

Manatee County Public Schools

Tara Elementary School



2017-18 Schoolwide Improvement Plan

Tara Elementary School

6950 LINGER LODGE RD E, Bradenton, FL 34203

<https://www.manateeschools.net/tara>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">60%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">50%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	B*	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 Manatee County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Tara 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.

The mission of Tara Elementary is to instill a passion for learning for their successes tomorrow.

Our mission is to create memories for students while ensuring their safety and empowering children to have the desire to learn while building a family focused school.

Children are given diverse opportunities to shine in a safe environment. Students are offered various before and after school activities to enhance their love for learning beyond the classroom. Students have the choice to be a part of Morning News Crew, Book Clubs, Runner's Club, Dance, Band and Art Shows. Our fine arts are equally strong as our academics. Our school offers a gifted advanced program for students 2nd through 5th.

b. Provide the school's vision statement.

The vision of Tara Elementary is be a student-centered school emphasizing the importance of growing and learning every day.

Student's are encouraged daily to strive to think critically and maintain focus for improvement. We are instilling an internal motivation for learning through authentic and constructive feedback.

Our vision is to build strong family involvement to build capacity in our community leaders.

2. School Environment

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

Teachers learn about students cultures and builds relationships through formal and informal interactions. We begin the year with an open house where families are encouraged to attend and socialize with teachers so that the community gets to know one another in a positive environment. We invite parents back for a more formal back to school night where curriculum and instruction is a focus for parents to be informed on helping their child have a successful year.

The third week of school we held a Spirit Assembly to ignite the enthusiasm and school spirit of both the faculty and students. We inspired students by rewarding students who accomplished goals and discussed school-wide expectations surrounding behavior, character and academic achievement.

We collaborate with our SAC and PTO parents on the interests and desires of the community. It requires everyone working together to build a school culture that is student-centered. Several spirit nights and family focused nights are planned both on and off campus to unite our families as one community with one goal. Build student achievement by confidently leading with safety, instruction and making memories for our children in mind.

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

Emotional Security

Students are greeted daily by staff in common areas every morning. Students are encouraged in the morning to read quietly in the hallways to jumpstart their learning. During the day staff are

encouraged to know students by name, communicate positively and show appreciation of one another.

Building Security

Parents are welcome on campus after presenting an ID and checked through our Raptor system. Parents are encouraged to attend lunch and volunteer in the classrooms. Security is created through the establishment of one point of access and security fencing. Campus has multiple security cameras for monitoring on campus activity.

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.

Tara has an established set of school wide expectations called the TARA way. Within the classroom there are individual behavior systems that are developmentally appropriate. Staff have access to behavioral training's through the district professional development department.

T-Take Responsibility

A-Active Learner

R-Respect

A-Always Be Safe

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.

Social-emotional needs are met through positive adult role models like school psychologist, guidance counselor, social worker, teachers and administrators. We also partner with community agencies to provide positive adult role models for students who are in need of mentoring and support.

Our goal is to provide differentiated behavioral support for each child. Each situation is unique to every student.

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.

A collaborative effort of our office staff, guidance counselor, social worker and school support specialist is responsible for identifying students with behavior issues and attendance problems. The group of professionals mentor those students and work with the families to resolve those issues. Course failures and level 1 assessments are identified through the FOCUS system. The students' progress is monitored throughout the year through grade level data chats and administration involvement with teachers and families.

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	3	3	3	6	4	4	0	0	0	0	0	0	0	23
One or more suspensions	0	1	0	0	0	3	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	2	4	12	7	0	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	14	12	11	0	0	0	0	0	0	0	37
	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	1	3	3	4	4	4	0	0	0	0	0	0	0	19

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

- Parent/teacher conferences, letters of the importance of punctuality and attendance at each Progress Report and Report Card.
- Mentorship with student support specialist
- Behavior contracts with incentives
- Mentorship with community leaders
- Check in/check out procedures with staff
- Review of interventions by the MTSS staff.

B. Family and Community Engagement

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

Increase participation at SAC meetings. Increase attendance to include 12 or more members. Hold 8 meetings in a year. Establish a PTO and increase parent involvement with Teacher involvement. Sustain PTO President and Vice President for two consecutive years.

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.

Partnership with local non charitable organizations whose goal is to create relationships with children and strengthen academics.

Our School builds and sustains partnerships through the e-pie system. Businesses sign up and are assigned a particular program or resource to support our school in meeting needs. This partnership is based on similar interests and programs that align with the partners mission statement.

We recognize and honor the local businesses for our shared partnership in celebrating education.

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
Campbell, Laura	Principal
Betts, Theresa	Teacher, K-12
Hagerman, Susan	Teacher, K-12
Bederman, Lauren	Teacher, K-12
Bruton, Julie	Teacher, K-12
Vanzandt, Marybeth	Teacher, ESE
Chinault, Karen	Assistant Principal
	Teacher, Adult

b. Duties

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

Each of the members represents different perspectives and expertise. The classroom teachers provide information about the curriculum standards, road maps, and pacing guides, The administrators ensure and support the implementation of standards, SIP, provide oversight and direction on school-based decisions. School leadership Team members help with communication to all stakeholders regarding the educational efforts of our school.

Additional Leadership Roles

Our school support specialist and MTSS chair facilitates meetings, develops the agenda, and maintains and ensures documentation. Our ESE Chair participates in assessment data collection, intervention plan development and offers expertise in integrating the core curriculum. The School Psychologist participates in data collection, interpretation, and analysis, assists with implementation plan development, and offers technical assistance. The Social Worker also participates in data collection specifically with attendance, assists with implementation plans, and offers technical assistance.

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.

The leadership team collaborates monthly on the pacing of learning, standards and best instructional practices. We have a representative at every grade level to provide a voice of all learning progressions. The leadership team is an open forum to voice school-wide needs to move us forward in our practice, safety priorities and assessment planning and preparation. When we have budgeted items and decision making the leadership team provides insight and collaborates with representatives from teams, prior to moving forward on decisions.

MTSS Team

The team meets once a week. The ESE chair and School Support Specialist serve as the facilitator for the meeting. Following a weekly agenda, the team meets with teachers, develops and implements intervention plans, analyzes school data, and oversees the implementation of the MTSS process and SIP structures. One day per month, the team meets with each grade level team to address MTSS related specific topics. Specific tasks for the members include data collection/analysis, technical support, professional development planning and the support, development and implementation of Tier I, II, and III interventions.

Funding will be provided through the district to provide resources in helping create a strong leadership team.

We will also allocate resources to teach character education and the implementation of the TARA way to our school community.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Laura Campbell	Principal
Jason Smith	Business/Community
Charles Rogalla	Teacher
Richard Banks	Teacher
Valentino	Parent
Lucie McGee	Teacher
Veronica Anzalone	Parent
Robyn Riddle	Parent
Ginger Talerico	Parent
Magda Rothenberger	Education Support Employee

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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school improvement plan was reviewed during the first course of the year and during the first meeting. Discussion of reviewing upcoming SIP was discussed and approved.

We review How School Grade is determined. History of the school, demographics of the school and

our goals for the year. We discuss the Recognition Money the State provides for schools earning Learning Gains and Academic Gains to earn a letter grade increase.

b. Development of this school improvement plan

The SAC committee, Instructional Leadership Team reviewed and revised the plan and provided feedback on recommended modifications. Continued modification is the plan throughout the year.

c. Preparation of the school's annual budget and plan

The budget was built around the school's annual goals for student achievement. The principal met with the SAC committee to review these priorities.

Instructional Materials

Professional Development for New Teachers by providing substitutes at times.

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

SIP funds will be used to fund professional development for teachers, provide substitutes for staff to attend trainings. Provide for printing and supplies that are aligned with SIP goals.

We discussed and approved use of Remediation Funding for LLI Kits and Reading Materials to support the implementation of the LLI program to increase Reading Levels across all grade levels but specifically grades 3, 4,5.

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.

The principal and SAC chair will work collaboratively to recruits membership that reflects the demographics of the school.

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
Campbell, Laura	Principal
	Teacher, K-12
Hagerman, Susan	Teacher, K-12
Riccio, Lauren	Teacher, K-12
Kruse, Kim	Teacher, K-12
Willett, Angie	Teacher, Adult

b. Duties

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

The grade level teams have identified vocabulary, reading comprehension, systematic phonics instruction in primary, writing and building stamina as focus areas.

Our LLT team has placed emphasis on writing. Think it, Read it, Write It!
We are creating a school-wide writing wall and placing an emphasis on on grade level and exemplary writing using common assessments and rubrics across grade levels.

Professional development will be focused on writing in response to learning.

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.

Teachers have collaborative planning time on a daily basis. Data meetings occur on a monthly basis and we review the grade level performance on quarterly assessments. Teachers also honor the quality work of their colleagues through a monthly knighting ceremony.

Teacher Collaborative Talk sessions are something we are introducing to the community that provides intentional and purposeful discussions surrounding teaching and learning.

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

The principal is responsible for recruiting highly qualified, certified-in field, effective educators. If an opening occurs the principal thoroughly screens all applicants through the districts TALEO system. The principal reviews all resumes and contacts prior employers.

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

Team leaders have been assigned mentoring responsibilities for the new staff. Mentoring activities include the review of school data, collaborative planning, and monthly review of benchmark assessments.

We have one new teacher who is in her first year of teaching. We have 3 veteran teachers who are new to Tara who been assigned a team member to support efforts and instill school mission.

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.

We follow the district road maps that are aligned with the Florida standards and use instructional materials that align to those goals.

Supporting Resources include Leveled Literacy Instruction, CPALMS Instructional Technology IREADY, LAFS, Read Words, Vocabulary Coach Books, IXL

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.

Data meetings occur on a monthly basis and data is reviewed at the school, classroom, and individual student level. Based on that data instructional groups are formed, instructional supports are organized, and proper scaffolding is determined. If a student is struggling after Tier 1 interventions the teams work together to determine the best Tier 2 interventions for each individual learner or groups of learners. Students may be referred to the MTSS problem solving team for additional support after Tier 2 interventions have shown to not be positively impacting student learning.

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: 45

Tara Elementary has implemented a fee based extended day program called "Knights Academy". The program will provide academic support and enrichment activities.

Strategy Rationale

Through the increased instructional time led by quality instructors, students will improve academically in the program.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Campbell, Laura, campbe2l@manateeschools.net

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

Student participation in the extended day program will be the primary measure during the implementation.

Strategy: Before School Program

Minutes added to school year: 30

Sunshine State Reading Club

Strategy Rationale

Increase interest in reading and exposing students to various genres.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bederman, Lauren, bedermanl@manateeschools.net

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

Students are encouraged to read the series of recommended SSA books. Students earn recognition K-5 for reading books.

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.

The District and community offer VPK and ESE Pre K opportunities for school readiness. Pre K programs are taught by qualified staff and follow Federal and State requirements. Tara is hosting two integrated pre-k classes and 2 ESE Pre-K for the school year.

Tara has gifted/advanced classes in grades 2-5. These students are following an accelerated curriculum focused on college and career readiness. Students in the advanced class are expected to excel at grade level standards affording the opportunity to teach more depth and exposure to advanced skills.

We have a focused Science Gifted Teacher who works directly with our K-5 advanced students but also meets with our Regular Education classes in grades 3-5 for enrichment around Science.

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.

Tara has gifted/advanced classes in grades 2-5. These students are following an accelerated curriculum focused on college and career readiness.

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

NA

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

NA

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.

NA

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** If teachers implement standards based planning aligned with the district pacing and are student focused on student engagement and collaboration with fidelity to instructional programs on a daily basis, academic achievement and learning gains Student proficiency on ELA FSA will increase from 61% to 65% in grades 3, 4, 5 Student ELA/Reading Gains will maintain at 67% in grades 4th and 5th grade +17pts gain 16-17 year Student ELA/Bottom 25% Reading Gains from 58% to 60% for students in grades 4-5
- G2.** If teachers implement standards based planning aligned with the district curriculum, are student focused on student engagement and collaboration with fidelity to instructional programs on a daily basis, academic achievement and learning gain Proficiency of MATH FSA will increase from 72% to 75% in grades 3, 4, 5 MATH Learning Gains will maintain 71% in grades 4, 5 MATH Bottom25% Learning Gains will increase from 55% to 60% in grades 4, 5
- G3.** If teachers implement standards based planning aligned with the district curriculum, are student focused on student engagement and collaboration with fidelity to instructional programs on a daily basis, academic achievement will occur. At least 60% of 5th grade students will achieve proficiency in Science as reported in the 2018 NGSS School Report. Use of district resources on the curriculum website.

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. If teachers implement standards based planning aligned with the district pacing and are student focused on student engagement and collaboration with fidelity to instructional programs on a daily basis, academic achievement and learning gains Student proficiency on ELA FSA will increase from 61% to 65% in grades 3, 4, 5 Student ELA/Reading Gains will maintain at 67% in grades 4th and 5th grade +17pts gain 16-17 year Student ELA/Bottom 25% Reading Gains from 58% to 60% for students in grades 4-5 **1a**

G097644

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	65.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal **3**

- Instruction during the reading block balance needed on whole group instruction, small group, and differentiated instruction
- Focus on standards based instruction and using reading series in grades K-5 as a resource

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

- Professional Learning Wednesday's will provide necessary professional development
- Comprehension Toolkit implementation
- Accelerated Reader
- Reading Wonders
- Leveled Literacy Instruction

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

Review monthly and quarterly benchmark assessments for student growth.

Person Responsible

Laura Campbell

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Agendas, School City Student History Report Reviews

G2. If teachers implement standards based planning aligned with the district curriculum, are student focused on student engagement and collaboration with fidelity to instructional programs on a daily basis, academic achievement and learning gain Proficiency of MATH FSA will increase from 72% to 75% in grades 3, 4, 5 MATH Learning Gains will maintain 71% in grades 4, 5 MATH Bottom25% Learning Gains will increase from 55% to 60% in grades 4, 5 **1a**

 G097645

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	75.0
Math Gains	71.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal **3**

- Remediation, differentiated instruction and assignments need more consistency planned and implemented throughout the core curriculum in math.
- Funding for substitutes for professional development.

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

- District Road Maps
- Go Math instruction series
- IXL Math
- CPALMS

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

Grade level teams will meet monthly to assess the lowest 25% towards Math goals.

Person Responsible

Laura Campbell

Schedule

Monthly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Agendas

G3. If teachers implement standards based planning aligned with the district curriculum, are student focused on student engagement and collaboration with fidelity to instructional programs on a daily basis, academic achievement will occur. At least 60% of 5th grade students will achieve proficiency in Science as reported in the 2018 NGSS School Report. Use of district resources on the curriculum website. **1a**

G097646

Targets Supported **1b**

Indicator	Annual Target
Statewide Science Assessment Achievement	60.0

Targeted Barriers to Achieving the Goal **3**

- The core curriculum is not consistently a standards-based science curriculum

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

- District road maps and unit overviews CPALMS AIMS

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

Review grade level performance data on a monthly basis.

Person Responsible

Laura Campbell

Schedule

Quarterly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Data review Benchmarks

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. If teachers implement standards based planning aligned with the district pacing and are student focused on student engagement and collaboration with fidelity to instructional programs on a daily basis, academic achievement and learning gains Student proficiency on ELA FSA will increase from 61% to 65% in grades 3, 4, 5 Student ELA/Reading Gains will maintain at 67% in grades 4th and 5th grade +17pts gain 16-17 year Student ELA/Bottom 25% Reading Gains from 58% to 60% for students in grades 4-5 **1**

 G097644

G1.B1 Instruction during the reading block balance needed on whole group instruction, small group, and differentiated instruction **2**

 B262464

G1.B1.S1 Teachers will receive and implement training in the implementation of an effective reading block. District Training Instructional Framework for Reading Block **4**

 S277990

Strategy Rationale

Instructional implement timely focus on areas of reading, including word work, foundational skills, differentiated instruction and explicit writing instruction

Action Step 1 **5**

Provide the necessary training on how to implement a successful reading block.

Person Responsible

Laura Campbell

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Inservice sign in sheets

Action Step 2 **5**

Purchase and implementation of LLI for remediation groups.

Person Responsible

Laura Campbell

Schedule

On 5/31/2017

Evidence of Completion

Budget Item for Remediation Funds

Action Step 3 5

Provide subs for teachers for professional development to improve professional practice.

Person Responsible

Laura Campbell

Schedule

Semiannually, from 8/31/2016 to 5/31/2017

Evidence of Completion

Subs will be needed to provide the necessary support.

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

Review and Feedback on Lesson Plans
Walkthrough and Observation Data

Person Responsible

Laura Campbell

Schedule

Every 3 Weeks, from 8/31/2017 to 5/31/2018

Evidence of Completion

Lesson Plans Feedback through walkthrough's and observations

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

Review quarterly data with grade level teams

Person Responsible

Laura Campbell

Schedule

Quarterly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Agendas, Data Wall

G1.B2 Focus on standards based instruction and using reading series in grades K-5 as a resource **2**

 B262465

G1.B2.S1 Provide additional training on the resources available through the reading series. **4**

 S277991

Strategy Rationale

Effective use of resources leads to highly effective strategies and instruction.

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2. If teachers implement standards based planning aligned with the district curriculum, are student focused on student engagement and collaboration with fidelity to instructional programs on a daily basis, academic achievement and learning gain Proficiency of MATH FSA will increase from 72% to 75% in grades 3, 4, 5 MATH Learning Gains will maintain 71% in grades 4, 5 MATH Bottom25% Learning Gains will increase from 55% to 60% in grades 4, 5 **1**

G097645

G2.B1 Remediation, differentiated instruction and assignments need more consistency planned and implemented throughout the core curriculum in math. **2**

B262466

G2.B1.S1 Teachers will consistently develop differentiated and targeted remediation plans for all students. **4**

S277992

Strategy Rationale

Action Step 1 **5**

Review school wide data with all staff, grade level, and individual teacher data with teams

Person Responsible

Laura Campbell

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Power Point Presentation and PD Session using School City

Action Step 2 **5**

Review quarterly assessment data.

Person Responsible

Laura Campbell

Schedule

Quarterly, from 8/28/2017 to 6/8/2018

Evidence of Completion

Data Meetings, Data Chats with Grade levels, Data Walls

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

Administration will meet with grade level teams on a monthly basis to review the performance of the lowest 25% on the quarterly assessment.

Person Responsible

Laura Campbell

Schedule

Evidence of Completion

Agenda

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

Monthly review of lowest quartile student performance on benchmark and quarterly assessments.

Person Responsible

Laura Campbell

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Agendas

G2.B2 Funding for substitutes for professional development. 2

 B262467

G2.B2.S1 Provide substitutes for teachers that are in need of professional development. 4

 S277993

Strategy Rationale

Gain opportunity to teach and build capacity in our school.

Action Step 1 5

Provide substitutes for professional learning activities.

Person Responsible

Laura Campbell

Schedule

Evidence of Completion

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

Requests for substitutes for PD will be reviewed

Person Responsible

Laura Campbell

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

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

Improved instruction in the classroom

Person Responsible

Laura Campbell

Schedule

Daily, from 8/31/2016 to 6/2/2017

Evidence of Completion

Walkthroughs

G3. If teachers implement standards based planning aligned with the district curriculum, are student focused on student engagement and collaboration with fidelity to instructional programs on a daily basis, academic achievement will occur. At least 60% of 5th grade students will achieve proficiency in Science as reported in the 2018 NGSS School Report. Use of district resources on the curriculum website. 1

G097646

G3.B1 The core curriculum is not consistently a standards-based science curriculum 2

B262468

G3.B1.S1 The teachers will consistently follow the District road maps and pacing guides in science. Support from Gifted teacher science lab grades 3, 4, 5 4

S277994

Strategy Rationale

Action Step 1 5

Review Science performance by cluster area and determine modifications to improve student growth through teacher observation and data chats with teachers surrounding district and common assessments.

Person Responsible

Laura Campbell

Schedule

Quarterly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Ongoing

Action Step 2 5

Science Lab Time for 3rd, 4th and 5th grade led by Gifted Teacher focusing on Science Standards and CoTeaching with teachers to build capacity.

Person Responsible

Laura Campbell

Schedule

Biweekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Ongoing

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

Walkthrough and formal observations with effective instructional feedback to teachers

Person Responsible

Laura Campbell

Schedule

Weekly, from 8/28/2017 to 5/15/2018

Evidence of Completion

Walkthrough and formal observations

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

Review formative and summative data as a part of monthly data meetings.
Review benchmark and quarterly assessments.

Person Responsible

Laura Campbell

Schedule

Monthly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Grade level data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B2.S1.MA1 M404086	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1 M404087	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.A1 A374491	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1 M404090	Administration will meet with grade level teams on a monthly basis to review the performance of the...	Campbell, Laura	8/28/2017	Agenda	No End Date monthly
G2.B2.S1.A1 A374494	Provide substitutes for professional learning activities.	Campbell, Laura	8/18/2017		No End Date weekly
G1.MA1 M404088	Review monthly and quarterly benchmark assessments for student growth.	Campbell, Laura	8/31/2016	Agendas, School City Student History Report Reviews	5/31/2017 monthly
G1.B1.S1.MA1 M404084	Review quarterly data with grade level teams	Campbell, Laura	8/31/2016	Agendas, Data Wall	5/31/2017 quarterly
G1.B1.S1.A2 A374489	Purchase and implementation of LLI for remediation groups.	Campbell, Laura	8/31/2016	Budget Item for Remediation Funds	5/31/2017 one-time
G1.B1.S1.A3 A374490	Provide subs for teachers for professional development to improve professional practice.	Campbell, Laura	8/31/2016	Subs will be needed to provide the necessary support.	5/31/2017 semiannually
G2.B1.S1.MA1 M404089	Monthly review of lowest quartile student performance on benchmark and quarterly assessments.	Campbell, Laura	8/31/2016	Agendas	5/31/2017 monthly
G2.B2.S1.MA1 M404092	Requests for substitutes for PD will be reviewed	Campbell, Laura	8/31/2016		5/31/2017 weekly
G2.MA1 M404093	Grade level teams will meet monthly to assess the lowest 25% towards Math goals.	Campbell, Laura	8/31/2016	Agendas	6/2/2017 monthly
G1.B1.S1.A1 A374488	Provide the necessary training on how to implement a successful reading block.	Campbell, Laura	8/15/2016	Inservice sign in sheets	6/2/2017 monthly
G2.B2.S1.MA1 M404091	Improved instruction in the classroom	Campbell, Laura	8/31/2016	Walkthroughs	6/2/2017 daily
G3.B1.S1.MA1 M404095	Walkthrough and formal observations with effective instructional feedback to teachers	Campbell, Laura	8/28/2017	Walkthrough and formal observations	5/15/2018 weekly
G3.MA1 M404096	Review grade level performance data on a monthly basis.	Campbell, Laura	8/28/2017	Data review Benchmarks	5/30/2018 quarterly
G3.B1.S1.MA1 M404094	Review formative and summative data as a part of monthly data meetings. Review benchmark and...	Campbell, Laura	8/28/2017	Grade level data	5/30/2018 monthly
G3.B1.S1.A1 A374495	Review Science performance by cluster area and determine modifications to improve student growth...	Campbell, Laura	8/28/2017	Ongoing	5/30/2018 quarterly
G3.B1.S1.A2 A374496	Science Lab Time for 3rd, 4th and 5th grade led by Gifted Teacher focusing on Science Standards and...	Campbell, Laura	8/28/2017	Ongoing	5/30/2018 biweekly

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Tara Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1  M404085	Review and Feedback on Lesson Plans Walkthrough and Observation Data	Campbell, Laura	8/31/2017	Lesson Plans Feedback through walkthrough's and observations	5/31/2018 every-3-weeks
G2.B1.S1.A1  A374492	Review school wide data with all staff, grade level, and individual teacher data with teams	Campbell, Laura	8/28/2017	Power Point Presentation and PD Session using School City	6/1/2018 monthly
G2.B1.S1.A2  A374493	Review quarterly assessment data.	Campbell, Laura	8/28/2017	Data Meetings, Data Chats with Grade levels, Data Walls	6/8/2018 quarterly

V. Professional Development Opportunities

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

G1. If teachers implement standards based planning aligned with the district pacing and are student focused on student engagement and collaboration with fidelity to instructional programs on a daily basis, academic achievement and learning gains Student proficiency on ELA FSA will increase from 61% to 65% in grades 3, 4, 5 Student ELA/Reading Gains will maintain at 67% in grades 4th and 5th grade +17pts gain 16-17 year Student ELA/Bottom 25% Reading Gains from 58% to 60% for students in grades 4-5

G1.B1 Instruction during the reading block balance needed on whole group instruction, small group, and differentiated instruction

G1.B1.S1 Teachers will receive and implement training in the implementation of an effective reading block. District Training Instructional Framework for Reading Block

PD Opportunity 1

Provide the necessary training on how to implement a successful reading block.

Facilitator

Laura Campbell

Participants

Teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Purchase and implementation of LLI for remediation groups.

Facilitator

Training by Grade level ILT Members

Participants

Teachers

Schedule

On 5/31/2017

G2. If teachers implement standards based planning aligned with the district curriculum, are student focused on student engagement and collaboration with fidelity to instructional programs on a daily basis, academic achievement and learning gain Proficiency of MATH FSA will increase from 72% to 75% in grades 3, 4, 5 MATH Learning Gains will maintain 71% in grades 4, 5 MATH Bottom25% Learning Gains will increase from 55% to 60% in grades 4, 5

G2.B1 Remediation, differentiated instruction and assignments need more consistency planned and implemented throughout the core curriculum in math.

G2.B1.S1 Teachers will consistently develop differentiated and targeted remediation plans for all students.

PD Opportunity 1

Review school wide data with all staff, grade level, and individual teacher data with teams

Facilitator

Administration

Participants

Administration

Schedule

Monthly, from 8/28/2017 to 6/1/2018

VI. Technical Assistance Items

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

G1. If teachers implement standards based planning aligned with the district pacing and are student focused on student engagement and collaboration with fidelity to instructional programs on a daily basis, academic achievement and learning gains Student proficiency on ELA FSA will increase from 61% to 65% in grades 3, 4, 5 Student ELA/Reading Gains will maintain at 67% in grades 4th and 5th grade +17pts gain 16-17 year Student ELA/Bottom 25% Reading Gains from 58% to 60% for students in grades 4-5

G1.B1 Instruction during the reading block balance needed on whole group instruction, small group, and differentiated instruction

G1.B1.S1 Teachers will receive and implement training in the implementation of an effective reading block. District Training Instructional Framework for Reading Block

TA Opportunity 1

Provide subs for teachers for professional development to improve professional practice.

Facilitator

Participants

Staff Expressing Interest in Professional Development or Staff showing need for PD

Schedule

Semiannually, from 8/31/2016 to 5/31/2017

G2. If teachers implement standards based planning aligned with the district curriculum, are student focused on student engagement and collaboration with fidelity to instructional programs on a daily basis, academic achievement and learning gain Proficiency of MATH FSA will increase from 72% to 75% in grades 3, 4, 5 MATH Learning Gains will maintain 71% in grades 4, 5 MATH Bottom25% Learning Gains will increase from 55% to 60% in grades 4, 5

G2.B2 Funding for substitutes for professional development.

G2.B2.S1 Provide substitutes for teachers that are in need of professional development.

TA Opportunity 1

Provide substitutes for professional learning activities.

Facilitator

Participants

Schedule

VII. Budget

1	G1.B1.S1.A1	Provide the necessary training on how to implement a successful reading block.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	School Improvement Funds		\$1,000.00
<i>Notes: Provide subs for professional development trainings.</i>						
2	G1.B1.S1.A2	Purchase and implementation of LLI for remediation groups.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0681 - Tara Elementary School	School Improvement Funds		\$1,000.00
3	G1.B1.S1.A3	Provide subs for teachers for professional development to improve professional practice.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0681 - Tara Elementary School	School Improvement Funds		\$1,000.00
4	G1.B2.S1.A1					\$0.00

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Tara Elementary School

5	G2.B1.S1.A1	Review school wide data with all staff, grade level, and individual teacher data with teams				\$0.00
6	G2.B1.S1.A2	Review quarterly assessment data.				\$0.00
7	G2.B2.S1.A1	Provide substitutes for professional learning activities.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	School Improvement Funds		\$1,500.00
8	G3.B1.S1.A1	Review Science performance by cluster area and determine modifications to improve student growth through teacher observation and data chats with teachers surrounding district and common assessments.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0681 - Tara Elementary School	School Improvement Funds		\$500.00
9	G3.B1.S1.A2	Science Lab Time for 3rd, 4th and 5th grade led by Gifted Teacher focusing on Science Standards and CoTeaching with teachers to build capacity.				\$0.00
					Total:	\$5,000.00