person Responsible

Michelle Giddens

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

SIS attendance data

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Review the attendance data and trends twice per quarter. Recognize successes and challenges to plan for next steps.

Person Responsible

Michelle Giddens

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

G5.B2.S4 Quarterly recognition of families (and student) who have improved attendance. 4

S260537

Strategy Rationale

We are hopeful that this positive recognition will encourage our families to do their very best at keeping their children in school.

Action Step 1 5

Entering those families who have had improved attendance for the quarter into a drawing for a prize.

Person Responsible

Jennifer Dolciotto

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Attendance data which has been collected quarterly.

Plan to Monitor Fidelity of Implementation of G5.B2.S4 6

Maintain accurate school-wide attendance data (through SIS)

Person Responsible

Michelle Giddens

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

SIS attendance data

Plan to Monitor Effectiveness of Implementation of G5.B2.S4 7

Consistently monitor attendance data and record keeping to recognize families that are to be recognized and those that are in need of support.

Person Responsible

Jennifer Dolciotto

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

SIS attendance data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M363850	Review TST data, student achievement data, Classroom/Teacher observation	Giddens, Michelle	8/14/2017	TST Notes, Classroom/Teacher observation notes	6/1/2018 quarterly
G2.MA1  M363859	Review TST data, student achievement data, Classroom/Teacher observation	Dolciotto, Jennifer	8/14/2017	TST Notes, Classroom/Teacher observation notes	6/1/2018 quarterly
G3.MA1  M363869	TST Discussion	Wheat, Kristi	8/14/2017	Student achievement data TST discussion notes	6/1/2018 quarterly
G4.MA1  M363872	Administration will review discipline data and study trends/patterns. Discussions will be held with...	Giddens, Michelle	8/14/2017	Data discussion TST conversations School-wide PBS recognition events	6/1/2018 one-time
G5.MA1  M363877	SIS attendance data collected on a monthly basis.	Giddens, Michelle	9/1/2017	SIS attendance data	6/1/2018 monthly
G3.B1.S1.MA1  M363867	CPT data/discussion TST discussion	Wheat, Kristi	8/14/2017	Student Achievement data TST Discussion Notes	6/1/2018 monthly
G3.B1.S1.MA1  M363868	Monitor and participation in Science related events (school-wide) Review CPT data/feedback from...	Wheat, Kristi	8/14/2017	Student Achievement data	6/1/2018 weekly
G3.B1.S1.A1  A343111	Collaborative discussion and planning in the area of Science to benefit all students	Wheat, Kristi	8/14/2017	CPT Action logs School-wide Science Events	6/1/2018 weekly
G4.B2.S1.MA1  M363870	Team will continuously analyze PBS data to determine school-wide implementation	Giddens, Michelle	8/14/2017	Discipline data	6/1/2018 quarterly
G4.B2.S1.MA1  M363871	School-wide discipline data to be monitored/analyzed quarterly	Giddens, Michelle	8/14/2017	Discipline data	6/1/2018 quarterly
G4.B2.S1.A1  A343112	Meet with grade level teams to update/review PBS school-wide practices/procedures	Giddens, Michelle	8/14/2017	~CPT discussion notes ~ TST conversations	6/1/2018 quarterly
G5.B2.S1.MA1  M363873	Review the attendance data and trends twice per quarter. Recognize successes and challenges to plan...	Giddens, Michelle	10/2/2017		6/1/2018 monthly
G5.B2.S1.MA1  M363874	Pull monthly attendance data to recognize students of concern and those to be recognized.	Giddens, Michelle	10/2/2017	SIS attendance data	6/1/2018 monthly
G5.B2.S1.A1  A343113	Monitoring attendance data, recognizing student and family who have improved attendance	Giddens, Michelle	8/14/2017	Attendance data collected twice quarterly	6/1/2018 quarterly
G2.B4.S1.MA1  M379245	Feedback from both the classroom teachers and the leadership team	Dolciotto, Jennifer	8/14/2017	Data discussion notes (TST), PRIDE observation notes, CPT notes	6/1/2018 quarterly
G2.B4.S1.MA1  M379246	Participate in District Offered Math professional development trainings	Giddens, Michelle	8/14/2017	Professional development agendas, PRIDE observations	6/1/2018 quarterly
G2.B4.S1.A1  A355313	Math professional development session(s)	Giddens, Michelle	8/14/2017	CPT logs, agendas, PD opportunities	6/1/2018 quarterly
G1.B4.S2.MA1  M382484	Check-in quarterly with instructional staff assigned to small groups of students to determine...	Dolciotto, Jennifer	9/4/2017	Classroom performance data, iReady data, TST conversations regarding data, any relevant data to support instructional decisions.	6/1/2018 quarterly
G1.B4.S2.MA1  M382483	Check-in quarterly with instructional staff assigned to small groups of students to determine...	Dolciotto, Jennifer	9/4/2017	Classroom performance data, iReady data, TST conversations regarding data, any relevant data to support instructional decisions.	6/1/2018 quarterly

Sarasota - 1231 - Toledo Blade Elementary School - 2017-18 SIP
Toledo Blade Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S2.A1 A357987	Instructional support staff will be assigned to grade levels 3-5 in which they will focus on...	Dolciotto, Jennifer	9/4/2017	Classroom performance data, iReady data, TST conversations regarding data, any relevant data to support instructional decisions.	6/1/2018 quarterly
G1.B2.S3.MA1 M378808	Quarterly meetings with the classroom teacher to review classroom data (grades, i Ready...	Giddens, Michelle	8/14/2017	Classroom data (grades, i Ready performance, progress monitoring, etc.)	6/1/2018 quarterly
G1.B2.S3.MA1 M378807	Quarterly meetings with teachers to determine needs and successes of the team teaching model.	Giddens, Michelle	8/14/2017	Classroom data (grades, i Ready performance, progress monitoring, etc.)	6/1/2018 quarterly
G1.B2.S3.A1 A354925	Classroom Teachers	Giddens, Michelle	8/14/2017	Classroom data (grades, i Ready performance, progress monitoring, etc.)	6/1/2018 quarterly
G5.B2.S4.MA1 M363875	Consistently monitor attendance data and record keeping to recognize families that are to be...	Dolciotto, Jennifer	9/1/2017	SIS attendance data	6/1/2018 monthly
G5.B2.S4.MA1 M363876	Maintain accurate school-wide attendance data (through SIS)	Giddens, Michelle	9/1/2017	SIS attendance data	6/1/2018 monthly
G5.B2.S4.A1 A343114	Entering those families who have had improved attendance for the quarter into a drawing for a...	Dolciotto, Jennifer	9/1/2017	Attendance data which has been collected quarterly.	6/1/2018 quarterly
G2.B2.S4.MA1 M379244	Data from multiple sources will be examined on a monthly basis to determine effectiveness of...	Dolciotto, Jennifer	8/14/2017	Data from multiple sources will be examined on a monthly basis to determine effectiveness of strategy (classroom assessments, iReady, formative assessments, exit slips, etc.)	6/1/2018 monthly
G2.B2.S4.MA1 M378858	Data from multiple sources will be examined on a monthly basis to determine effectiveness of...	Dolciotto, Jennifer	8/14/2017	Data from multiple sources will be examined on a monthly basis to determine effectiveness of strategy (classroom assessments, iReady, formative assessments, exit slips, etc.)	6/1/2018 monthly
G2.B2.S4.A1 A354963	Strategically place support staff in classrooms where the focus on small group guided instruction...	Dolciotto, Jennifer	8/14/2017	Data from multiple sources will be examined on a monthly basis to determine effectiveness of strategy (classroom assessments, iReady, formative assessments, exit slips, etc.)	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. ELA PROFICIENCY GOALS -By the year 2018, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3 & 4 and 5).

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

G1.B2.S3 Team teaching in select classes grades 2-5 to allow for deeper learning.

PD Opportunity 1

Classroom Teachers

Facilitator

Admin. Team

Participants

Classroom Teachers

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

G2. MATH PROFICIENCY GOALS- By the year 2018, there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (across Levels 3, 4 and 5).

G2.B4 Differentiating Instruction for a variety of academic readiness levels

G2.B4.S1 Focus on the district initiatives relating to the Math rounds/training and math standards. Teachers will need time to collaborate and continue to learn the math standards and the instructional focus guides.

PD Opportunity 1

Math professional development session(s)

Facilitator

District Support Staff, TB Administrative Team

Participants

Grade level teams

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

G4. SUSPENSION GOALS: By the year 2018, Toledo Blade Elementary School will maintain or decrease the percentage 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 Liaison Administration

Participants

Classroom Teachers - (K-5)

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S3.A1	Classroom Teachers				\$0.00
2	G1.B4.S2.A1	Instructional support staff will be assigned to grade levels 3-5 in which they will focus on meeting with small groups of students focusing on specific skill deficits and/or gaps in learning.				\$0.00
3	G2.B2.S4.A1	Strategically place support staff in classrooms where the focus on small group guided instruction can take place in collaboration with the classroom teacher.				\$0.00
4	G2.B4.S1.A1	Math professional development session(s)				\$11,960.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	140-Substitute Teachers	1231 - Toledo Blade Elementary School	Other		\$11,960.00
5	G3.B1.S1.A1	Collaborative discussion and planning in the area of Science to benefit all students				\$0.00
6	G4.B2.S1.A1	Meet with grade level teams to update/review PBS school-wide practices/procedures				\$310.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		510-Supplies	1231 - Toledo Blade Elementary School	General Fund		\$310.00
7	G5.B2.S1.A1	Monitoring attendance data, recognizing student and family who have improved attendance				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		510-Supplies	1231 - Toledo Blade Elementary School	General Fund		\$1,000.00
8	G5.B2.S4.A1	Entering those families who have had improved attendance for the quarter into a drawing for a prize.				\$0.00
					Total:	\$13,270.00