

Sarasota County Schools

Taylor Ranch Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	12
Budget to Support Goals	14

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	16%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Archer, Michele	Teacher, ESE
Hansen, Emilie	Assistant Principal
Cannon, Kelly	Teacher, K-12
Smith, Julie	Teacher, K-12
Loge, Laura	Teacher, K-12
Shepler, Diana	Teacher, K-12
Perez, Gina	Teacher, K-12
Wicherts, Tracy	School Counselor

Duties

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

The Leadership Team (know as Cabinet) is composed of the team leaders for each grade level, the Assistant Principal, ESE Liaison, and School Counselor. This group meets monthly to discuss important school issues and provide critical feedback to the school administration. They are also a point of contact for most grade level communication and provide leadership to their team in making relevant decision that impact the learning of their students.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	8	10	6	12	11	11	0	0	0	0	0	0	0	58
One or more suspensions	1	1	3	2	2	7	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	15	17	18	0	0	0	0	0	0	0	50
	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	1	0	3	3	2	0	0	0	0	0	0	0	9

The number of students identified as retainees:

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

Date this data was collected

Thursday 8/30/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	7	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	

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

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	7	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	

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

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

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

We experienced significant drops in learning gains, especially in 5th grade ELA and Math, and also for the bottom quartile in both 4th and 5th grade ELA and Math. This has not been the pattern in recent years.

Which data component showed the greatest decline from prior year?

The Learning Gains for the bottom quartile declined the most for both ELA and Math.

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

We scored well above state averages in all areas except learning gains, especially the bottom quartile.

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

We had modest growth in both ELA percent proficient and Science percent proficient.

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

In ELA we implemented a new literacy program K-5 called 4-Blocks. In science, we focused more on power standards and improved our review strategies for grade 3 and 4 curriculum.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	74%	66%	56%	68%	65%	52%
ELA Learning Gains	62%	57%	55%	59%	54%	52%
ELA Lowest 25th Percentile	47%	46%	48%	57%	49%	46%
Math Achievement	75%	72%	62%	74%	70%	58%
Math Learning Gains	65%	63%	59%	79%	66%	58%
Math Lowest 25th Percentile	50%	51%	47%	63%	50%	46%
Science Achievement	65%	66%	55%	71%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8 (7)	10 (6)	6 (6)	12 (11)	11 (9)	11 (10)	58 (49)
One or more suspensions	1 (0)	1 (1)	3 (2)	2 (1)	2 (3)	7 (1)	16 (8)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	0 (0)	2 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	15 (9)	17 (20)	18 (29)	50 (58)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	79%	68%	11%	57%	22%
	2017	79%	71%	8%	58%	21%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	76%	67%	9%	56%	20%
	2017	65%	69%	-4%	56%	9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		11%				
Cohort Comparison		-3%				
05	2018	66%	66%	0%	55%	11%
	2017	66%	66%	0%	53%	13%
Same Grade Comparison		0%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	79%	72%	7%	62%	17%
	2017	84%	71%	13%	62%	22%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	79%	71%	8%	62%	17%
	2017	76%	73%	3%	64%	12%
Same Grade Comparison		3%				
Cohort Comparison		-5%				
05	2018	65%	72%	-7%	61%	4%
	2017	73%	70%	3%	57%	16%
Same Grade Comparison		-8%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	65%	67%	-2%	55%	10%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	36	37	25	40	39	18				
ELL	53	62		60	62						
HSP	78	64		73	71		92				
MUL	67	45		60	91						
WHT	74	63	46	77	64	46	61				
FRL	64	54	42	65	63	48	58				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20	25	28	37	54	45	22				
ELL	53	80		65	80						
ASN	67			83							
HSP	69	76		74	77		50				
MUL	76	73		88	73						
WHT	73	62	51	79	75	62	66				
FRL	62	58	62	72	78	61	49				

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1

Title To improve the knowledge level of 3-5 students on key science concepts.

Rationale Performance on the state science test improved in 2018, but the growth was below the target set in our 2017-18 plan.

Intended Outcome By the year 2019, there will be a minimum of a 5% increase in the students passing the SSA Science test in grade 5.

Point Person William Bolander (william.bolander@sarasotacountyschools.net)

Action Step

Description -Hold regular meetings with key staff and district personnel to analyze data and staff feedback, develop strategies to focus on curriculum priorities, and create plans to prepare students for the SSA in the spring.

-Conduct a science boot camp the two weeks prior to the state SSA exam to review key concepts taught in grades 3-5.

Person Responsible William Bolander (william.bolander@sarasotacountyschools.net)

Plan to Monitor Effectiveness

-Use feedback from staff on the effectiveness of these meeting and plans.

Description -Analyze the results of pre-SSA assessment and the resulting impact on the state test for 5th graders.

Person Responsible Emilie Hansen (emilie.hansen@sarasotacountyschools.net)

Activity #2

Title To improve the reading fluency and comprehension skills of all K-5 students.

Rationale A student's ability to read fluently and comprehend what they are reading is critical to their success as a student in all content areas. A strong foundation in all of the English language arts developmental skills must be a priority of our instructional programming.

Intended Outcome By the year 2019, there will be a minimum of a 4% increase of students achieving learning gains for all subgroups in grades 4-5 on the FSA ELA test.

Point Person William Bolander (william.bolander@sarasotacountyschools.net)

Action Step

-Focus on improving the fidelity of implementation of the 4-Blocks Literacy Model in year two of the program.

-Provide training in Literacy instruction in coordination with the district curriculum/instruction department as a result of a grant.

Description -Continue the Reading Recovery program for primary students and provide training on using Running Records to evaluate reading performance to all K-2 teachers.

-Provide guidance to staff in utilizing iReady and various forms of informal data effectively to guide literacy instruction.

-The literacy intervention program will be expanded to two labs to allow additional students to receive Tier II and Tier III supports, with a focus on the bottom 25%.

Person Responsible William Bolander (william.bolander@sarasotacountyschools.net)

Plan to Monitor Effectiveness

-Administration will monitor the diagnostic results on iReady and meet regularly with staff to discuss the effective use of this data to guide instruction.

-Administrative staff will observe classroom lessons and provide feedback to staff regarding the effectiveness of their literacy instruction practices and tier I intervention strategies.

Description -Administration will meet regularly with intervention personnel to coordinate intervention programming and continuously evaluate the effectiveness of supports.

-The results of FSA testing will be analyzed as a summative assessment of the effectiveness of program changes.

Person Responsible Emilie Hansen (emilie.hansen@sarasotacountyschools.net)

Activity #3	
Title	To improve the math conceptual knowledge base for all students, and to improve their fluency in applying this conceptual understanding to problem solving applications.
Rationale	A strong conceptual foundation is critical to a student's success in developing connections between math concepts and appropriately applying math algorithms when solving simple or complex problems requiring mathematical calculations.
Intended Outcome	By the year 2019, there will be minimum of a 4% increase in students achieving learning gains for all subgroups in grades 4-5 on the FSA Math test.
Point Person	William Bolander (william.bolander@sarasotacountyschools.net)
Action Step	
	-Provide guidance to staff in utilizing iReady and various forms of informal data effectively to guide math instruction.
Description	-The intervention program will be expanded to two labs to allow additional students to receive Tier II and Tier III supports in math, with a focus on the bottom 25%. -Continue to utilize professional development opportunities and the enhanced resources provided by the district focusing on maximizing math mentality.
Person Responsible	William Bolander (william.bolander@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
	-Administration will monitor the diagnostic results on iReady and meet regularly with staff to discuss the effective use of this data to guide instruction. -Administrative staff will observe classroom lessons and provide feedback to staff regarding the effectiveness of their math instruction practices and tier I intervention strategies.
Description	-Administration will meet regularly with intervention personnel to coordinate intervention programming and continuously evaluate the effectiveness of supports. -The results of FSA testing will be analyzed as a summative assessment of the effectiveness of program changes.
Person Responsible	Emilie Hansen (emilie.hansen@sarasotacountyschools.net)

Activity #4

Title To improve every students ability to express themselves through the writing process in an organized manner that incorporates appropriate levels of language conventions, creative language and supporting details.

Rationale The skills developed in the process of quality writing benefit both the reading and comprehension processes. Research also indicates that some students learn to read by initially reading their own writing.

Intended Outcome By the year 2019, there will be a minimum average increase of 0.5 points on the Writing portion of the FSA ELA test for all students in grades 4 and 5.

Point Person William Bolander (william.bolander@sarasotacountyschools.net)

Action Step

Description -The 4-Blocks Literacy Model will be fully implemented in all K-5 classrooms. The teaching of writing is a daily part of this model, with a focus on developing a love of writing in all students.

-Professional development on writing instructional strategies will be provided by district personnel. Collective Efficacy sessions will be held at TRS to share successes and failures regarding writing instruction across grade levels.

Person Responsible William Bolander (william.bolander@sarasotacountyschools.net)

Plan to Monitor Effectiveness

-Teachers will conference with students regarding their writing on a regular basis.

-The effectiveness of writing instruction will be a regular topic of grade level learning communities, as well as vertical articulation meetings.

Description -Writing prompts will be used periodically to assess the progression of grade level expectations.

-The writing results from the 4th and 5th grade ELA FSA will be analyzed to evaluate the effectiveness of changes.

Person Responsible Emilie Hansen (emilie.hansen@sarasotacountyschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

The 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.

PFEF Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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.

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.

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 Thursday) 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 the student's classroom and through our intervention labs, which are

managed by our 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 disseminating 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 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.

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.

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.

Part V: Budget

Total:	\$7,500.00
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