Taylor Ranch Elementary School

2017-18 Schoolwide Improvement Plan

Taylor Ranch Elementary School

2500 TAYLOR RANCH TRL, Venice, FL 34293

www.sarasotacountyschools.net/taylorranch

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	43%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

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

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.

Table of Contents

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 Taylor Ranch Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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."

b. 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."

2. School Environment

a. 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 strenghs 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.

b. 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.

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.

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 in a positive manner. 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. Each month students are taught lessons on positive and productive character traits that promote our PBS goals.

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.

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 and instruction on positive character traits.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

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.

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	6	6	11	9	10	0	0	0	0	0	0	0	49
One or more suspensions	0	1	2	1	3	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	9	20	29	0	0	0	0	0	0	0	58
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	1	3	2	0	0	0	0	0	0	0	7

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

Tier II and Tier III interventions provided by intervention teachers in grade level block pull-out program.
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

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 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.

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.

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.

TRS also received tremendous support from our parent organization, called "Booster". This group is composed of parents and business representatives that provide funds and in-kind supports to drive many of our school programs. During the 2017-18 school year, Booster has provide in excess of $3000 to support our new language arts initiative, 4-Blocks. Without their financial support we would not be able to provide teachers with the professional development materials necessary to train them. These materials will assist teachers in implementing this new program with fidelity.

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
Bolander, William	Principal
Chunco, Allison	Teacher, K-12
Eidelbus, Gretchen	Teacher, K-12
Porvaznik, Amanda	School Counselor
Archer, Michele	Teacher, ESE
Brown, Marcia	Teacher, K-12
Hill, Sarah	Teacher, K-12
Remsen, Linda	Teacher, K-12
Hansen, Emilie	Assistant Principal
Cannon, Kelly	Teacher, K-12
Smith, Julie	Teacher, K-12
Loge, Laura	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 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 disciminating this information to their individual teams during weekly CPT meetings.

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.

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 disciminating 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 group 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; ELA, Grant Writing, Math, Science, PBS/Spirit, 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Bill Bolander	Principal
Kelly Priede	Teacher
Brenda Kelly	Education Support Employee
Melissa May	Parent
Kathie Ebauch	Parent
Heather Gardner	Parent
Jackie Detert	Teacher
Emilie Hansen	Teacher
John Bailey	Parent
Cari McDowell	Business/Community
Julie Smith	Teacher
Orlando Priede	Business/Community
Sandra Harrington	Parent
Katrina Moyer	Teacher
Gina Taterus	Business/Community
Ashley Harrison	Business/Community

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

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.

b. 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.

c. 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.

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

Our current balance is $3,137. We have not budgeted this money for any specific programs, since we do not currently have a funding source for this account.

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
Bolander, William	Principal
Remsen, Linda	Teacher, K-12
Swen, Amy	Teacher, K-12
Eidelbus, Gretchen	Teacher, K-12
Bodily, Kaye	Teacher, K-12
Hansen, Emilie	Assistant Principal
Day, Aimee	Teacher, K-12
Cannon, Kelly	Teacher, K-12
Figueroa, Nathan	Teacher, K-12

b. Duties

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

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. Our strategies this year will place an emphasis on a consistent approach to writing and vocabulary development, as well

as helping students become assessment capable visible learners. During the 2017-18 school year we will be implementing a new literacy program based on the 4-Blocks literacy model, developed by Pat Cunningham and Dorothy Hall.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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 keep 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.

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.

Taylor Ranch has established 4 core committees that oversee the instructional programming in science, math, ELA and PBS/Spirit. Each of these committees contains a representative from each grade level. These representatives are responible for sharing the views of their grade level team and providing feedback to their teams on isssues related to core instructional program and material alignment with 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.

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, iReady, FSA 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.

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: 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, ELA, grant writing, and PBS/Spirit 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 currriculum and instruction efforts on track. Because each committee has at least one representative from each grade level, the committees 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.

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, Â§ 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.

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 fall 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's questions.

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.

Taylor Ranch has established business partnerships with several local businesses. Examples: We partner with Chili's restaurant to provide a recognition lunch each quarter for students earning straight A's; we partner with the local Dairy Queen to sponsor a TRS library night which returns dollars to support our literacy program; we are currently working with West Villages and the Atlanta Braves to establish a business relationship that would be beneficial to our students connections to the local community.

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

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

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.

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"Â? 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

<u>1</u> = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   By the year 2018, there will be a minimum of a seven percentage point increase for all student subgroups on the SSA Science test in grade 5.

G2.   By the year 2018, there will be a minimum of a two percentage point average increase on the FSA Math test in grades 3-5.

G3.   By the year 2018, there will be a minimum of a four percentage point average increase for all students on the FSA ELA test in grades 3-5.

G4.   By the year 2018, there will be a minimum average increase of 1 point on the FSA ELA Writing portion for all students in grades 4 and 5.

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. By the year 2018, there will be a minimum of a seven percentage point increase for all student subgroups on the SSA Science test in grade 5. [1a]

🔍 G097184

Targets Supported [1b]

Indicator	Annual Target
Statewide Science Assessment Level 5	70.0

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 State Science Assessment.

Resources Available to Help Reduce or Eliminate the Barriers [2]

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

Plan to Monitor Progress Toward G1. [8]

An analysis will be conducted from the results of the 2018 State Science Assessment.

Person Responsible

William Bolander

Schedule

On 6/28/2018

Evidence of Completion

The percentage of all subgroups passing the 2018 SSA will increase by a minimum of 7% over the 2017 results.

G2. By the year 2018, there will be a minimum of a two percentage point average increase on the FSA Math test in grades 3-5. `1a`

🔍 G097185

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	81.0

Targeted Barriers to Achieving the Goal `3`

- Teachers struggle with providing students with rigorous tasks that promote application of the 8 math practices.

- Students struggle with connecting math concepts that would give them the ability to problem solve using multiple strategies.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District Instructional Focus Guide

- Book study - Mathematical Mindsets by Jo Boaler

- PD with Sue D'Angelo

- Go Math teaching materials

Plan to Monitor Progress Toward G2. `8`

iReady diagnostics and progress monitoring

Person Responsible
William Bolander

Schedule
Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion
Achieved goals on FSA Math for 2018.

G3. By the year 2018, there will be a minimum of a four percentage point average increase for all students on the FSA ELA test in grades 3-5. 1a

🔍 G097186

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	76.0

Targeted Barriers to Achieving the Goal 3

- Students struggle with reading comprehension strategies and a self-awareness of their progress as a learner.

- Teacher struggle with understanding how to teach complexity to all level of student ability.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Wonders literacy program - McGraw-Hill iReady instructional and diagnostic software/ Ready Florida LAFS materials Accountable Talk Visible Learning school wide initiative Book Study - 4-Block Literacy Model

Plan to Monitor Progress Toward G3. 8

FSA ELA test results

Person Responsible
Emilie Hansen

Schedule
Annually, from 2/16/2018 to 5/11/2018

Evidence of Completion
Achieving SIP ELA Goals

G4. By the year 2018, there will be a minimum average increase of 1 point on the FSA ELA Writing portion for all students in grades 4 and 5. `1a`

🔍 G097187

Targets Supported `1b`

Indicator	Annual Target
Writing Gains District Assessment	1.0

Targeted Barriers to Achieving the Goal `3`

- Teachers struggle with providing consistent and focused instruction in writing that is articulated across grade levels

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Reading Wonders State Standards in Writing Book Study - 4-Block Writing and Working with Words Strategies provided by the Reading Committee targeting Writing and vocabulary development

Plan to Monitor Progress Toward G4. `8`

Our goal is to improve the overall writing score on FSA for 4th and 5th grade students by an average of 1 point on a scale of 0-10.

Person Responsible

William Bolander

Schedule

On 3/2/2018

Evidence of Completion

The actual results of the writing portion of the ELA FSA exam for students in grades 4 and 5 on the 2018 FSA exam.

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 2018, there will be a minimum of a seven percentage point increase for all student subgroups on the SSA Science test in grade 5. `1`

🔑 G097184

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

🔑 B261417

G1.B1.S1 The science committee will analyze science content standards and FSA test specification to help classroom teachers distribute their instructional time appropriately based on the relative importance of concepts established in the DOE FSA test specs. `4`

🔑 S276731

Strategy Rationale

A better understanding of which concepts are key will help teacher use limited instructional time most effective and efficiently.

Action Step 1 `5`

Science committee address gaps in the science content being taught and the instructional time devoted to key grade 3-5 science concepts.

Person Responsible

William Bolander

Schedule

Monthly, from 8/14/2017 to 4/27/2018

Evidence of Completion

Better targeting of critical science skill from grades 3 and 4 to be reviewed during science instruction at grade 5. The concept review lesson plans will be a record of these efforts. Third and fourth grade teachers will be aware of what connected standards to be emphasized to better support 5th grade expectations.

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 content standards. The principal will also meet with the science committee chair to get reports on their progress.

Person Responsible

William Bolander

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom observation data, verbal feedback

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

Students will have the opportunity to spend more time on key concepts due to clear focus on high impact standards.

Person Responsible

William Bolander

Schedule

Weekly, from 8/14/2017 to 4/27/2018

Evidence of Completion

Feedback from teachers on their ability to focus their instruction and go deeper into key concepts.

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

🔍 B261418

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

🔍 S276732

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 2018 SSA.

Person Responsible

William Bolander

Schedule

Daily, from 4/16/2018 to 4/27/2018

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

Daily, from 4/16/2018 to 4/27/2018

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 committee to address the key concepts from grade 3 and 4 in the Florida State Science Standards.

Person Responsible

Lisa Figueroa

Schedule

Monthly, from 9/11/2017 to 4/27/2018

Evidence of Completion

The lesson plans supplied by the science lab teacher.

G2. By the year 2018, there will be a minimum of a two percentage point average increase on the FSA Math test in grades 3-5. `1`

🔑 G097185

G2.B1 Teachers struggle with providing students with rigorous tasks that promote application of the 8 math practices. `2`

🔑 B261419

G2.B1.S1 All math teachers will be provided professional development related to increasing the effective use of high quality tasks and instructional strategies designed to promote a discover approach to student learning. `4`

🔑 S276733

Strategy Rationale

Teachers using lessons and tasks rich in student interactions and concept exploration will guide students to a deeper understanding of key math concepts.

Action Step 1 `5`

The district will provide a series of professional development sessions for all K-5 math teachers.

Person Responsible

William Bolander

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Rosters of professional development attendees.

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

Feedback from math teachers involved in the professional development activities.

Person Responsible

William Bolander

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Observation during classroom visits.

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

Use of instructional strategies taught during the professional development sessions.

Person Responsible

William Bolander

Schedule

Daily, from 9/4/2017 to 5/25/2018

Evidence of Completion

Principal walkthroughs, teacher lesson plans and discussions with teachers.

G2.B2 Students struggle with connecting math concepts that would give them the ability to problem solve using multiple strategies. 2

🔍 B261420

G2.B2.S1 Teachers will use a problem of the day to build capacity with students to problem solve and connect concepts. 4

🔍 S276734

Strategy Rationale

The use of daily teacher guided practice where students will learn to express their problem solving strategies in various ways by listening to the strategies of others in an open discuss format.

Action Step 1 5

Teachers collaborate with team members to develop the problem of the day curriculum.

Person Responsible

William Bolander

Schedule

Daily, from 9/4/2017 to 5/25/2018

Evidence of Completion

Classroom observations and lesson plans

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

Each day the math lesson will begin with a problem of day and number talk. These activities will be documented in their lesson plans and will be observable daily during instruction. Teachers will regularly discuss the application of these methods in PLC meetings.

Person Responsible

William Bolander

Schedule

Daily, from 9/4/2017 to 5/25/2018

Evidence of Completion

Classroom observations, lesson plans and teacher feedback.

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

Students will demonstrate an increased ability to solve complex problem by utilizing multiple strategies.

Person Responsible

William Bolander

Schedule

Quarterly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Students will demonstrate an increased problem solving ability on their regular iReady diagnostics and progress monitoring assessments.

G3. By the year 2018, there will be a minimum of a four percentage point average increase for all students on the FSA ELA test in grades 3-5. `1`

🔑 G097186

G3.B1 Students struggle with reading comprehension strategies and a self-awareness of their progress as a learner. `2`

🔑 B261421

G3.B1.S1 All teachers will participate in a book study of the book, 4-Block Literacy Model by Cunningham and Hall and professional development related to John Hattie's work on creating assessment capable visible learners. `4`

🔑 S276735

Strategy Rationale

The professional development related to the research of John Hattie and the 4-Block Literacy Model will help teachers develop students with an understanding of their role as assessment capable visible learners and become better at comprehending what they read through a balanced literacy approach.

Action Step 1 `5`

Admin will meet with PLC teams to discuss the implementation of the 4-Block literacy model and an understanding of strategies related to Hattie's work on assessment capable visible learners.

Person Responsible

Emilie Hansen

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Feedback from teachers during Administrator led PLCs and observation data.

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

Admin will observe classroom implementation and follow up with teachers during team PLC.

Person Responsible

Emilie Hansen

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Feedback from teachers during administrator lead PLCs and during classroom observations.

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

iReady diagnostic assessments will be used at all grade level to track student growth resulting from 4-Block implementation.

Person Responsible

Emilie Hansen

Schedule

Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Results from diagnostic and growth monitoring data.

G3.B2 Teacher struggle with understanding how to teach complexity to all level of student ability. `2`

🔍 B261422

G3.B2.S1 The ELA committee will guide the teacher's implementation of 4-Block Literacy Model strategies by providing a K-5 articulation of instructional strategies and resources. `4`

🔍 S276736

Strategy Rationale

This will provide the necessary collaboration for a focused approach to the implementation of comprehension strategies across grade levels.

Action Step 1 `5`

Admin will discuss and follow-up on classroom observations during grade level PLC meetings. The focus of these PLC discussions will be to develop a consistency of strategies and a fidelity of implementation among teachers at each grade level.

Person Responsible

Emilie Hansen

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Attendance at administrator lead PLCs.

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

Administration will be present during all six PLC 4-Block implementation meetings.

Person Responsible

Emilie Hansen

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

The observations of the administration during the PLC meetings and feedback from teachers in follow-up conversations and observations.

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

Teachers will implement the 4-Block Literacy Model strategies discussed in the administrator led PLC's.

Person Responsible

Emilie Hansen

Schedule

Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Observation data from administrator walk-throughs and formal observation visits specifically targeting the engagement of students in 4-Block literacy strategies.

G4. By the year 2018, there will be a minimum average increase of 1 point on the FSA ELA Writing portion for all students in grades 4 and 5. `1`

🔍 G097187

G4.B1 Teachers struggle with providing consistent and focused instruction in writing that is articulated across grade levels `2`

🔍 B261423

G4.B1.S1 Teachers will implement the writing and vocabulary building strategies outlined in the 4-Block Literacy Model across grade levels. `4`

🔍 S276737

Strategy Rationale

The consistency of daily writing and vocabulary activities will develop students with a much stronger understanding of writing strategies and grammar conventions.

Action Step 1 `5`

Teachers will receive professional development in the areas of 4-Block writing and working with words strategies.

Person Responsible

Nathan Figueroa

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Feedback from admin discussions with teachers during PLC meetings and through classroom observations.

Action Step 2 `5`

Teachers will receive feedback from the TRS ELA Committee on successful strategies to promote quality writing and vocabulary instruction at all grade levels.

Person Responsible

Nathan Figueroa

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Attendance at team PLCs and classroom observations of colleagues.

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

Teachers will meet monthly with admin to review observation data from admin walk-throughs with a focus on fidelity of implementation of 4-Block writing and working with words strategies.

Person Responsible

William Bolander

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Observation data from walk-throughs and teacher feedback.

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

Students will be regularly assessed in writing and vocabulary, and teachers will conference with students to discuss their use of learned strategies.

Person Responsible

Emilie Hansen

Schedule

Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Results of iReady diagnostic and progress monitoring data and feedback from teachers relating their student writing conference results.

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					
G4.MA1 🔑 M401275	Our goal is to improve the overall writing score on FSA for 4th and 5th grade students by an...	Bolander, William	2/16/2018	The actual results of the writing portion of the ELA FSA exam for students in grades 4 and 5 on the 2018 FSA exam.	3/2/2018 one-time
G1.B1.S1.MA1 🔑 M401258	Students will have the opportunity to spend more time on key concepts due to clear focus on high...	Bolander, William	8/14/2017	Feedback from teachers on their ability to focus their instruction and go deeper into key concepts.	4/27/2018 weekly
G1.B1.S1.A1 🔑 A373059	Science committee address gaps in the science content being taught and the instructional time...	Bolander, William	8/14/2017	Better targeting of critical science skill from grades 3 and 4 to be reviewed during science instruction at grade 5. The concept review lesson plans will be a record of these efforts. Third and fourth grade teachers will be aware of what connected standards to be emphasized to better support 5th grade expectations.	4/27/2018 monthly
G1.B2.S1.MA1 🔑 M401260	A curriculum will be developed by the science committee to address the key concepts from grade 3...	Figueroa, Lisa	9/11/2017	The lesson plans supplied by the science lab teacher.	4/27/2018 monthly
G1.B2.S1.MA1 🔑 M401261	All 5th grade students will be scheduled in a period of science lab daily for two weeks, in...	Bolander, William	4/16/2018	A schedule will be developed by administration and followed by classroom and science lab teachers.	4/27/2018 daily
G1.B2.S1.A1 🔑 A373060	We will create a two week boot camp for 5th grade students to review key 3rd and 4th grade science...	Bolander, William	4/16/2018	The attendance records of all 5th grade students meeting daily in the science lab for a two week period.	4/27/2018 daily
G3.MA1 🔑 M401272	FSA ELA test results	Hansen, Emilie	2/16/2018	Achieving SIP ELA Goals	5/11/2018 annually
G2.MA1 🔑 M401267	iReady diagnostics and progress monitoring	Bolander, William	9/4/2017	Achieved goals on FSA Math for 2018.	5/25/2018 monthly
G1.B1.S1.MA1 🔑 M401259	The principal will make classroom observations and have follow up conversations with teachers...	Bolander, William	8/14/2017	Classroom observation data, verbal feedback	5/25/2018 monthly
G2.B1.S1.MA1 🔑 M401263	Use of instructional strategies taught during the professional development sessions.	Bolander, William	9/4/2017	Principal walkthroughs, teacher lesson plans and discussions with teachers.	5/25/2018 daily
G2.B1.S1.MA1 🔑 M401264	Feedback from math teachers involved in the professional development activities.	Bolander, William	9/4/2017	Observation during classroom visits.	5/25/2018 monthly
G2.B1.S1.A1 🔑 A373061	The district will provide a series of professional development sessions for all K-5 math teachers.	Bolander, William	9/4/2017	Rosters of professional development attendees.	5/25/2018 monthly
G2.B2.S1.MA1 🔑 M401265	Students will demonstrate an increased ability to solve complex problem by utilizing multiple...	Bolander, William	9/4/2017	Students will demonstrate an increased problem solving ability on their regular iReady diagnostics and progress monitoring assessments.	5/25/2018 quarterly
G2.B2.S1.MA1 🔑 M401266	Each day the math lesson will begin with a problem of day and number talk. These activities will be...	Bolander, William	9/4/2017	Classroom observations, lesson plans and teacher feedback.	5/25/2018 daily
G2.B2.S1.A1 🔑 A373062	Teachers collaborate with team members to develop the problem of the day curriculum.	Bolander, William	9/4/2017	Classroom observations and lesson plans	5/25/2018 daily
G3.B1.S1.MA1 🔑 M401268	iReady diagnostic assessments will be used at all grade level to track student growth resulting...	Hansen, Emilie	9/4/2017	Results from diagnostic and growth monitoring data.	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1 🔍 M401269	Admin will observe classroom implementation and follow up with teachers during team PLC.	Hansen, Emilie	9/4/2017	Feedback from teachers during administrator lead PLCs and during classroom observations.	5/25/2018 monthly
G3.B1.S1.A1 🔍 A373063	Admin will meet with PLC teams to discuss the implementation of the 4-Block literacy model and an...	Hansen, Emilie	9/4/2017	Feedback from teachers during Administrator led PLCs and observation data.	5/25/2018 monthly
G3.B2.S1.MA1 🔍 M401270	Teachers will implement the 4-Block Literacy Model strategies discussed in the administrator led...	Hansen, Emilie	9/4/2017	Observation data from administrator walk-throughs and formal observation visits specifically targeting the engagement of students in 4-Block literacy strategies.	5/25/2018 weekly
G3.B2.S1.MA1 🔍 M401271	Administration will be present during all six PLC 4-Block implementation meetings.	Hansen, Emilie	9/4/2017	The observations of the administration during the PLC meetings and feedback from teachers in follow-up conversations and observations.	5/25/2018 monthly
G3.B2.S1.A1 🔍 A373064	Admin will discuss and follow-up on classroom observations during grade level PLC meetings. The...	Hansen, Emilie	9/4/2017	Attendance at administrator lead PLCs.	5/25/2018 monthly
G4.B1.S1.MA1 🔍 M401273	Students will be regularly assessed in writing and vocabulary, and teachers will conference with...	Hansen, Emilie	9/4/2017	Results of iReady diagnostic and progress monitoring data and feedback from teachers relating their student writing conference results.	5/25/2018 weekly
G4.B1.S1.MA1 🔍 M401274	Teachers will meet monthly with admin to review observation data from admin walk-throughs with a...	Bolander, William	9/4/2017	Observation data from walk-throughs and teacher feedback.	5/25/2018 monthly
G4.B1.S1.A1 🔍 A373065	Teachers will receive professional development in the areas of 4-Block writing and working with...	Figueroa, Nathan	9/4/2017	Feedback from admin discussions with teachers during PLC meetings and through classroom observations.	5/25/2018 monthly
G4.B1.S1.A2 🔍 A373066	Teachers will receive feedback from the TRS ELA Committee on successful strategies to promote...	Figueroa, Nathan	9/4/2017	Attendance at team PLCs and classroom observations of colleagues.	5/25/2018 monthly
G1.MA1 🔍 M401262	An analysis will be conducted from the results of the 2018 State Science Assessment.	Bolander, William	5/28/2018	The percentage of all subgroups passing the 2018 SSA will increase by a minimum of 7% over the 2017 results.	6/28/2018 one-time

V. Professional Development Opportunities

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

G1. By the year 2018, there will be a minimum of a seven percentage point increase for all student subgroups on the SSA 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 The science committee will analyze science content standards and FSA test specification to help classroom teachers distribute their instructional time appropriately based on the relative importance of concepts established in the DOE FSA test specs.

PD Opportunity 1

Science committee address gaps in the science content being taught and the instructional time devoted to key grade 3-5 science concepts.

Facilitator

Bill Bolander, Lisa Figueroa

Participants

All 3-5 grade science teachers

Schedule

Monthly, from 8/14/2017 to 4/27/2018

G2. By the year 2018, there will be a minimum of a two percentage point average increase on the FSA Math test in grades 3-5.

G2.B1 Teachers struggle with providing students with rigorous tasks that promote application of the 8 math practices.

G2.B1.S1 All math teachers will be provided professional development related to increasing the effective use of high quality tasks and instructional strategies designed to promote a discover approach to student learning.

PD Opportunity 1

The district will provide a series of professional development sessions for all K-5 math teachers.

Facilitator

Sue D'Angelo

Participants

All Taylor Ranch Math Teachers

Schedule

Monthly, from 9/4/2017 to 5/25/2018

G3. By the year 2018, there will be a minimum of a four percentage point average increase for all students on the FSA ELA test in grades 3-5.

G3.B1 Students struggle with reading comprehension strategies and a self-awareness of their progress as a learner.

G3.B1.S1 All teachers will participate in a book study of the book, 4-Block Literacy Model by Cunningham and Hall and professional development related to John Hattie's work on creating assessment capable visible learners.

PD Opportunity 1

Admin will meet with PLC teams to discuss the implementation of the 4-Block literacy model and an understanding of strategies related to Hattie's work on assessment capable visible learners.

Facilitator

Emilie Hansen

Participants

All teaching staff

Schedule

Monthly, from 9/4/2017 to 5/25/2018

G3.B2 Teacher struggle with understanding how to teach complexity to all level of student ability.

G3.B2.S1 The ELA committee will guide the teacher's implementation of 4-Block Literacy Model strategies by providing a K-5 articulation of instructional strategies and resources.

PD Opportunity 1

Admin will discuss and follow-up on classroom observations during grade level PLC meetings. The focus of these PLC discussions will be to develop a consistency of strategies and a fidelity of implementation among teachers at each grade level.

Facilitator

Nathan Figueroa

Participants

All Teachers

Schedule

Monthly, from 9/4/2017 to 5/25/2018

G4. By the year 2018, there will be a minimum average increase of 1 point on the FSA ELA Writing portion for all students in grades 4 and 5.

G4.B1 Teachers struggle with providing consistent and focused instruction in writing that is articulated across grade levels

G4.B1.S1 Teachers will implement the writing and vocabulary building strategies outlined in the 4-Block Literacy Model across grade levels.

PD Opportunity 1

Teachers will receive feedback from the TRS ELA Committee on successful strategies to promote quality writing and vocabulary instruction at all grade levels.

Facilitator

Nathan Figueroa and Grade Level ELA Committee Members

Participants

TRS teachers

Schedule

Monthly, from 9/4/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Science committee address gaps in the science content being taught and the instructional time devoted to key grade 3-5 science concepts.				$0.00
2	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 2018 SSA.				$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		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.			
3	G2.B1.S1.A1	The district will provide a series of professional development sessions for all K-5 math teachers.				$0.00
4	G2.B2.S1.A1	Teachers collaborate with team members to develop the problem of the day curriculum.				$0.00
5	G3.B1.S1.A1	Admin will meet with PLC teams to discuss the implementation of the 4-Block literacy model and an understanding of strategies related to Hattie's work on assessment capable visible learners.				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		500-Materials and Supplies	0491 - Taylor Ranch Elementary School	General Fund		$1,500.00
			Notes: These funds will be repaid to general funds through support from our local parent support group.			
6	G3.B2.S1.A1	Admin will discuss and follow-up on classroom observations during grade level PLC meetings. The focus of these PLC discussions will be to develop a consistency of strategies and a fidelity of implementation among teachers at each grade level.				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		590-Other Materials and Supplies	0491 - Taylor Ranch Elementary School	General Fund		$1,500.00
			Notes: These funds will be reimbursed to the General Fund from our local parent support group.			
7	G4.B1.S1.A1	Teachers will receive professional development in the areas of 4-Block writing and working with words strategies.				$0.00
8	G4.B1.S1.A2	Teachers will receive feedback from the TRS ELA Committee on successful strategies to promote quality writing and vocabulary instruction at all grade levels.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

		140-Substitute Teachers	0491 - Taylor Ranch Elementary School	General Fund		$1,000.00
					Total:	**$4,800.00**