2013-2014 SCHOOL IMPROVEMENT PLAN

Taylor Ranch Elementary School

2500 TAYLOR RANCH TRL
Venice, FL 34293
941-486-2000
www.sarasotacountyschools.net/taylorranch

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	No	43%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	18%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
A	A	A	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Taylor Ranch Elementary School

Principal
William Bolander

School Advisory Council chair
Shawn Singeisen

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Shawn Singeisen	Chair
Tari McBreen	Vice Chair
Lisa Cline	Secretary

District-Level Information

District
Sarasota

Superintendent
Mrs. Lori White

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal Dr. Bill Bolander
AP Intern/Teacher Dr. Lisa Cline (ESE)
Teacher Tari McBreen (K/1)
Teacher Louanne Steele (2/3)
Teacher Linda Remsen (4/5)
Teacher Marcia Brown (Specials)
Classified Gina Perez (Classified)
Parent Joseph Snow (Tanner- Griffith) jodisnow347@yahoo.com 525-4477
Parent/Booster Todd Reinschmidt (Alyssa – Meub) toddrhino23@gmail.com 468-0430
Parent/Booster Melissa May (Harrison - Simmons) melmayfl@yahoo.com 704-968-5480
Parent Kelli Bielanski (Holly - Swen) kellibielanski@yahoo.com 539-5717
Parent Jane Welsh (Shelby - Collier) jwelsh@tidewell.org 650-7651
Business Partner Dana DeGraff (Ashleigh - Griffith) degraff@luckymail.com 234-8023
Business Partner Shawn Singeisen (Mia - Collier) thesingeisens@verizon.net 915-8835
Business Partner Orlando Priede (Kelley) okpriede@msn.com 650-2491

Student Council Rep - TBA
Student Council Rep - TBA

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

School data anaylsis and SIP recommendations; working on making our business partner relationship grow through an organized campaign involving SAC leadership.

Projected use of school improvement funds, including the amount allocated to each project

Our current balance is $8,445 and we plan to use part of that money for materials for SAC members during the process of data analysis and research. We are estimating less than $1000.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
1

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

William Bolander		
Principal	Years as Administrator: 24	Years at Current School: 1

Credentials	EdD in Educational Leadership from Ball State University FL Pro Ed Cert (Educational Leadership/all levels and School Principal all levels) 7/1/2013-6/30/2018 DOE #381523
Performance Record	Heron Creek MS 2009, 2010, 2011, 2012 received "A" school grade Taylor Ranch Elementary 2013 received "A" school grade

Classroom Teachers

# of classroom teachers
45

 # receiving effective rating or higher
45, 100%

 # Highly Qualified Teachers
96%

 # certified in-field
44, 98%

 # ESOL endorsed
33, 73%

 # reading endorsed
1, 2%

 # with advanced degrees
26, 58%

 # National Board Certified
1, 2%

 # first-year teachers
7, 16%

 # with 1-5 years of experience
11, 24%

 # with 6-14 years of experience
17, 38%

 # with 15 or more years of experience
17, 38%

Education Paraprofessionals

# of paraprofessionals
10

 # Highly Qualified
, 0%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Our (SWST) school wide support team is responsible for supporting MTSS and coordinating interventions for individuals students. As teachers assess students through formative and summative feedback, they make decisions about which students need extra supports at a Tier I level. Our school counselor is our SWST Coordinator, and the initial contact for teachers in the MTSS process. Teachers can receive support from our MTSS Coordinator for Tier I interventions, but typically she is the initial contact in setting the stage for referring a student to the SWST. Once a student is referred to SWST, the team meets (each Wednesday) to discuss the students with the teacher present. Our team is composed of the Principal, Asst Principal, ESE Liaison, Counselor, SLP, School Psychologist, Social Worker and 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. A running record (log) of those meetings is keep 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 is special programs.
Our SIP is monitored by the Principal's Leadership Cabinet, which is composed of the team leaders from each grade level, the Principal, Asst Principal, ESE Liaison, and Counselor.This group meets monthly to discuss strategies and results aligned with the goals of our SIP. The Team Leaders are responsible for disciminating this information to their individual teams during weekly CPT meetings.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The SWST Coordintor runs our SWST meetings and is the initial contact with teachers in the MTSS process.
The Social Worker is also the SWST Secretary and records weekly meeting details.
All other members are there to provide expert recommendations and supports to the teacher. These supports could be in the form of suggestions, special testing or classroom observations, home visitations, data collection and presentation and Tier intervention supports.
Our SIP is monitored by the Principal's Leadership Cabinet, which is composed of the team leaders from each grade level, the Principal, Asst Principal, ESE Liaison, and Counselor.This group meets monthly to discuss strategies and results aligned with the goals of our SIP. The Team Leaders are responsible for disciminating this information to their individual teams during weekly CPT meetings.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Our SIP is monitored by the Principal's Leadership Cabinet, which is composed of the team leaders from each grade level, the Principal, Asst Principal, ESE Liaison, and Counselor.This group meets monthly to discuss strategies and results aligned with the goals of our SIP. The Team Leaders are responsible for disciminating this information to their individual teams during weekly CPT meetings.
Some of the data points used to monitor progress involve FAIR results, district benchmark testing, SuccessMaker data for math and reading, discipline and attendance data, and FCAT. More specialized programs, such as Read Naturally, may be used with individual Tier II or Tier III interventions, which would involve assessments on targeted areas of skill development.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Some of the data points used to monitor progress involve FAIR results, district benchmark testing, SuccessMaker data for math and reading, discipline and attendance data, and FCAT. More specialized programs, such as Read Naturally, may be used with individual Tier II or Tier III interventions, which would involve assessments on targeted areas of skill development.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Teachers receive a training at the beginning of each year on the MTSS process and any changes made from the previous year. The SAC Committee spends significant time during the school year analyzing data, researching best practices and making recommentations to the school administration on changes in the SIP, which impacts MTSS. The SAC involvement helps build capacity with staff and parents because both groups are represented in this discovery process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 5,000

We have two computer labs open each morning prior to school, beginning in mid-September, for 35 minutes per day. During this time students can work on SuccessMaker ELA and math curriculum that supports grade level standards and provides enrichment opportunities in those areas.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Individual SuccessMaker results are collected on each student and targets are set for growth in both ELA and math. These targets are based on projections of levels necessary to achieve a passing level or higher on the FCAT and FAIR assessments.

Who is responsible for monitoring implementation of this strategy?

We have two teacher aides that manage the lab. Each child's teacher receives reports on their progress and students are recognized for their daily efforts. Individual, class and grade level progress is monitored by the principal and asst principal. Overall analysis is reported to teachers on a regular basis at staff meetings.

Strategy: Before or After School Program

Minutes added to school year: 300

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Meeting minutes and materials are collected. Depending on the initiative, feedback could come from surveys, test results, discipline data, etc.

Who is responsible for monitoring implementation of this strategy?

The principal and the committee chairs are responsible for monitoring the effectiveness of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Lisa Cline	Asst Principal - Chair
Dr. Bill Bolander	Principal
Kaye Bodily	Kindergarten Teacher
Marilyn Meub	1st Grade Teacher
Julie Smith	2nd Grade Teacher
Sarah Doyle	3rd Grade Teacher
Amy Swen	3rd Grade Teacher
Kelly Priede	K-5 ESE Resource Teacher
Courtney Francese	4-5 VE Teacher
Gretchen Eidelbus	5th Grade Teacher

How the school-based LLT functions

The LLT meets monthly to discussion issues related to the literacy curriculum and instruction. The members of the committee are responsible for reporting back to their grade level CPT and coordiating any specific plan or initiative at their grade level.

Major initiatives of the LLT

The major focus of the LLT for this school year will be the implementation of Common Core curriculum and the appropriate teaching strategies for effective literacy instruction.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Because of the focus on Common Core reading and writing this year, every teacher will focus their Individual Professional Development Plan on reading and writing instruction. This focus will translate as targeted reading and writing instruction across all areas of the curriculum, including special area classes, science, math and social studies.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	72%	No	84%
American Indian				
Asian				
Black/African American				
Hispanic	81%	50%	No	83%
White	83%	74%	No	84%
English language learners	69%		No	72%
Students with disabilities	48%	32%	No	53%
Economically disadvantaged	78%	63%	No	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	27%	29%
Students scoring at or above Achievement Level 4	161	46%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	227	64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	54	61%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	17	71%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	46%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	50%	63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	76	62%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	72%	No	80%
American Indian				
Asian				
Black/African American				
Hispanic	74%	64%	No	77%
White	78%	73%	No	80%
English language learners	69%		No	72%
Students with disabilities	58%	27%	No	62%
Economically disadvantaged	73%	60%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	33%	35%
Students scoring at or above Achievement Level 4	137	39%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	266	75%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	64	72%	74%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	26%	26%
Students scoring at or above Achievement Level 4	57	56%	58%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	107	15%	10%
Students retained, pursuant to s. 1008.25, F.S.	4	0%	0%
Students who are not proficient in reading by third grade	11	9%	5%
Students who receive two or more behavior referrals	29	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	19	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase the number of business partners that have direct involvement with the school through donations or in-kind supports. Increase the role of parents and community members in the evaluation of school programs and recommendations for school improvement. Increase the number of parents volunteering to support teachers in the classroom, provide various services around campus and participate in school related activities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Positive Behavior Support - our PBS program will be in its' first full year of implementation during 2013-14. We are targeting a significant decrease in student negative behaviors (as demonstrated by discipline referrals) and a significant increase in positive behaviors (as demonstrated by positive teacher referrals).

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduction in Discipline Referrals	203	30%	20%
Increase in Positive Referrals	46	7%	15%
Reduction in # students with Suspensions (In and out combined)	28	4%	2%

Goals Summary

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups on the FCAT 2.0 Math test in grades 3-5.

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups on the FCAT 2.0 Reading test in grades 3-5.

G3. The percentage of discipline referrals for the 2013-14 school year will decrease by 10% from the 2012-13 school year, specifically decreasing from 30% to 20% of the total school population.

Goals Detail

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups on the FCAT 2.0 Math test in grades 3-5.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Common Core Math Standards enVision Math Florida text enVision Common Core math text Common Core Mathematics in a PLC at Work: Leader's Guide - Kanold and Larson Rocket Math - math facts automaticity program

Targeted Barriers to Achieving the Goal

- Gaps occur in the blended Common Core/NGSSS Standards being taught during the 2013-14 school year due to limited background knowledge of school staff.

- Students struggle with more complex concepts in math due to a deficiency in math fact fluency.

Plan to Monitor Progress Toward the Goal

math FCAT 2.0

Person or Persons Responsible

Principal

Target Dates or Schedule:

June 2014

Evidence of Completion:

Achieved goals on FCAT 2.0 math for 2014.

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups on the FCAT 2.0 Reading test in grades 3-5.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

- Writing

Resources Available to Support the Goal

- Reading Wonders literacy program - McGraw-Hill Vocabulary for the Common Core - Program by Marzano & Simms Collins Writing Program Accelerated Reader

Targeted Barriers to Achieving the Goal

- Difficulty with the Implementation of Reading Wonders (Common Core) Instructional Program with fidelity.

- Difficulty with the Implementation of Collins Writing Strategies in concert with the writing pieces of Reading Wonders.

Plan to Monitor Progress Toward the Goal

FCAT Writing and Reading

Person or Persons Responsible

Principal

Target Dates or Schedule:

June 2014

Evidence of Completion:

Achieving SIP Writing and Reading Goals

G3. The percentage of discipline referrals for the 2013-14 school year will decrease by 10% from the 2012-13 school year, specifically decreasing from 30% to 20% of the total school population.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Teacher stamps Donated and purchased PBS Store items Student Agendas Positive Referrals

Targeted Barriers to Achieving the Goal

- Teachers not participating in the PBS recognition program to recognize student for positive behavior and academic efforts.

Plan to Monitor Progress Toward the Goal

Meet the SIP goal for improved behavior and increased academic effort

Person or Persons Responsible
Principal

Target Dates or Schedule:
June 2014

Evidence of Completion:
A 10% reduction in discipline referrals over 2013 in all grades and a 4% increase in the number of students passing FCAT in math and reading.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups on the FCAT 2.0 Math test in grades 3-5.

G1.B1 Gaps occur in the blended Common Core/NGSSS Standards being taught during the 2013-14 school year due to limited background knowledge of school staff.

G1.B1.S1 A Math Committee will be formed with representatives from each grade level. The Committee will analyze the blended curriculum in relation to previous years, and will make recommendations and provide resourses to grade level teams.

Action Step 1

Facilitate the development of a Math Committee

Person or Persons Responsible

Principal

Target Dates or Schedule

August 2013

Evidence of Completion

Roster of Committee Members

Action Step 2

Systematically analyze the curriculum difference at each grade level between previous NGSSS, Blended NGSSS/Common Core, and Common Core and present this analysis to all school math teachers.

Person or Persons Responsible

Principal, Committee members

Target Dates or Schedule

During regular meeting during the 2013-14 school year

Evidence of Completion

Reports created with differences analyzed and recommendations made to grade level teams regarding what should be taught and needed resources.

Facilitator:

Math Committee

Participants:

All math teachers K-5

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

Develop report of needed adjustments in curriculum and instruction to meet the requirement of the blended curriculum and the new Common Core Standards.

Person or Persons Responsible

Principal

Target Dates or Schedule

During Math Committee Meetings

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

Use of recommended curriculum and instruction changes in math during the 2013-14 transition year.

Person or Persons Responsible

Principal and Math Commitee Members

Target Dates or Schedule

During CPT discussions and through the school year

Evidence of Completion

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

G1.B2 Students struggle with more complex concepts in math due to a deficiency in math fact fluency.

G1.B2.S1 Teachers will create a 10-minute window outside of the math block to target math facts fluency. They will use a program called Rocket Math as the curriculum for this instructional period. Rocket Math will be done daily and will allow students to progress to mastery at their own speed.

Action Step 1

Prepare the Rocket Math materials for teacher use and train all math teachers in how to effectively administer the program.

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the 2013-14 school year

Evidence of Completion

Individual teacher kits distributed to all teachers in grades 1-5

Facilitator:

Administration

Participants:

All 1-5 math teachers

Action Step 2

Facilitate the 10-minute practice sessions on math fact fluency

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Charts created by the students that monitor their growth towards mastery of basic math facts.

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

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

Person or Persons Responsible

Principal

Target Dates or Schedule

Classroom walkthroughs, Math Committee meetings

Evidence of Completion

Student charts completed in their agendas documenting weekly results on Rocket Math

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

Principal

Target Dates or Schedule

During CPT meetings, math committee meetings and teacher meetings

Evidence of Completion

Teacher anticdotal reports and student weekly Rocket Math 2-minute test results

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups on the FCAT 2.0 Reading test in grades 3-5.

G2.B1 Difficulty with the Implementation of Reading Wonders (Common Core) Instructional Program with fidelity.

G2.B1.S1 A Reading and Writing Committees will be formed with representatives from each grade level. The primary purpose of these committees will be to facilitate the implementation of the Reading Wonders program and to help teachers utilize the available RW resources effectively. These committees will also work on blending the RW writing components with Collins strategies. These committees will meet on a monthly basis and representatives will share committee recommendations with their grade level teams.

Action Step 1

Create Reading Committee

Person or Persons Responsible

Principal

Target Dates or Schedule

August 2013

Evidence of Completion

Roster of Committee Members

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

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

Person or Persons Responsible

Principal and Committee Chair

Target Dates or Schedule

During regularly scheduled meetings

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S1

Test Data - FAIR, FCAT Reading and FCAT Writing

Person or Persons Responsible

Principal and Asst Principal

Target Dates or Schedule

On-going during 2013-14 School Year

Evidence of Completion

Increases in test results Principal Observation Data

G2.B1.S2 The Principal will use the new IIS observation tool to provide timely feedback to teachers following classroom visits. These visits will focus on Common Core aligned instructional practices.

Action Step 1

Record classroom visit information for teacher feedback

Person or Persons Responsible

Principal

Target Dates or Schedule

During the 2013-14 Year

Evidence of Completion

IIS - teacher observation data

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Discussions with teachers after they receive observation data

Person or Persons Responsible

Principal

Target Dates or Schedule

During the 2013-14 year

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S2

Teacher Final Evaluation and Teacher Observation Form

Person or Persons Responsible

Principal

Target Dates or Schedule

May 2014

Evidence of Completion

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

G2.B1.S3 Professional development on Common Core components, like close reading, text complexity and writing in response to reading, will be provided to teachers during PD days, special meetings and CPT times. This PD will be provided by representative of the district, McGraw-Hill reps and Taylor Ranch staff.

Action Step 1

PD on the Reading Wonders resources and instructional strategies

Person or Persons Responsible

Administration and Reading Wonders training staff

Target Dates or Schedule

During the 2013-14 school year

Evidence of Completion

Record of attendance at CPT and after school trainings

Facilitator:

Administration and Reading Wonders training staff

Participants:

All core content instructional staff

Plan to Monitor Fidelity of Implementation of G2.B1.S3

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

Person or Persons Responsible

Reading Committee and Administration

Target Dates or Schedule

During the 2013-14 school year

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S3

Instructional strategies and resources are effectively used in daily instruction.

Person or Persons Responsible

Principal and Asst Principal

Target Dates or Schedule

During the 2013-14 school year

Evidence of Completion

Observations during classroom walk throughs Feedback from staff during Committee and CPT meetings

G2.B2 Difficulty with the Implementation of Collins Writing Strategies in concert with the writing pieces of Reading Wonders.

G2.B2.S2 The Principal will use the new IIS observation tool to provide timely feedback to teachers following classroom visits. These visits will focus on Common Core aligned instructional practices.

Action Step 1

The Writing Committee will provide staff with ongoing Collins writing strategies training throughout the school year.

Person or Persons Responsible

Principal

Target Dates or Schedule

During classroom walk throughs and informal followup discussions with teachers

Evidence of Completion

Observation notes, writing samples, FCAT 4th grade writing results

Facilitator:

Writing Committee

Participants:

All teaching staff

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Writing activities in classrooms will reflect the PD provided to staff on the Collins writing strategies

Person or Persons Responsible

Writing Committee, Administration

Target Dates or Schedule

During the 2013-14 school year

Evidence of Completion

Observation notes, writing samples, feedback from Writing Committee members following CPT discussions

Plan to Monitor Effectiveness of G2.B2.S2

Samples of student writing, FCAT writes testing

Person or Persons Responsible

Administration

Target Dates or Schedule

During the 2013-14 school year, especially during the spring writing assessments

Evidence of Completion

FCAT grade 4 results and feedback from teachers on student achievement in writing

G2.B2.S3 Professional development on Common Core components, like close reading, text complexity and writing in response to reading, will be provided to teachers during PD days, special meetings and CPT times. This PD will be provided by representative of the district, McGraw-Hill reps and Taylor Ranch staff.

Action Step 1

PD trainings on the 5 types of writing and the resources in August

Person or Persons Responsible

Writing Committee, Administration

Target Dates or Schedule

During the 2013-14 school year

Evidence of Completion

PD registration records on district PD system

Facilitator:

Writing Committee

Participants:

TRS Teaching Staff

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Trainings in writing strategies provided by TRS Writing Committee

Person or Persons Responsible

Administration

Target Dates or Schedule

During PD activities

Evidence of Completion

Attendance of instructional staff at all writing trainings

Plan to Monitor Effectiveness of G2.B2.S3

PD strategies transferring in practice during classroom lessons

Person or Persons Responsible

Administration

Target Dates or Schedule

During classroom walkthroughs

Evidence of Completion

Strategies observed by administration during walkthroughs Teacher feedback to Writing Committee members during CPT discussions

G3. The percentage of discipline referrals for the 2013-14 school year will decrease by 10% from the 2012-13 school year, specifically decreasing from 30% to 20% of the total school population.

G3.B1 Teachers not participating in the PBS recognition program to recognize student for positive behavior and academic efforts.

G3.B1.S1 PBS stamp program which recognizes students for positive behavior and academic efforts by staff giving them stamps in their agenda books. These stamps can be redeemed at the PBS Store every other Friday for food and merchandise. Students can receive positive referrals from teachers as a special recognition. Students may not participate in these activities if they have demonstrated negative behavior in the two weeks prior to the PBS Store Friday.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Students have stamps on their agenda pages and are able to redeem them at the PBS Store.

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

Checking student stamps in the agenda.

Person or Persons Responsible

Administration

Target Dates or Schedule

During each PBS Store Friday

Evidence of Completion

There is a consistency of the number of stamps awarded to students by each teacher.

Plan to Monitor Effectiveness of G3.B1.S1

Improvement in the overall climate and behavior at Taylor Ranch

Person or Persons Responsible

Administration

Target Dates or Schedule

During the 2013-14 school year

Evidence of Completion

Feedback from classroom teachers, fewer student inappropriate reported to the office

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The structures in place and their roles are listed below. Each organizational structure will make recommendations to the school administration regarding programming and the expenditure of school, district and state funds.

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

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

CPTs: Grade level teams made up of the teachers, both general ed and ese, at each grade level. Their role is to discuss topics relevant to student learning and to consider feedback from the Principals' Advisory Cabinet. The CPT teams meet once a week during teacher planning time.

Work Committees: There are 9 work committees; Reading, Writing, Math, Science, PBS, Advanced Work, School Spirit, Visual and Performing Arts, and Wellness. These committee meet a minimum of quarterly and are expected to make presentations to the entire staff during district professional days. These individual committees also do research and help drive school initiatives in their specific area. Meetings are held after school hours or during district professional development days.

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups on the FCAT 2.0 Math test in grades 3-5.

G1.B1 Gaps occur in the blended Common Core/NGSSS Standards being taught during the 2013-14 school year due to limited background knowledge of school staff.

G1.B1.S1 A Math Committee will be formed with representatives from each grade level. The Committee will analyze the blended curriculum in relation to previous years, and will make recommendations and provide resourses to grade level teams.

PD Opportunity 1

Systematically analyze the curriculum difference at each grade level between previous NGSSS, Blended NGSSS/Common Core, and Common Core and present this analysis to all school math teachers.

Facilitator

Math Committee

Participants

All math teachers K-5

Target Dates or Schedule

During regular meeting during the 2013-14 school year

Evidence of Completion

Reports created with differences analyzed and recommendations made to grade level teams regarding what should be taught and needed resources.

G1.B2 Students struggle with more complex concepts in math due to a deficiency in math fact fluency.

G1.B2.S1 Teachers will create a 10-minute window outside of the math block to target math facts fluency. They will use a program called Rocket Math as the curriculum for this instructional period. Rocket Math will be done daily and will allow students to progress to mastery at their own speed.

PD Opportunity 1

Prepare the Rocket Math materials for teacher use and train all math teachers in how to effectively administer the program.

Facilitator

Administration

Participants

All 1-5 math teachers

Target Dates or Schedule

Beginning of the 2013-14 school year

Evidence of Completion

Individual teacher kits distributed to all teachers in grades 1-5

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups on the FCAT 2.0 Reading test in grades 3-5.

G2.B1 Difficulty with the Implementation of Reading Wonders (Common Core) Instructional Program with fidelity.

G2.B1.S3 Professional development on Common Core components, like close reading, text complexity and writing in response to reading, will be provided to teachers during PD days, special meetings and CPT times. This PD will be provided by representative of the district, McGraw-Hill reps and Taylor Ranch staff.

PD Opportunity 1

PD on the Reading Wonders resources and instructional strategies

Facilitator

Administration and Reading Wonders training staff

Participants

All core content instructional staff

Target Dates or Schedule

During the 2013-14 school year

Evidence of Completion

Record of attendance at CPT and after school trainings

G2.B2 Difficulty with the Implementation of Collins Writing Strategies in concert with the writing pieces of Reading Wonders.

G2.B2.S2 The Principal will use the new IIS observation tool to provide timely feedback to teachers following classroom visits. These visits will focus on Common Core aligned instructional practices.

PD Opportunity 1

The Writing Committee will provide staff with ongoing Collins writing strategies training throughout the school year.

Facilitator

Writing Committee

Participants

All teaching staff

Target Dates or Schedule

During classroom walk throughs and informal followup discussions with teachers

Evidence of Completion

Observation notes, writing samples, FCAT 4th grade writing results

G2.B2.S3 Professional development on Common Core components, like close reading, text complexity and writing in response to reading, will be provided to teachers during PD days, special meetings and CPT times. This PD will be provided by representative of the district, McGraw-Hill reps and Taylor Ranch staff.

PD Opportunity 1

PD trainings on the 5 types of writing and the resources in August

Facilitator

Writing Committee

Participants

TRS Teaching Staff

Target Dates or Schedule

During the 2013-14 school year

Evidence of Completion

PD registration records on district PD system

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups on the FCAT 2.0 Math test in grades 3-5.	$1,000
G2.	By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups on the FCAT 2.0 Reading test in grades 3-5.	$2,200
G3.	The percentage of discipline referrals for the 2013-14 school year will decrease by 10% from the 2012-13 school year, specifically decreasing from 30% to 20% of the total school population.	$5,000
	Total	$8,200

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	$8,200	$8,200
A+ funds, Title II funds	$2,000	$2,000
District Consumable Supplies	$200	$200
SAC funds, District Consumable supplies	$1,000	$1,000
Taylor Ranch PBS Acct	$5,000	$5,000

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups on the FCAT 2.0 Math test in grades 3-5.

G1.B2 Students struggle with more complex concepts in math due to a deficiency in math fact fluency.

G1.B2.S1 Teachers will create a 10-minute window outside of the math block to target math facts fluency. They will use a program called Rocket Math as the curriculum for this instructional period. Rocket Math will be done daily and will allow students to progress to mastery at their own speed.

Action Step 1

Prepare the Rocket Math materials for teacher use and train all math teachers in how to effectively administer the program.

Resource Type

Evidence-Based Program

Resource

Rocket Math program and organizational materials to help teachers manage the program

Funding Source

SAC funds, District Consumable supplies

Amount Needed

$1,000

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups on the FCAT 2.0 Reading test in grades 3-5.

G2.B2 Difficulty with the Implementation of Collins Writing Strategies in concert with the writing pieces of Reading Wonders.

G2.B2.S2 The Principal will use the new IIS observation tool to provide timely feedback to teachers following classroom visits. These visits will focus on Common Core aligned instructional practices.

Action Step 1

The Writing Committee will provide staff with ongoing Collins writing strategies training throughout the school year.

Resource Type

Evidence-Based Program

Resource

Key teachers received PD in the Collins Writing program and this group provided PD for TRS staff.

Funding Source

A+ funds, Title II funds

Amount Needed

$2,000

G2.B2.S3 Professional development on Common Core components, like close reading, text complexity and writing in response to reading, will be provided to teachers during PD days, special meetings and CPT times. This PD will be provided by representative of the district, McGraw-Hill reps and Taylor Ranch staff.

Action Step 1

PD trainings on the 5 types of writing and the resources in August

Resource Type

Evidence-Based Program

Resource

The Writing Committee will add vocabulary instruction to the PD for staff this year using Marzano's book.

Funding Source

District Consumable Supplies

Amount Needed

$200

G3. The percentage of discipline referrals for the 2013-14 school year will decrease by 10% from the 2012-13 school year, specifically decreasing from 30% to 20% of the total school population.

G3.B1 Teachers not participating in the PBS recognition program to recognize student for positive behavior and academic efforts.

G3.B1.S1 PBS stamp program which recognizes students for positive behavior and academic efforts by staff giving them stamps in their agenda books. These stamps can be redeemed at the PBS Store every other Friday for food and merchandise. Students can receive positive referrals from teachers as a special recognition. Students may not participate in these activities if they have demonstrated negative behavior in the two weeks prior to the PBS Store Friday.

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

PBS Store and Field Day materials used a recognitions for the students' positive behaviors.

Funding Source

Taylor Ranch PBS Acct

Amount Needed

$5,000