

Sarasota County Schools

Taylor Ranch Elementary School



2015-16 School Improvement Plan

Taylor Ranch Elementary School

2500 TAYLOR RANCH TRL, Venice, FL 34293

www.sarasotacountyschools.net/taylorranch

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	38%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	15%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary 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 was approved by the Sarasota County School Board on 12/8/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

“to prepare students to reach educational success, social responsibility, emotional well being, and develop ethical values by providing a dynamic and relevant curriculum, effective instruction, and a safe, nurturing and confidence-building environment. We encourage a total commitment of students, families, community, and staff to attain to this mission.”

Provide the school's vision statement

"We envision Taylor Ranch School as a community of learners. This community includes the administrators, teachers, support staff, students, parents, participating businesses and other involved stakeholders. This collaborative community is actively involved in researching best practices, analyzing student data, and expertly providing the best learning experiences and opportunities for our students and staff. Our dedication and outlook toward the future will work together so that our entire learning community will have the opportunity to achieve excellence."

School Environment

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

The school collects demographic information on each student when they enroll. This information is passed on to teachers and critical support staff to help them better understand the strengths and needs of each child. Early in the school year we have an open house and invite parents to visit with teachers and discuss their child. Teachers use e-mail, student agendas, and phone conversations to dialogue with parents about their child. Teachers are encouraged to use social circles to create a community environment where students are able to share their thoughts in a safe and non-judgmental manner.

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

Before school students are welcomed by school staff and administration as they get off the bus or are dropped off by car. There are some before school programs that support a student's social and academic needs, as well as providing nutrition through a breakfast program. During the school day, all classroom doors remain locked while student are in class, and staff members are on duty to provide security when students are on campus transitioning or at recess. After school, staff members are on duty monitoring the release of students to the buses or for car pickup. Staff members communicate with each other and the office via hand-held radios. All visitors to campus must check in at the office and be cleared to receive a visitor badge. Students can have contact or be picked up only by adults who are approved on their contacts list.

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

Taylor Ranch uses a Positive Behavior Support system to provide encouragement and recognition to those students who do the right thing, both academically and behaviorally. The system is based on a

stamp economy, where students earn stamps for their positive actions, which gets them recognized and earns them opportunities to redeem their stamps. Student who misbehave forfeit certain PBS recognitions and may also receive other consequences of a more traditional disciplinary nature. Students are educated on the expectations for their behavior in all school settings with the thought of helping them understand what a positive and productive student does at TRS.

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

Taylor Ranch employs a full time counselor for individual and small group interventions. We also have available to the school through the district other related services that can be provided on an as needed basis. We offer before and after school supports, such as special interest clubs to provide students with constructive outlets. Classroom teachers also follow the school-wide Positive Behavior Support program, which includes community building activities like circle discussions.

Early Warning Systems

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

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

For attendance issues we follow the district policy of contacting parents at specific markers for absences and unexcused absences. Our teachers also contact parents after the child has been absent 3 days. The School Wide Support Team considers individual students who have excessive absences and tardies to develop a plan of action, which may involve the school social worker and the legal system.

Academically, student scoring at a level 1 on state tests or failing are automatically flagged. Students are also referred by their teacher to our School Wide Support Team for Tier II and Tier III interventions for both academic and behavior concerns. In addition, students who need additional supports receive tutoring during the school day if they demonstrate they are struggling with a particular area.

Students with behavior concerns that result in discipline referrals may be placed on a performance contract and/or referred to the school guidance counselor for behavior interventions.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	7	5	8	16	14	58
One or more suspensions	3	8	4	6	9	2	32
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	15	15	8	38

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Reading Wonderworks Tier II and Tier III intervention for Reading Comprehension
Read Naturally Tier II and Tier III interventions for Reading Fluency
iReady web-based curriculum program is used in morning lab and during class as a Tier II and Tier III intervention.
Small group and one-on-one tutoring for math skill deficits
Individual and Small Group counseling for behavior and social issues
Functional Behavior Modification plans for individuals with serious behavior concerns

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The school uses many lines of communication to keep parents informed about school activities and their child's progress at school. TRS has a monthly newsletter, an active school website, and a connect-ed service to send blanket messages. Our teachers use e-mail, student agendas, weekly newsletters, and phone calls to communicate with parents on specific issues related to their child's progress. We also have very active Boosters organization and School Advisory Council that have a mixture of parent and school representation.

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

We contact local businesses to increase the number of business partners that have direct involvement with the school through donations or in-kind supports. We advertise the need for parents interested in considering a role in the evaluation of school programs and recommendations for school improvement. We promote the need for more parent volunteers to support teachers in the classroom, provide various services around campus and participate in school related activities.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Bolander, William	Principal
Cline, Lisa	Assistant Principal
Chunco, Allison	Teacher, K-12
Cardenas, Tracey	Teacher, K-12
Day, Aimee	Teacher, K-12
Swen, Amy	Teacher, K-12
Figueroa, Nathan	Teacher, K-12
Eidelbus, Gretchen	Teacher, K-12
Porvaznik, Amanda	Guidance Counselor
Archer, Michele	Teacher, ESE
Brown, Marcia	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 SWST Coordinator runs our SWST meetings and is the initial contact with teachers in the MTSS process.

The Social Worker is also the SWST Secretary and records weekly meeting details.

All other members are there to provide expert recommendations and supports to the teacher. These supports could be in the form of suggestions, special testing or classroom observations, home visitations, data collection and presentation and Tier intervention supports.

Our SIP is monitored by the Principal's Leadership Cabinet, which is composed of the team leaders from each grade level, the Principal, Asst Principal, ESE Liaison, and Counselor. This group meets monthly to discuss strategies and results aligned with the goals of our SIP. The Team Leaders are responsible for discriminating this information to their individual teams during weekly CPT meetings.

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

Our (SWST) school wide support team is responsible for supporting MTSS and coordinating interventions for individuals students. As teachers assess students through formative and summative feedback, they make decisions about which students need extra supports at a Tier I level. Our school counselor is our SWST Coordinator, and the initial contact for teachers in the MTSS process.

Teachers can receive support from our MTSS Coordinator for Tier I interventions, but typically she is the initial contact in setting the stage for referring a student to the SWST. Once a student is referred to SWST, the team meets (each Wednesday) to discuss the students with the teacher present. Our team is composed of the Principal, Asst Principal, ESE Liaison, Counselor, SLP, School Psychologist, Social Worker, ESE Resource teacher and the teacher. During those meetings a plan is created to provide a Tier II or Tier III intervention, with the appropriate documentations. The teacher or SWST Coordinator would generally be in contact with the parents to provide feedback and get approval for any special programming. Tier II and Tier III interventions are provided in our intervention lab, which is managed by our two ESE resource teachers. A running record (log) of those meetings is kept on each child by the team secretary. As the process unfolds, if interventions are unsuccessful the

student may be referred to our CARE team. This meeting would involve parent participation and could involve further testing and placement in programs.

Our SIP is monitored by the Principal's Leadership Cabinet, which is composed of the team leaders from each grade level, the Principal, Asst Principal, ESE Liaison, and Counselor. This group meets monthly to discuss strategies and results aligned with the goals of our SIP. The Team Leaders are responsible for discriminating this information to their individual teams during weekly CPT meetings. The structures in place and their roles are listed below. Each organizational structure will make recommendations to the school administration regarding programming and the expenditure of school, district and state funds.

Principals' Advisory Cabinet : Principal, Asst Principal, Counselor, ESE Liaison and all grade level team leaders

Role: To discuss topics related to curriculum, instruction, discipline and the general operation of the school as representatives for the part of the school staff. This groups meets monthly prior to the instructional day.

CPTs: Grade level teams made up of the teachers, both general ed and ese, at each grade level.

Their role is to discuss topics relevant to student learning and to consider feedback from the Principals' Advisory Cabinet. The CPT teams meet once a week during teacher planning time.

Work Committees: There are 9 work committees; Reading, Writing, Math, Science, PBS, Advanced Work, School Spirit, Visual and Performing Arts, and Wellness. These committee meet a minimum of quarterly and are expected to do research and help drive school initiatives in their specific area.

Meetings are held after school hours or during district professional development days.

SAC (School Advisory Council) : The SAC committee is composed of teachers, parents, business partners and student representative. This group meets monthly to consider teacher funding requests, discuss school initiatives, and foster community/school relations. A key role of SAC is to analyze school data and provide input for the School Improvement Plan. They are responsible for approving the SIP prior to it being submitted to the FDOE.

All planning and fund expenditures are funneled through these groups and coordinated by the school principal.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Bill Bolander	Principal
Lisa Cline	Teacher
Cathleen Francis	Teacher
Louanne Steele	Teacher
Kelly Priede	Teacher
Linda Remsen	Teacher
Brenda Kelly	Education Support Employee
Orlando Priede	Business/Community
Shawn Singeisen	Business/Community
Melissa May	Parent
Todd Reinschmidt	Parent
Kathie Ebauch	Parent
Maria Leonardo	Business/Community
Ashley Lauser	Student
Alison Woronick	Student
Christian Menedez	Student

Duties

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

Evaluation of last year's school improvement plan

SAC reviews all the data for the previous school year at their initial meeting in September. Based on the results of strategies from the previous year, SAC makes recommendations for goals and strategies for the current year. During the current school year SAC monitors the progress of planned strategies and considers changes at the final meeting of the spring.

Development of this school improvement plan

SAC reviews school data in Math, ELA, Science, Writing, attendance and school discipline. From this review the committee identifies strengths and weaknesses, then considers best practices in two or three key areas of concern. This year long process results in recommendations for SIP in the fall of the following year.

Preparation of the school's annual budget and plan

SAC discusses the SIP plan performance areas and expenditures from the previous year at the initial meeting of the year. We analyze data and discuss possible recommendations for the current year. At the second meeting the SIP plan is approved and estimated expenditures are included in the budget. As the year progresses additional expenditure are approved, as needed.

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

Our current balance is \$4,000 and we plan to use part of that money for our Kindergarten program to hire an aide for teacher support. We also are considering potential resources that would support the strategies in math and writing that would help us achieve our SIP goals. We estimate spending about \$2,000 on our Kindergarten aide.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Bolander, William	Principal
Cline, Lisa	Assistant Principal
Day, Aimee	Teacher, K-12
McBreen, Tari	Teacher, K-12
Shepler, Diana	Teacher, K-12
Remsen, Linda	Teacher, K-12
Chunco, Allison	Teacher, K-12
Kitchens, Julie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major focus of the LLT for this school year will be the implementation of Common Core curriculum and the appropriate teaching strategies for effective literacy instruction. We will also continue to support literacy through writing across content areas using the Collins writing program components blended with quarterly research assignments in Reading Wonders.

Public and Collaborative Teaching

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

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

Grade level teachers have a common planning period everyday during the week. One day each week the grade level teams meet during this planning time to discuss issues related to curriculum and instruction. Teachers also collaborate during faculty meetings, academic committee meetings, in-house professional development trainings, and the occasional social gathering.

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

Our strategy is two fold. We work as a team to provide the highest quality educational experience for our students and use our history of "A" performance as a school to attract high quality applicants. Next we provide a variety of supports for new staff members and create a school environment where they feel respected and appreciated. We encourage teachers to participate in professional development and take on leadership opportunities at the school and district level.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each 1st year teacher is assigned a mentor teacher from the eligible staff at Taylor Ranch. They meet on a regular schedule to review school policies, teaching strategies, curriculum and other areas related to quality instruction. This process is documented and records are kept in a portfolio. Some key documents are submitted electronically to the school district. At certain points in this process the teacher and mentor meet with the school principal to sign off on completion of the program goals.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Taylor Ranch has established 5 core committees that oversee the instructional programming in science, math, writing, reading and school climate. Each of these committees contains a representative from each grade level. These representatives are responsible for sharing the views of their grade level team and providing feedback to their teams on issues related to core instructional program and material alignment with the Florida standards.

Instructional Strategies

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

Teachers are provided assessment and other relevant data on each student in their class at the beginning of the school year. They receive this data from sources at Taylor Ranch and from the district's data management system. Teachers use this data to develop a general picture of each student's end of the year understandings. During the year, teachers use a variety of tools to check on a child's progress; tests, quizzes, benchmark assessments, FAIR and other standardized assessments.

Taylor Ranch also provides additional supports to students who struggle with grade level expectations. These additional supports utilize specific assessments to determine the effectiveness of these interventions. One example is the use of iReady diagnostics to identify skill deficits and the use of iReady programmed instruction to provide intervention assignments targeted at those areas of deficiency.

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: 5,000

We have two computer labs open each morning prior to school, beginning in mid-September, for 30 minutes per day. During this time students can work on iReady ELA and math curriculum that supports grade level standards and provides enrichment opportunities in those areas.

Strategy Rationale

This program provides targeted support for students in math and reading, giving them additional instruction and practice on concepts they may struggle to master.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bolander, William, william.bolander@sarasotacountyschools.net

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

Individual iReady results are collected on each student and targets are set for growth in both ELA and math. These targets are based on projections of levels necessary to achieve on grade level status by the end of the current school year.

Strategy: Extended School Day

Minutes added to school year: 300

Teacher committees in science, math, reading, writing, and PBS work outside the school day to support MTSS and SIP in these key areas. These committees meet monthly and are made up of one representative from each grade level, to ensure a vertical articulation of ideas and input in group discussions. The group members are responsible for supporting committee efforts when they return to their grade level CPT meetings.

Strategy Rationale

These committee help keep the focus of our curriculum and instruction efforts on track. Because each committee has at least one representative from each grade level, the committee can directly impact and guide teachers in a coordinated effort to align curriculum and instruction across grade levels and content areas.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bolander, William, william.bolander@sarasotacountyschools.net

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

Depending on the initiative, feedback could come from surveys, test results, discipline data, etc. The analysis is reported to grade level teams through their committee representative and to the whole staff through committee presentations.

Student Transition and Readiness

PreK-12 Transition

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

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

We currently have three pre-k classes at Taylor Ranch. These classes focus on students with exceptionalities. For other students, we have a screening program in the spring prior to the start of the next year to determine the readiness of coming kindergarten students. We also provide an orientation program for new kindergarten students to help them feel more comfortable with such things as the cafeteria and riding the bus.

In the scheduling process, teachers from the previous grade develop an excel spreadsheet with critical information for scheduling students into the next grade level classes and to highlight any academic, behavioral or social concerns.

Student transitioning from the elementary to the middle school are given a tour of the new facility and representatives from the middle school come to our campus to educate 5th graders on the programming at the middle school and answer any student questions.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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.** By the year 2016, there will be a minimum of a two percentage point increase for all student subgroups on the FCAT Science test in grade 5.
- G2.** By the year 2016, there will be a minimum of a two percentage point increase for all student subgroups on the FSA Math test in grades 3-5.
- G3.** By the year 2016, there will be a minimum of a two percentage point increase for all student subgroups on the FSA ELA test in grades 3-5.
- G4.** The percentage of discipline referrals for the 2015-16 school year will decrease by 10% from the 2014-15 school year.

Strategic Goals Detail

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

G1. By the year 2016, there will be a minimum of a two percentage point increase for all student subgroups on the FCAT Science test in grade 5. 1a

G072448

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Science text District IFG for science grades 3-5 Additional support staff PD in Accountable Talk, Vocabulary and Writing

Targeted Barriers to Achieving the Goal 3

- Students struggle with acquiring a clear understand of the concepts presented in the 5th grade Florida State Standards for science.
- Students struggle with remembering the key Florida State Science Standards from grades 3 and 4 that are revisited on the 5th grade FCAT science exam.

Plan to Monitor Progress Toward G1. 8

An analysis will be conducted of the FCAT 2016 science exam.

Person Responsible

William Bolander

Schedule

On 6/24/2016

Evidence of Completion

The percentage of all subgroups passing the 2016 FCAT science exam will increase by a minimum of 2% over the 2015 results.

G2. By the year 2016, there will be a minimum of a two percentage point increase for all student subgroups on the FSA Math test in grades 3-5. 1a

G072449

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Common Core Math Standards GoMath Curriculum iReady diagnostics and instructional software Professional Development in Accountable Talk Strategies Realignment of the district IFG with Go Math Rocket Math - math facts automaticity program

Targeted Barriers to Achieving the Goal 3

- Teachers knowledge of the GoMath curriculum and iReady is limited in this first year of implementation.
- Students struggle with more complex concepts in math due to a deficiency in math fact fluency.

Plan to Monitor Progress Toward G2. 8

iReady diagnostics and progress monitoring

Person Responsible

William Bolander

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Achieved goals on FSA Math for 2016.

G3. By the year 2016, there will be a minimum of a two percentage point increase for all student subgroups on the FSA ELA test in grades 3-5. 1a

G072450

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Reading Wonders literacy program - McGraw-Hill iReady instructional and diagnostic software
Accountable Talk and Marzano 6-step vocabulary process Collins Writing Program Accelerated Reader

Targeted Barriers to Achieving the Goal 3

- The difficulty of implementing Marzano's 6-step vocabulary process and Accountable Talk strategies with fidelity across all classrooms.
- Difficulty with the Implementation of Collins Writing Strategies in concert with the expectation of the new Florida Common Core Standards and the FSA.

Plan to Monitor Progress Toward G3. 8

FSA ELA test results

Person Responsible

William Bolander

Schedule

On 5/2/2016

Evidence of Completion

Achieving SIP ELA Goals

G4. The percentage of discipline referrals for the 2015-16 school year will decrease by 10% from the 2014-15 school year. 1a

G072451

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0

Resources Available to Support the Goal 2

- Teacher stamps Student Agendas Positive Referrals Student recognition t-shirts and stars

Targeted Barriers to Achieving the Goal 3

- Students not seeing the connection between positive behavior and effort, and the recognitions provided by staff.

Plan to Monitor Progress Toward G4. 8

Meet the SIP goal for improved behavior and increased academic effort

Person Responsible

William Bolander

Schedule

Semiannually, from 8/24/2015 to 5/27/2016

Evidence of Completion

A 10% reduction in discipline referrals over 2015 in all grades.

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. By the year 2016, there will be a minimum of a two percentage point increase for all student subgroups on the FCAT Science test in grade 5. **1**

 G072448

G1.B1 Students struggle with acquiring a clear understand of the concepts presented in the 5th grade Florida State Standards for science. **2**

 B188810

G1.B1.S1 Teachers will receive three approximately one-hour session on Accountable Talk strategies during their PLC. **4**

 S200248

Strategy Rationale

The development of Accountable Talk as an instructional strategy will foster quality questions from teachers and conversations between students, which should help students develop a greater depth of understanding regarding science concepts.

Action Step 1 **5**

Training sessions with PLCs to promote the use of Accountable Talk strategies in science classes.

Person Responsible

William Bolander

Schedule

Monthly, from 9/7/2015 to 11/20/2015

Evidence of Completion

Record of the meetings with PLCs and the materials shared with staff during those sessions.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The principal will make classroom observations and have follow up conversations with teachers regarding the progress of their implementation of accountable talk strategies.

Person Responsible

William Bolander

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Classroom observation data, verbal feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Students having in depth discussions about science concepts by employing Accountable Talk strategies in the classroom with fidelity.

Person Responsible

William Bolander


Schedule

Weekly, from 1/11/2016 to 4/8/2016

Evidence of Completion

Administrative observation data collected indicate an improvement in the use of Accountable Talk strategies over data collected from 2015 classroom observations.

G1.B1.S2 Teachers will receive three approximately one-hour session during their PLC on writing strategies that will facilitate student interactions and reporting during Accountable Talk sessions. 4

 S200249

Strategy Rationale

The development of Accountable Talk as an instructional strategy will foster quality questions from teachers and conversations between students, which should help students develop a greater depth of understanding regarding science concepts

Action Step 1 5

Training sessions with PLCs to promote the use of Accountable Talk strategies in science classes.

Person Responsible

William Bolander

Schedule

Monthly, from 9/21/2015 to 12/11/2015

Evidence of Completion

Record of the meetings with PLCs and the materials shared with staff during those sessions.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The principal will make classroom observations and have follow up conversations with teachers regarding the progress of their implementation of accountable talk strategies.

Person Responsible

William Bolander

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Classroom observation data, verbal feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Students having in depth discussions about science concepts by employing Accountable Talk strategies in the classroom with fidelity.

Person Responsible

William Bolander

Schedule

Weekly, from 1/11/2016 to 4/8/2016

Evidence of Completion

Administrative observation data collected indicate an improvement in the use of Accountable Talk strategies over data collected from 2015 classroom observations.

G1.B2 Students struggle with remembering the key Florida State Science Standards from grades 3 and 4 that are revisited on the 5th grade FCAT science exam. 2

 B188811

G1.B2.S1 Students will receive an intense review of the key science standards from grades 3 and 4 prior to taking the FCAT science exam. 4

 S200250

Strategy Rationale

An in depth review of critical concepts from grades 3 and 4 will address any potential content learning gaps and possible confusion about previously learned concepts.

Action Step 1 5

We will create a two week boot camp for 5th grade students to review key 3rd and 4th grade science concepts prior to taking the 2016 FCAT science exam.

Person Responsible

William Bolander

Schedule

On 4/8/2016

Evidence of Completion

The attendance records of all 5th grade students meeting daily in the science lab for a two week period.

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

All 5th grade students will be scheduled in a period of science lab daily for two weeks, in addition to receiving a period of science from their classroom teacher. Classroom science instruction will continue with 5th grade concepts and science lab instruction will focus on 3rd and 4th grade concepts.

Person Responsible

William Bolander

Schedule

On 4/8/2016

Evidence of Completion

A schedule will be developed by administration and followed by classroom and science lab teachers.

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

A curriculum will be developed by the science lab teacher that address the key concepts from grade 3 and 4 in the Florida State Science Standards.

Person Responsible

Lisa Figueroa

Schedule

On 3/25/2016

Evidence of Completion

The lesson plans supplied by the science lab teacher.

G2. By the year 2016, there will be a minimum of a two percentage point increase for all student subgroups on the FSA Math test in grades 3-5. **1**

G072449

G2.B1 Teachers knowledge of the GoMath curriculum and iReady is limited in this first year of implementation. **2**

B188812

G2.B1.S1 The Math Committee will support the use the new GoMath curriculum. We will also work with committee members and grade level PLCs to analyze iReady data and help them apply this knowledge to differentiating instruction in the classroom. **4**

S200251

Strategy Rationale

Teachers using more productive group activities in math will encourage student indepth Accountable Talk about math concepts, which will help facilitate the development of Math Practice Standards.

Action Step 1 **5**

Facilitate the development of a Math Committee

Person Responsible

William Bolander

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Committee Members for 2014-15

Action Step 2 **5**

Develop background knowledge of Common Core Math Practice Standards and promote the use of district resources to in the IFG to support classroom implementation.

Person Responsible

William Bolander

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Feedback from Math Committee members and teacher lesson plans.

Action Step 3 5

Development of a math strategies curriculum that will foster a better understanding of the complex format changes in the FSA math assessment to be administered in the spring of 2015. This curriculum will be implemented weekly using an aide to provide support during SuccessMaker lab time, which will allow a teacher to pull students once a week for instruction.

Person Responsible

William Bolander

Schedule

Weekly, from 11/3/2014 to 3/20/2015

Evidence of Completion

Outline of the strategies curriculum and the implementation schedule.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Feedback reports from grade level members of the math committee.

Person Responsible

William Bolander

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Presentations made to staff during CPT and whole staff training sessions by Math Committee members.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Use of recommended curriculum and instruction changes in math during the 2014-15 instructional year.

Person Responsible

William Bolander

Schedule

Weekly, from 9/15/2014 to 5/8/2015

Evidence of Completion

Principal walkthroughs, teacher lesson plans and reports to committee members during CPT discussions.

G2.B2 Students struggle with more complex concepts in math due to a deficiency in math fact fluency. 2

B188813

G2.B2.S1 Teachers will create a 10-minute window outside of the math block to target math facts fluency. They will use a program called Rocket Math as the curriculum for this instructional period. Rocket Math will be done daily and will allow students to progress to mastery at their own speed. 4

S200252

Strategy Rationale

We have seen a strong correlation between math fluency results from Rocket Math and performance on FCAT 2.0 in math. We are now entering our 2nd full year of implementing this program.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

Observe the 10-minute sessions in individual teacher classrooms, feedback from Math Committee reps regarding implementation at their grade levels.

Person Responsible

William Bolander

Schedule

Weekly, from 9/8/2014 to 5/1/2015

Evidence of Completion

Student charts completed in their agendas documenting weekly results on Rocket Math. Quarterly reports provided by teachers documenting individual student progress on weekly 2-minute tests.

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

How are students' math fact fluency skills improving as a result of the program

Person Responsible

William Bolander

Schedule

Quarterly, from 9/8/2014 to 5/15/2015

Evidence of Completion

Teacher anecdotal reports and student weekly Rocket Math 2-minute test results reported quarterly.

G3. By the year 2016, there will be a minimum of a two percentage point increase for all student subgroups on the FSA ELA test in grades 3-5. 1

G072450

G3.B1 The difficulty of implementing Marzano's 6-step vocabulary process and Accountable Talk strategies with fidelity across all classrooms. 2

B188814

G3.B1.S1 A TRS professional development team will take learnings from meetings with Kevin Beard on Accountable Talk and Vocabulary instruction and present this material to staff as a primary focus for staff development. 4

S200253

Strategy Rationale

Continued focus on implementing the Reading Wonders curriculum with fidelity will impact the student's ability to display the variety of ELA skills outlined in the Florida State Standards.

Action Step 1 5

PLC trainings provided by TRS staff and district personnel in the areas of vocabulary instruction and accountable talk strategies. There will be 6 meetings during each grade levels PLC on accountable talk and a 3-hour presentation on Marzano's 6-step process. Each grade level will do between 1-3 words per week using the 6-step process.

Person Responsible

William Bolander

Schedule

Monthly, from 8/20/2015 to 5/27/2016

Evidence of Completion

Roster of Committee Members

Action Step 2 5

The Tier II and Tier III intervention program will be restructured so all interventions are provided in an intervention lab managed by our two resource teachers, and supported where necessary by classroom teachers who are available during iReady lab time.

Person Responsible

kelley Priede

Schedule

Weekly, from 11/3/2014 to 3/20/2015

Evidence of Completion

Outline of the strategies curriculum and the intervention schedule.

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

Facilitate the use of professional development and the acquiring of resources to support teachers using the new Reading Wonders program with fidelity.

Person Responsible

Lisa Cline

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Record of meeting agenda and staff feedback Records of staff attendance at professional development Observation data from principal walkthroughs

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

Test Data - FAIR and district writing prompts

Person Responsible

Lisa Cline

Schedule

Quarterly, from 9/8/2014 to 5/1/2015

Evidence of Completion

Increases in test results Principal Observation Data

G3.B1.S2 The Principal will use the IIS observation tool to provide timely feedback to teachers following classroom visits. These visits will focus on the best teaching practice required to situations involving Accountable Talk in their classrooms. 4

 S200254

Strategy Rationale

The teachers improved understanding of the link between GRR and Accountable Talk will improve the quality of teacher performance and enhance each students chance of learning.

Action Step 1 5

Record classroom visit information for teacher feedback

Person Responsible

William Bolander

Schedule

Weekly, from 9/15/2014 to 5/15/2015

Evidence of Completion

IIS - teacher observation data

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Discussions with teachers after they receive observation data

Person Responsible

William Bolander

Schedule

Semiannually, from 12/1/2014 to 5/15/2015

Evidence of Completion

Accumulated observation reports on the IIS observation tool for each teacher.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Teacher Final Evaluation and Teacher Observation Form

Person Responsible

William Bolander

Schedule

On 5/15/2015

Evidence of Completion

Data from the completed electronic teacher observation forms and the teachers final evaluations indicating the level of effectiveness in Domains II and III.

G3.B2 Difficulty with the Implementation of Collins Writing Strategies in concert with the expectation of the new Florida Common Core Standards and the FSA. 2

 B188815

G3.B2.S1 The Reading Committee will facilitate the implementation of the Reading Wonders program and help teachers utilize the available RW resources effectively and in alignment with the Instructional Focus Guides. The Reading Committee will also work on blending Accountable Talk strategies with Collins strategies. 4

 S200255

Strategy Rationale

Continued focus on implementing the Reading Wonders curriculum with fidelity will impact the student's ability to display the variety of ELA skills outlined in the Florida State Standards.

Action Step 1 5

The Writing Committee will continue providing guidance in the writing process across content areas.

Person Responsible

Nathan Figueroa

Schedule

Quarterly, from 8/11/2014 to 5/1/2015

Evidence of Completion

Writing notebooks provide during staff professional development.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Feedback on implementation of five types of writing and use of writing in response to reading lessons.

Person Responsible

Nathan Figueroa

Schedule

Quarterly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Principal observations and student writing samples.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Frequent writing samples will be discussed in team CPT sessions and during staff trainings.

Person Responsible

Nathan Figueroa

Schedule

Monthly, from 9/8/2014 to 3/13/2015

Evidence of Completion

Results of writing samples selected by teachers.

G3.B2.S2 The Principal will use the IIS observation tool to provide timely feedback to teachers following classroom visits. These visits will focus on the best teaching practices, including Accountable Talk and vocabulary instruction. 4

 S200256

Strategy Rationale

The teachers improved understanding of the how writing can be effective utilized to support Accountable Talk strategies and vocabulary instruction.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Writing activities in classrooms will reflect the PD on GRR discussed during book study sessions.

Person Responsible

William Bolander

Schedule

Weekly, from 9/15/2014 to 5/15/2015

Evidence of Completion

Observation notes

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Samples of student writing

Person Responsible

Nathan Figueroa

Schedule

Quarterly, from 9/15/2014 to 3/13/2015

Evidence of Completion

Feedback from teachers on student achievement in writing


G4. The percentage of discipline referrals for the 2015-16 school year will decrease by 10% from the 2014-15 school year. **1**

 G072451

G4.B1 Students not seeing the connection between positive behavior and effort, and the recognitions provided by staff. **2**

 B188816

G4.B1.S1 PBS stamp program which recognizes students for positive behavior and academic efforts by staff giving them stamps in their agenda books. Students can receive positive referrals from teachers as a special recognition. Students also receive a PBS t-shirt when they reach 100 stamps and an iron on star for every 100 stamps they earn. **4**

 S200257

Strategy Rationale

Recognizing students for doing the right thing both behaviorally and academically should create an environment where students are better behaved and work harder to achieve academic goals.

Action Step 1 **5**

Use their stamps to recognize students for positive behavior and academic effort.

Person Responsible

William Bolander

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Students have stamps on their agenda pages and are able to redeem them at the PBS Store. They also receive a PBS t-shirt and iron on stars for every 100 stamps received.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

Checking student stamps in the agenda.

Person Responsible

William Bolander

Schedule

Monthly, from 9/26/2014 to 5/22/2015

Evidence of Completion

An excel spreadsheet will be kept to track student stamps and any rewards they have available. A wall of fame will also be displayed in the cafe for students receiving 600, 800 and 1000 stamps. And those students will be recognized on the WTRS news.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Improvement in the overall climate and behavior at Taylor Ranch

Person Responsible

William Bolander

Schedule

Semiannually, from 9/8/2014 to 5/29/2015

Evidence of Completion

Feedback from classroom teachers; fewer student reports to the office for inappropriate behavior.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Training sessions with PLCs to promote the use of Accountable Talk strategies in science classes.	Bolander, William	9/7/2015	Record of the meetings with PLCs and the materials shared with staff during those sessions.	11/20/2015 monthly
G1.B1.S2.A1	Training sessions with PLCs to promote the use of Accountable Talk strategies in science classes.	Bolander, William	9/21/2015	Record of the meetings with PLCs and the materials shared with staff during those sessions.	12/11/2015 monthly
G1.B2.S1.A1	We will create a two week boot camp for 5th grade students to review key 3rd and 4th grade science concepts prior to taking the 2016 FCAT science exam.	Bolander, William	3/28/2016	The attendance records of all 5th grade students meeting daily in the science lab for a two week period.	4/8/2016 one-time
G2.B1.S1.A1	Facilitate the development of a Math Committee	Bolander, William	9/8/2014	Committee Members for 2014-15	5/29/2015 monthly
G2.B2.S1.A1	[no content entered]			one-time	
G3.B1.S1.A1	PLC trainings provided by TRS staff and district personnel in the areas of vocabulary instruction and accountable talk strategies. There will be 6 meetings during each grade levels PLC on accountable talk and a 3-hour presentation on Marzano's 6-step process. Each grade level will do between 1-3 words per week using the 6-step process.	Bolander, William	8/20/2015	Roster of Committee Members	5/27/2016 monthly
G3.B1.S2.A1	Record classroom visit information for teacher feedback	Bolander, William	9/15/2014	IIS - teacher observation data	5/15/2015 weekly
G3.B2.S1.A1	The Writing Committee will continue providing guidance in the writing process across content areas.	Figuroa, Nathan	8/11/2014	Writing notebooks provide during staff professional development.	5/1/2015 quarterly
G3.B2.S2.A1	[no content entered]			one-time	
G4.B1.S1.A1	Use their stamps to recognize students for positive behavior and academic effort.	Bolander, William	8/18/2014	Students have stamps on their agenda pages and are able to redeem them at the PBS Store. They also receive a PBS t-shirt and iron on stars for every 100 stamps received.	5/29/2015 daily

Sarasota - 0491 - Taylor Ranch Elementary School - 2015-16 SIP
Taylor Ranch Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	Develop background knowledge of Common Core Math Practice Standards and promote the use of district resources to in the IFG to support classroom implementation.	Bolander, William	9/8/2014	Feedback from Math Committee members and teacher lesson plans.	5/29/2015 monthly
G3.B1.S1.A2	The Tier II and Tier III intervention program will be restructured so all interventions are provided in an intervention lab managed by our two resource teachers, and supported where necessary by classroom teachers who are available during iReady lab time.	Priede, kelley	11/3/2014	Outline of the strategies curriculum and the intervention schedule.	3/20/2015 weekly
G2.B1.S1.A3	Development of a math strategies curriculum that will foster a better understanding of the complex format changes in the FSA math assessment to be administered in the spring of 2015. This curriculum will be implemented weekly using an aide to provide support during SuccessMaker lab time, which will allow a teacher to pull students once a week for instruction.	Bolander, William	11/3/2014	Outline of the strategies curriculum and the implementation schedule.	3/20/2015 weekly
G1.MA1	An analysis will be conducted of the FCAT 2016 science exam.	Bolander, William	5/30/2016	The percentage of all subgroups passing the 2016 FCAT science exam will increase by a minimum of 2% over the 2015 results.	6/24/2016 one-time
G1.B1.S1.MA1	Students having in depth discussions about science concepts by employing Accountable Talk strategies in the classroom with fidelity.	Bolander, William	1/11/2016	Administrative observation data collected indicate an improvement in the use of Accountable Talk strategies over data collected from 2015 classroom observations.	4/8/2016 weekly
G1.B1.S1.MA1	The principal will make classroom observations and have follow up conversations with teachers regarding the progress of their implementation of accountable talk strategies.	Bolander, William	9/7/2015	Classroom observation data, verbal feedback	5/27/2016 monthly
G1.B2.S1.MA1	A curriculum will be developed by the science lab teacher that address the key concepts from grade 3 and 4 in the Florida State Science Standards.	Figuroa, Lisa	3/21/2016	The lesson plans supplied by the science lab teacher.	3/25/2016 one-time
G1.B2.S1.MA1	All 5th grade students will be scheduled in a period of science lab daily for two weeks, in addition to receiving a period of science from their classroom teacher. Classroom science instruction will continue with 5th grade concepts and science lab instruction will focus on 3rd and 4th grade concepts.	Bolander, William	3/28/2016	A schedule will be developed by administration and followed by classroom and science lab teachers.	4/8/2016 one-time
G1.B1.S2.MA1	Students having in depth discussions about science concepts by employing Accountable Talk strategies in the classroom with fidelity.	Bolander, William	1/11/2016	Administrative observation data collected indicate an improvement in the use of Accountable Talk strategies over data collected from 2015 classroom observations.	4/8/2016 weekly
G1.B1.S2.MA1	The principal will make classroom observations and have follow up conversations with teachers regarding the progress of their implementation of accountable talk strategies.	Bolander, William	9/7/2015	Classroom observation data, verbal feedback	5/27/2016 monthly
G2.MA1	iReady diagnostics and progress monitoring	Bolander, William	8/31/2015	Achieved goals on FSA Math for 2016.	5/27/2016 monthly

Sarasota - 0491 - Taylor Ranch Elementary School - 2015-16 SIP
Taylor Ranch Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Use of recommended curriculum and instruction changes in math during the 2014-15 instructional year.	Bolander, William	9/15/2014	Principal walkthroughs, teacher lesson plans and reports to committee members during CPT discussions.	5/8/2015 weekly
G2.B1.S1.MA1	Feedback reports from grade level members of the math committee.	Bolander, William	9/8/2014	Presentations made to staff during CPT and whole staff training sessions by Math Committee members.	5/29/2015 monthly
G2.B2.S1.MA1	How are students' math fact fluency skills improving as a result of the program	Bolander, William	9/8/2014	Teacher anecdotal reports and student weekly Rocket Math 2-minute test results reported quarterly.	5/15/2015 quarterly
G2.B2.S1.MA1	Observe the 10-minutes sessions in individual teacher classrooms, feedback from Math Committee reps regarding implementation at their grade levels.	Bolander, William	9/8/2014	Student charts completed in their agendas documenting weekly results on Rocket Math. Quarterly reports provided by teachers documenting individual student progress on weekly 2-minute tests.	5/1/2015 weekly
G3.MA1	FSA ELA test results	Bolander, William	2/15/2016	Achieving SIP ELA Goals	5/2/2016 one-time
G3.B1.S1.MA1	Test Data - FAIR and district writing prompts	Cline, Lisa	9/8/2014	Increases in test results Principal Observation Data	5/1/2015 quarterly
G3.B1.S1.MA1	Facilitate the use of professional development and the acquiring of resources to support teachers using the new Reading Wonders program with fidelity.	Cline, Lisa	9/8/2014	Record of meeting agenda and staff feedback Records of staff attendance at professional development Observation data from principal walkthroughs	5/29/2015 monthly
G3.B2.S1.MA1	Frequent writing samples will be discussed in team CPT sessions and during staff trainings.	Figuroa, Nathan	9/8/2014	Results of writing samples selected by teachers.	3/13/2015 monthly
G3.B2.S1.MA1	Feedback on implementation of five types of writing and use of writing in response to reading lessons.	Figuroa, Nathan	8/11/2014	Principal observations and student writing samples.	5/29/2015 quarterly
G3.B1.S2.MA1	Teacher Final Evaluation and Teacher Observation Form	Bolander, William	9/15/2014	Data from the completed electronic teacher observation forms and the teachers final evaluations indicating the level of effectiveness in Domains II and III.	5/15/2015 one-time
G3.B1.S2.MA1	Discussions with teachers after they receive observation data	Bolander, William	12/1/2014	Accumulated observation reports on the IIS observation tool for each teacher.	5/15/2015 semiannually
G3.B2.S2.MA1	Samples of student writing	Figuroa, Nathan	9/15/2014	Feedback from teachers on student achievement in writing	3/13/2015 quarterly
G3.B2.S2.MA1	Writing activities in classrooms will reflect the PD on GRR discussed during book study sessions.	Bolander, William	9/15/2014	Observation notes	5/15/2015 weekly
G4.MA1	Meet the SIP goal for improved behavior and increased academic effort	Bolander, William	8/24/2015	A 10% reduction in discipline referrals over 2015 in all grades.	5/27/2016 semiannually
G4.B1.S1.MA1	Improvement in the overall climate and behavior at Taylor Ranch	Bolander, William	9/8/2014	Feedback from classroom teachers; fewer student reports to the office for inappropriate behavior.	5/29/2015 semiannually
G4.B1.S1.MA1	Checking student stamps in the agenda.	Bolander, William	9/26/2014	An excel spreadsheet will be kept to track student stamps and any rewards they have available. A wall of fame will also be displayed in the cafe for students receiving 600, 800 and 1000 stamps. And those students will be recognized on the WTRS news.	5/22/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. By the year 2016, there will be a minimum of a two percentage point increase for all student subgroups on the FCAT Science test in grade 5.

G1.B1 Students struggle with acquiring a clear understand of the concepts presented in the 5th grade Florida State Standards for science.

G1.B1.S1 Teachers will receive three approximately one-hour session on Accountable Talk strategies during their PLC.

PD Opportunity 1

Training sessions with PLCs to promote the use of Accountable Talk strategies in science classes.

Facilitator

Bill Bolander, Lisa Cline

Participants

All teachers

Schedule

Monthly, from 9/7/2015 to 11/20/2015

G1.B1.S2 Teachers will receive three approximately one-hour session during their PLC on writing strategies that will facilitate student interactions and reporting during Accountable Talk sessions.

PD Opportunity 1

Training sessions with PLCs to promote the use of Accountable Talk strategies in science classes.

Facilitator

Nathan Figueroa

Participants

All teachers

Schedule

Monthly, from 9/21/2015 to 12/11/2015

G3. By the year 2016, there will be a minimum of a two percentage point increase for all student subgroups on the FSA ELA test in grades 3-5.

G3.B1 The difficulty of implementing Marzano's 6-step vocabulary process and Accountable Talk strategies with fidelity across all classrooms.

G3.B1.S1 A TRS professional development team will take learnings from meetings with Kevin Beard on Accountable Talk and Vocabulary instruction and present this material to staff as a primary focus for staff development.

PD Opportunity 1

PLC trainings provided by TRS staff and district personnel in the areas of vocabulary instruction and accountable talk strategies. There will be 6 meetings during each grade levels PLC on accountable talk and a 3-hour presentation on Marzano's 6-step process. Each grade level will do between 1-3 words per week using the 6-step process.

Facilitator

Lisa Cline, Bill Bolander, Nathan Figueroa and Amy Beechy

Participants

TRS K-5 teachers

Schedule

Monthly, from 8/20/2015 to 5/27/2016

G3.B1.S2 The Principal will use the IIS observation tool to provide timely feedback to teachers following classroom visits. These visits will focus on the best teaching practice required to situations involving Accountable Talk in their classrooms.

PD Opportunity 1

Record classroom visit information for teacher feedback

Facilitator

Dr. Bill Bolander

Participants

All Taylor Ranch Teachers

Schedule

Weekly, from 9/15/2014 to 5/15/2015

G3.B2 Difficulty with the Implementation of Collins Writing Strategies in concert with the expectation of the new Florida Common Core Standards and the FSA.

G3.B2.S1 The Reading Committee will facilitate the implementation of the Reading Wonders program and help teachers utilize the available RW resources effectively and in alignment with the Instructional Focus Guides. The Reading Committee will also work on blending Accountable Talk strategies with Collins strategies.

PD Opportunity 1

The Writing Committee will continue providing guidance in the writing process across content areas.

Facilitator

Nathan Figueroa

Participants

All Taylor Ranch Teachers

Schedule

Quarterly, from 8/11/2014 to 5/1/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Training sessions with PLCs to promote the use of Accountable Talk strategies in science classes.				\$0.00
2	G1.B1.S2.A1	Training sessions with PLCs to promote the use of Accountable Talk strategies in science classes.				\$0.00
3	G1.B2.S1.A1	We will create a two week boot camp for 5th grade students to review key 3rd and 4th grade science concepts prior to taking the 2016 FCAT science exam.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		150-Aides	0491 - Taylor Ranch Elementary School	School Improvement Funds		\$800.00
			Notes: An aide is hired to create an extra PE class to free up the science lab teacher to work exclusively with 5th graders for the two week boot camp.			
4	G2.B1.S1.A1	Facilitate the development of a Math Committee				\$0.00
5	G2.B1.S1.A2	Develop background knowledge of Common Core Math Practice Standards and promote the use of district resources to in the IFG to support classroom implementation.				\$0.00
6	G2.B1.S1.A3	Development of a math strategies curriculum that will foster a better understanding of the complex format changes in the FSA math assessment to be administered in the spring of 2015. This curriculum will be implemented weekly using an aide to provide support during SuccessMaker lab time, which will allow a teacher to pull students once a week for instruction.				\$0.00
7	G2.B2.S1.A1					\$0.00
8	G3.B1.S1.A1	PLC trainings provided by TRS staff and district personnel in the areas of vocabulary instruction and accountable talk strategies. There will be 6 meetings during each grade levels PLC on accountable talk and a 3-hour presentation on Marzano's 6-step process. Each grade level will do between 1-3 words per week using the 6-step process.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$1,500.00
			Notes: Taylor Ranch 0491			
9	G3.B1.S1.A2	The Tier II and Tier III intervention program will be restructured so all interventions are provided in an intervention lab managed by our two resource teachers, and supported where necessary by classroom teachers who are available during iReady lab time.				\$0.00

Budget Data						
10	G3.B1.S2.A1	Record classroom visit information for teacher feedback				\$0.00
11	G3.B2.S1.A1	The Writing Committee will continue providing guidance in the writing process across content areas.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$200.00
			<i>Notes: Taylor Ranch 0491</i>			
12	G3.B2.S2.A1					\$0.00
13	G4.B1.S1.A1	Use their stamps to recognize students for positive behavior and academic effort.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$3,000.00
			<i>Notes: Taylor Ranch 0491</i>			
					Total:	\$5,500.00