

Sarasota County Schools

# Taylor Ranch Elementary School



2020-21 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>20</b>
<b>Budget to Support Goals</b>	<b>20</b>

# Taylor Ranch Elementary School

2500 TAYLOR RANCH TRL, Venice, FL 34293

www.sarasotacountyschools.net/taylorranch

## Demographics

Principal: Tara Spielman

Start Date for this Principal: 6/15/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	42%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (67%) 2017-18: A (63%) 2016-17: A (67%) 2015-16: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>20</b>

## 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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	35%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Spielman, Tara	Principal	The Principal chairs this committee, setting the agenda and organizing the efforts of the Instructional Leadership Team to drive the school's school improvement efforts.
Eidelbus, Gretchen	Teacher, K-12	The teacher representatives are the link between the committee and the teachers at their grade level. They facilitate the implementation of school initiatives in support of school improvement efforts.
Archer, Michele	Teacher, ESE	The ESE Liaison is on the committee to provide a link between the ESE programming and the regular education classroom, especially for those students that are mainstreamed.
Hansen, Emilie	Assistant Principal	The Assistant Principal co-chairs this committee, setting the agenda and organizing the efforts of the Leadership Team to drive the school's school improvement efforts.
Smith, Julie	Teacher, K-12	The teacher representatives are the link between the committee and the teachers at their grade level. They facilitate the implementation of school initiatives in support of school improvement efforts.
Loge, Laura	Teacher, K-12	The teacher representatives are the link between the committee and the teachers at their grade level. They facilitate the implementation of school initiatives in support of school improvement efforts.
Shepler, Diana	Teacher, K-12	The teacher representatives are the link between the committee and the teachers at their grade level. They facilitate the implementation of school initiatives in support of school improvement efforts.
Perez, Gina	Teacher, K-12	The teacher representatives are the link between the committee and the teachers at their grade level. They facilitate the implementation of school initiatives in support of school improvement efforts.
Doyle, Sarah	Teacher, K-12	The teacher representatives are the link between the committee and the teachers at their grade level. They facilitate the implementation of school initiatives in support of school improvement efforts.
Trahan, Andrea	Teacher, K-12	
Tuggle, Chelsea	School Counselor	The Guidance Counselor is on the committee to provide insights into the connections between mental health and academic performance.

### Demographic Information

**Principal start date**

Monday 6/15/2020, Tara Spielman

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

**Total number of teacher positions allocated to the school**

54

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	42%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (67%) 2017-18: A (63%) 2016-17: A (67%) 2015-16: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A

<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	68	129	120	107	134	131	0	0	0	0	0	0	0	689
Attendance below 90 percent	2	6	5	3	1	7	0	0	0	0	0	0	0	24
One or more suspensions	0	1	0	1	4	5	0	0	0	0	0	0	0	11
Course failure in ELA	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	1	2	8	0	0	0	0	0	0	0	12

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	0	4	0	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/14/2020

### Prior Year - 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	
Number of students enrolled	109	105	120	128	133	139	0	0	0	0	0	0	0	734
Attendance below 90 percent	0	8	9	7	8	7	0	0	0	0	0	0	0	39
One or more suspensions	0	1	1	5	4	3	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	1	0	0	2	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	14	25	17	0	0	0	0	0	0	0	56

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	2	6	0	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	2	1	2	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Prior Year - 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	
Number of students enrolled	109	105	120	128	133	139	0	0	0	0	0	0	0	734
Attendance below 90 percent	0	8	9	7	8	7	0	0	0	0	0	0	0	39
One or more suspensions	0	1	1	5	4	3	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	1	0	0	2	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	14	25	17	0	0	0	0	0	0	0	56

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	2	6	0	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	2	1	2	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	78%	68%	57%	72%	68%	55%
ELA Learning Gains	68%	62%	58%	64%	63%	57%
ELA Lowest 25th Percentile	52%	53%	53%	57%	54%	52%
Math Achievement	81%	73%	63%	79%	72%	61%
Math Learning Gains	68%	67%	62%	75%	68%	61%
Math Lowest 25th Percentile	48%	53%	51%	59%	57%	51%
Science Achievement	72%	65%	53%	63%	64%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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	2019	82%	70%	12%	58%	24%
	2018	79%	68%	11%	57%	22%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	73%	67%	6%	58%	15%
	2018	76%	67%	9%	56%	20%
Same Grade Comparison		-3%				
Cohort Comparison		-6%				
05	2019	75%	68%	7%	56%	19%
	2018	66%	66%	0%	55%	11%
Same Grade Comparison		9%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	81%	73%	8%	62%	19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	79%	72%	7%	62%	17%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	76%	72%	4%	64%	12%
	2018	79%	71%	8%	62%	17%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				
05	2019	81%	70%	11%	60%	21%
	2018	65%	72%	-7%	61%	4%
Same Grade Comparison		16%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	72%	65%	7%	53%	19%
	2018	65%	67%	-2%	55%	10%
Same Grade Comparison		7%				
Cohort Comparison						

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	50	46	47	50	53	48					
ELL	43	60		71	60						
HSP	75	73		86	77		71				
MUL	58			69							
WHT	79	66	49	81	68	46	72				
FRL	69	60	38	69	65	44	61				
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				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	538
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	76
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The lowest performance came from students in the first quartile in relation to learning gains in ELA and math. An insufficient focus on standard-based instruction is suspected as a major contributing factor. We also suspect a lack of basic foundational skills in both ELA and math were contributing factors.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

All data points increased with the exception of the 4th grade proficiency and learning gains, which were lower. Fourth grade writing scores were down significantly. Inconsistency in instruction and interventions were contributing factors.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

All data points were well above the state average.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Both overall math and ELA overall proficiency percentages were significantly improved over 2018. A greater focus on preparation was achieved by using iReady lessons in a more effective manner and embedding FSA style items in classwork and assessments. Writing scores for 5th grade made a significant improvement due to a year-long focus.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

The number of students in EWS totaled 12, with 8 occurring in 5th grade. Most of these students had excessive absences and FSA failure, specifically in math, which will be a focus of our planning for improvement.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Increase the number of students making learning gains and demonstrating growth.
2. Consistent and systematic progress monitoring of all students.
3. Consistent implementation of interventions for struggling students.
4. Focus on engagement of remote learners.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b>	There will be an emphasis on monitoring and supporting students who have demonstrated low ELA skills proficiency on the initial iReady diagnostic due to the lack of standardized data from 2019-2020.
<b>Description and Rationale:</b>	If we increase and adjust our monitoring and supports of struggling readers across grade levels, then these student will demonstrate increased understanding of critical reading fluency and comprehension skills.
<b>Measurable Outcome:</b>	By the year 2021, 80% or more of our students will demonstrate proficiency on the FSA ELA assessment.
<b>Person responsible for monitoring outcome:</b>	Emilie Hansen (emilie.hansen@sarasotacountyschools.net)
<b>Evidence-based Strategy:</b>	We will use the curriculum-based program iReady to monitor and provide explicit instruction to all students. Regular use of student self-monitoring and teacher led data chats will be implemented for students to set appropriate growth goals. These practices demonstrate teacher clarity in relation to expected student outcome and opportunity for feedback which both hold an effect size of .75 on student achievement.
<b>Rationale for Evidence-based Strategy:</b>	We will focus on all students throughout the school year, by regularly monitoring iReady weekly lesson performance, iReady diagnostics and standards-based assessment, and through regular meetings between the student and their teacher. The data collected will drive the student/teacher conversations and the strategies identified to achieve the goals set for reaching their individual growth target.

**Action Steps to Implement**

1. Use iReady D1 data to create a baseline snapshot of individual student performance and to identify our struggling students across all grade levels.
2. Teachers will set individual growth targets with students.
3. Teachers will meet quarterly with all students for individual data chats.
4. Teachers will meet monthly (at minimum) with students identified as in need of support.
5. Administrators will hold data chats with teachers quarterly during their CPTs and individually.
6. SWST team will allocate time weekly to review struggling remote students and to support teachers in increasing remote learner engagement.
7. Explicit intervention strategies will be shared during CPTs and through ESE resource teachers.
8. Parents of students performing at or below the 35th percentile will be notified of student performance and progress within the first semester and again during the second semester.

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

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus</b>	There will be an emphasis on monitoring and supporting students who have demonstrated low math skill proficiency on the initial iReady diagnostic due to the lack of standardized data from 2019-2020.
<b>Description and Rationale:</b>	If we increase and adjust our monitoring and supports of struggling math students across grade levels, then these student will demonstrate increased understanding and application of critical math skills and problem solving strategies.
<b>Measurable Outcome:</b>	By the year 2021, 82% of our students across grade levels will demonstrate proficiency on the FSA math assessment.
<b>Person responsible for monitoring outcome:</b>	Emilie Hansen (emilie.hansen@sarasotacountyschools.net)
<b>Evidence-based Strategy:</b>	We will use the curriculum-based program iReady to monitor and provide explicit instruction to all students. Regular use of student self-monitoring and teacher led data chats will be implemented for students to set appropriate growth goals. These practices demonstrate teacher clarity in relation to expected student outcome and opportunity for feedback which both hold an effect size of .75 on student achievement.
<b>Rationale for Evidence-based Strategy:</b>	We will focus on all students throughout the school year, by regularly monitoring iReady weekly lesson performance, iReady diagnostics and standards-based assessment, and through regular meetings between the student and their teacher. The data collected will drive the student/teacher conversations and the strategies identified to achieve the goals set for reaching their individual growth target. There will also be an emphasis on using the GPS, aligning lessons with standards, using formative assessment and progress monitoring

**Action Steps to Implement**

1. Use iReady D1 data to create a baseline snapshot of individual student performance and to identify our struggling students across all grade levels.
2. Teachers will set individual growth targets with students.
3. Teachers will meet quarterly with all students for individual data chats.
4. Teachers will meet monthly (at minimum) with students identified as in need of support.
5. Administrators will hold data chats with teachers quarterly during their CPTs and individually.
6. SWST team will allocate time weekly to review struggling remote students and to support teachers in increasing remote learner engagement.
7. Explicit intervention strategies will be shared during CPTs and through ESE resource teachers.
8. Parents of students performing at or below the 35th percentile will be notified of student performance and progress within the first semester and again during the second semester.

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

**#3. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus Description and Rationale:</b>	There will be an emphasis on monitoring and supporting students with disabilities who have demonstrated low math and literacy proficiency on the initial iReady diagnostic due to the lack of standardized data from 2019-2020.  If we increase and adjust our monitoring and supports of students with disabilities across grade levels, then these student will demonstrate increased understanding and application of critical math and literacy skills.
<b>Measurable Outcome:</b>	By the year 2021, 52% or more of our students with disabilities will demonstrate proficiency on the FSA math and ELA assessment.
<b>Person responsible for monitoring outcome:</b>	Emilie Hansen (emilie.hansen@sarasotacountyschools.net)
<b>Evidence-based Strategy:</b>	We will use the curriculum-based program iReady to monitor and provide explicit instruction to all students. Regular use of student self-monitoring and teacher led data chats will be implemented for students to set appropriate growth goals in ELA and math. These practices demonstrate teacher clarity in relation to expected student outcome and opportunity for feedback which both hold an effect size of .75 on student achievement.
<b>Rationale for Evidence-based Strategy:</b>	We will focus on all students throughout the school year, by regularly monitoring iReady weekly lesson performance, iReady diagnostics and standards-based assessment, and through regular meetings between the student and their teacher. The data collected will drive the student/teacher conversations and the strategies identified to achieve the goals set for reaching their individual growth target.

**Action Steps to Implement**

1. Use iReady D1 data to create a baseline snapshot of individual student performance and to identify our struggling students with disabilities across all grade levels.
2. Teachers will set individual growth targets with students.
3. Teachers will meet quarterly with all students for individual data chats.
4. Teachers will meet monthly (at minimum) with students identified as in need of support.
5. Administrators will hold data chats with teachers quarterly during their CPTs and individually.
6. SWST team will allocate time weekly to review struggling remote students and to support teachers in increasing remote learner engagement.
7. Explicit intervention strategies will be shared during CPTs and through ESE resource teachers.
8. Parents of students performing at or below the 35th percentile will be notified of student performance and progress within the first semester and again during the second semester.

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

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Continuous progress monitoring, problem analysis, and intervention are the key focuses of this school year.**

**The school leadership team will provide resources to teachers for leveled interventions to support struggling in-person and remote students. The school leadership team will also host CPT meetings that are focused on identifying and monitoring at-risk students. The school wide support team (SWST) will identify remote students that need additional support to remain engaged and actively reach out to those families/students to offer support.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We use a variety of tools to build positive relationships with families. We traditionally host several community events on our campus each year. We also facilitate connections with local organizations like the Boy Scouts, Girl Scouts, Big Brothers/Big Sisters, Kiwanis Club, and a community group called the Good New Club which focuses on messages of good character. Due to COVID restrictions, we are uncertain if access to these events on campus will occur this year.

We will continue our strong relationship with our established business partners and several local businesses. New this year, we are working on creating monthly spirit nights at local restaurants and building a relationship with new business partners in the Wellen Park community to our south.

Communication is critical this year as parents are not on campus for events or to engage with the school. A concerted effort to increase communication has been made using the following tools: monthly newsletter, community engagement (voice and email), informational videos, school Facebook and through our partnership with our TRS Boosters.

### **Parent Family and Engagement Plan (PFEP) Link**

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

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>	<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>