Taylor Ranch Elementary School

2021-22 Schoolwide Improvement Plan

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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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	42%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: A (67%) 2017-18: A (63%) 2016-17: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	32%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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. An emphasis on the shared responsibility of parents and families in a student's educational journey promotes high quality instruction for all learners."

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	Position Title	Job Duties and Responsibilities
Spielman, Tara	Principal	Administrators and school-based teacher leaders work in a collaborative manner to support implementation and alignment of school improvement initiatives. Student performance data and school-wide trends are discussed and plans are made to address areas of concern in a proactive and collaborative manner. These discussions take place in a variety of formats. For example, Team Leader Meetings, Admin Support Team Meetings, Grade Level CPTs, SWST, etc. Grade level Team Leaders facilitate collaborative planning activities during their weekly Collaborative Planning Time to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals to help every child reach their fullest potential. A Positive Behavior Intervention Support team has been created to support the efforts that are being taken to enhance the social and emotional well-being of our staff and students. The principal is directly responsible for the oversight and monitoring of these student-centered teams and committees.
Hansen, Emilie	Assistant Principal	Direct oversight of ESE staff and students and MTSS processes and protocols. Responsible for progress monitoring data, instructional coaching and support, and support of school wide academic and social/emotional initiatives.
Tuggle, Chelsea	School Counselor	School Wide Support Team facilitator, 504 coordinator, school counselor for grades K-5, Admin Support Team and PBIS Team member. Support all school-based initiatives as related to students' academic and social/emotional growth.
Barber, Jaime	Behavior Specialist	Behavior Specialist, PBIS Chairperson, Admin Support Team member.
Wicherts, Tracy	School Counselor	School counselor grade 5, ESOL contracted support, WIDA testing coordinator, school wide attendance/truancy contact.
Hill, Sarah	Teacher, K-12	Kindergarten Team Leader
Johnson, Carla	Teacher, K-12	First Grade Team Leader
Trahan, Andrea	Teacher, K-12	Second Grade Team Leader
Doyle, Leslie	Teacher, K-12	Third Grade Team Leader
Eidelbus, Gretchen	Teacher, K-12	Fourth Grade Team Leader

Name	Position Title	Job Duties and Responsibilities
Figueroa, Nathan	Teacher, K-12	Fifth Grade Team Leader
McKnight, Hillary	Teacher, ESE	ESE Resource/Intervention teacher, iReady Champion.
Loge, Laura	Reading Coach	Reading Recovery Teacher, Literacy Team Leader.
Webb, Emilie	Other	ESE Liaison responsible for ESE compliance and facilitation, SAC Chairperson, PBIS Team member

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

57

Total number of students enrolled at the school

868

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	118	125	151	145	136	167	0	0	0	0	0	0	0	842
Attendance below 90 percent	2	7	2	2	1	7	0	0	0	0	0	0	0	21
One or more suspensions	0	1	1	1	3	4	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	4	10	17	0	0	0	0	0	0	0	31

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	0	7	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	3	4	0	1	0	0	0	0	0	0	0	12
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 9/3/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				78%	68%	57%	74%	66%	56%
ELA Learning Gains				68%	62%	58%	62%	57%	55%
ELA Lowest 25th Percentile				52%	53%	53%	47%	46%	48%
Math Achievement				81%	73%	63%	75%	72%	62%
Math Learning Gains				68%	67%	62%	65%	63%	59%
Math Lowest 25th Percentile				48%	53%	51%	50%	51%	47%
Science Achievement				72%	65%	53%	65%	66%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	82%	70%	12%	58%	24%
Cohort Comparison						
04	2021					
	2019	73%	67%	6%	58%	15%
Cohort Comparison		-82%				
05	2021					
	2019	75%	68%	7%	56%	19%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	81%	73%	8%	62%	19%
Cohort Comparison						
04	2021					
	2019	76%	72%	4%	64%	12%
Cohort Comparison		-81%				
05	2021					
	2019	81%	70%	11%	60%	21%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	72%	65%	7%	53%	19%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady is used for the fall, winter, and spring diagnostics to assess student proficiency and growth. The science data is derived from the district's science benchmark assessment.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	49	84
	Economically Disadvantaged	25	71	97
	Students With Disabilities	14	43	64
	English Language Learners	25	50	67
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	50	85
	Economically Disadvantaged	15	47	97
	Students With Disabilities	0	36	57
	English Language Learners	0	25	100

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	56	76
	Economically Disadvantaged	24	46	75
	Students With Disabilities	17	28	50
	English Language Learners	25	38	63
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	52	80
	Economically Disadvantaged	11	38	79
	Students With Disabilities	6	22	61
	English Language Learners	25	50	88

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	77	87
	Economically Disadvantaged	26	44	64
	Students With Disabilities	21	33	60
	English Language Learners	13	44	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	41	74
	Economically Disadvantaged	19	33	68
	Students With Disabilities	4	21	40
	English Language Learners	0	11	44

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	60	70
	Economically Disadvantaged	48	80	87
	Students With Disabilities	7	40	33
	English Language Learners	14	14	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	47	66
	Economically Disadvantaged	14	23	65
	Students With Disabilities	13	13	43
	English Language Learners	0	43	29

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	64	70
	Economically Disadvantaged	35	56	56
	Students With Disabilities	0	14	19
	English Language Learners	25	25	25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	57	74
	Economically Disadvantaged	21	33	56
	Students With Disabilities	10	19	29
	English Language Learners	0	0	25
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	58	n/a
	Economically Disadvantaged	n/a	n/a	55
	Students With Disabilities	22	27	38
	English Language Learners	0	0	25

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	22	40	36	41	63	55	38				
ELL	40			47			40				
HSP	51			71							
MUL	81			71							
WHT	68	62	52	70	57	44	72				
FRL	57	58		56	50	47	61				
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							

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
WHT	79	66	49	81	68	46	72				
FRL	69	60	38	69	65	44	61				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
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	82
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

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%	

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%	

Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	76
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The 2021 state assessment data shows a decrease in achievement levels in all grade levels and content areas. The percent of students demonstrating achievement in 3 or above in ELA reduced by 18% in 3rd grade (82% to 64%), 13% in 4th grade (73% to 60%), and 4% in 5th grade (75% to 71%). Similarly, the percent reduced in Math by 11% in 3rd grade (81% to 70%), 13% in 4th grade 76% to 63%), and 13 % in 5th grade 81% to 68%). Fifth grade science reduced by 6% (72% to 66%).

Our overall learning gains were also reduced in ELA by 11% (68% to 59%) and in math by 13% (68% to 55%) causing TRS to fall below the 62% threshold for earning school grade points for learning gains.

TRS continues to see a trend regarding deficits in the learning gains of first quartile students. The learning gains for our first quartile in ELA reduced by 6% (48% to 42%). Math remained unchanged with 47% of our first quartile students making learning gains in 2019 and 2021.

Subgroup data indicates a large drop in achievement and learning gains with our SWD and ELL students between the 2019 and 2021 assessments.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

State assessment data demonstrates that learning gains for the first quartile and for all learners need to be improved across grade levels.

Additional emphasis must be placed on our students with disabilities and English language learners to increase their overall achievement levels in ELA and math and the learning gains for both subgroups in ELA and math.

End of the year progress monitoring data shows that our current 5th grade students will need support in reaching achievement targets in ELA and math based on their spring 2021 diagnostic report and FSA scores. This cohort of students dropped 13% in both ELA and math compared to the 2019 cohort of 4th graders taking the FSA assessment. The final diagnostic last year showed that 30% of students had not reached grade level expectations in ELA and 34% had not met grade level expectations in math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There are several likely factors contributing to the decline of the 2019 and 2021 state assessment data. The last quarter of 2018-2019 students and teachers pivoted to an at-home teaching and learning model. Teachers provided work for students to complete at home while parents navigated how to help their students. At this same critical time, the long-standing principal of TRS retired and an interim principal was brought in for the last portion of the year that at home learning took place.

In 2020-2021, TRS started the year with 300 students opting for remote learning and teachers struggled to learn how to teach concurrently and connect with remote learners. Due to the pandemic there were also several classes that had multiple teacher changes throughout the year as a result of

COVID related leaves of absence and class formations shifting as students moved between remote and in-person learning. These factors were heavily present in last year's fourth grade classes.

Actions toward improvement this year, include; required progress monitoring, required intervention data, reassigning teachers to new grade level teams based on their certifications and strengths, providing more opportunities for our self-contained SWD students to interact with grade level material in a general education classroom with their peers and support, contracting our .6 counselor to work with and assess our ELL students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Using the most recent testing data and progress monitoring data, there are no areas that have demonstrated an improvement from 2019 to 2021.

Reviewing 2019 state assessment data, there was improvement compared to the 2018 data. Both ELA and math proficiency scores increased from 2018 to 2019. Third grade reading proficiency scores, along with 3rd and 5th grade math proficiency scores exceeded 80%. Third and Fifth grade teachers and students achieved the 2019 targeted School Improvement goals in Reading and Math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The improvement from 2018 to 2019 can be attributed to an increased teacher focus on monitoring and providing specific feedback on iReady individualized student paths.

What strategies will need to be implemented in order to accelerate learning?

1. Diagnostic data and mandatory progress monitoring early in the SY will provide teachers the opportunity to meet students where they are and provide necessary supports and interventions. An emphasis on strong Tier 1 instruction will be employed to help mitigate the number of Tier 2 and Tier 3 interventions in the coming year(s).

2. Ongoing monitoring and feedback to instructional staff by leadership team regarding iReady, benchmark assessments, and progress monitoring data will be provided.

3. Common grade level assessments in math and ELA to be used for data analysis and collaborative problem-solving.

4. Continuous training and support will be provided to teachers regarding MTSS. Structures will be implemented by our administrative and literacy leadership teams to ensure implementation of student academic interventions occurs with the fidelity and responsiveness.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The planned professional development opportunities for this year include:

-Write Score training for our 4th grade teachers to align their writing instruction to FSA
-iReady training from Curriculum & Associates on using standards mastery and setting instructional paths (all grade levels)
-LLI training for our K-2 teachers through the Jumpstart grant
-Maximizing Math Mentality & Math GPS training through district specialist (all grade levels)
-Progress Monitoring support and training by district specialist (all grade levels)

-ELA PD to support Benchmark provided by district specialist. Required training for all teachers and continued support on request. (all grade levels)
-Ongoing MTSS trainings and support provided by AP and counselor (all grade levels)

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will be providing support with two interventionists to support our K-5 students through Jumpstart grant funds. One interventionist is primarily focused on providing support to K-3 striving readers through inclusion and pull-out groups using the LLI program. The other interventionist is focused on providing support to 4th and 5th grade students through small group intervention.

Our iReady building champion is contracted using Jumpstart funds to support teachers on iReady. This includes: monitoring targeted ESSA (ELL, ESE, first quartile) subgroups and supporting teachers with adjusting lesson paths and student progress (pathways, progress, lessons passed, pass rate).

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	There will be a focus on providing high quality, differentiated Tier 1 instruction of ELA using the adopted Benchmark Advanced curriculum. Our teachers will focus on utilizing district progress monitoring tools to make informed instructional decisions regarding student groupings and targeted interventions. By increasing our focus on progress monitoring, we will increase our awareness of the effectiveness of our core instruction and make adjustments to instruction accordingly. With early intervention and ongoing monitoring, supports for struggling readers will be provided to target critical reading fluency and comprehension skills.
Measurable Outcome:	By the year 2022, at least 75% of our students will demonstrate proficiency on the FSA ELA Assessment and at least 65% of our students will demonstrate learning gains.
Monitoring:	Teachers will use the district progress monitoring tool for all students. Assessments vary by grade level and are conducted three times throughout the school year. Student progress on individualized iReady paths will also be monitored. Teachers will also use our TRS OneNote notebook to track and monitor strategic reading interventions.
Person responsible for monitoring outcome:	Emilie Hansen (emilie.hansen@sarasotacountyschools.net)
Evidence-based Strategy:	Through teacher-led data chats, students will use self-monitoring skills and set appropriate growth goals. These practices demonstrate teacher clarity in relation to expected student outcomes and opportunities for feedback. Both indicators have an effect size of 0.75 on student achievement.
Rationale for Evidence-based Strategy:	We will focus on monitoring student progress toward grade level standards throughout the school year via: weekly monitoring of iReady lesson performance, iReady diagnostic and standards mastery assessments, and district progress monitoring. Data collected will drive the student/teacher data conversations. These collaborative conversations will focus on identifying individual growth targets, strategies for achieving the goal, and how student progress will be monitored. Data chat outcomes will be shared with parents.

Action Steps to Implement

1. Use a variety of data points (FSA 2021, iReady Diagnostic 1, Beginning of the year Progress Monitoring data) to identify baseline data on student performance and identify struggling readers across all grade levels.

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

2. Teachers will develop strategic intervention plans for struggling readers.

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

3. Teachers will meet quarterly with all students for data chats to set individualized growth targets. Data chat outcomes will be shared with parents.

Person Responsible	Tara Spielman (tara.spielman@sarasotacountyschools.net)

4. Administrators will meet with teachers quarterly (individually or by grade level) for data chats and to review fidelity of classroom intervention implementation.

Person Responsible	Tara Spielman (tara.spielman@sarasotacountyschools.net)

5. SWST coordinator will monitor the implementation of strategic reading interventions and provide support to teachers.

Person Responsible	Chelsea Tuggle (chelsea.tuggle@sarasotacountyschools.net)

6. Parents of students identified as struggling readers will be contacted quarterly regarding their child's progress and performance.

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

7. Two intervention teachers will be contracted through the Jump Start grant. Grade level teams will identify students for targeted support (provided through both inclusion and pull-out small groups).

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

8. ESE Liaison will meet with ESE Resource and Self-Contained teachers quarterly to review student progress towards grade level standards and IEP goals.

Person Responsible	Emilie Webb (emilie.webb@yourcharlotteschools.net)

9. ELL support will be contracted 2 days per week.

Person Responsible	Tracy Wicherts (tracy.wicherts@sarasotacountyschools.net)

10. iReady Building Champion will be contracted through Jumpstart grant fund. Support will include: weekly monitoring of progress (lessons completed, pass rates, instructional paths), monitoring of targeted ESSA subgroups (ELL, ESE, first quartile), and support for teachers.

Person Responsible	Hillary McKnight (hillary.mcknight@sarasotacountyschools.net)

11. Instructional Literacy Team will be established and meet monthly. Team will share best practices in literacy instruction and review data collected during classroom walkthroughs.

Person Responsible	Laura Loge (laura.loge@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	There will be a focus on providing high quality Tier 1 instruction of Math using the district resources: Maximizing Math Mentality and GPS. Our teachers will focus on utilizing common summative and standards-mastery assessments to make informed instructional decisions regarding student groupings and targeted interventions. By increasing our focus on monitoring student performance through common standards-based assessments, we will increase our awareness of the effectiveness of our core instruction and make adjustments to instruction accordingly. With early identification and ongoing monitoring, supports for struggling mathematicians will be provided to target number sense and algebraic thinking.
Measurable Outcome:	By the year 2022, at least 75% our students will demonstrate proficiency on the FSA Math Assessment and at least 65% of the students will demonstrate learning gains.
Monitoring:	Student progress on individualized iReady paths will also be monitored weekly. Grade level teams will collect and analyze data on student growth and achievement using standards-based common assessment s (district assessments, iReady Standards Mastery). Teachers will also use our TRS OneNote notebook to track and monitor strategic math interventions.
Person responsible for monitoring outcome:	Tara Spielman (tara.spielman@sarasotacountyschools.net)
Evidence-based Strategy:	Through teacher-led data chats, students will use self-monitoring skills and set appropriate growth goals. These practices demonstrate teacher clarity in relation to expected student outcomes and opportunities for feedback. Both indicators have an effect size of 0.75 on student achievement.
Rationale for Evidence-based Strategy:	We will focus on monitoring student progress toward grade level standards throughout the school year via: weekly monitoring of iReady lesson performance, iReady diagnostic and standards mastery assessments, and district progress monitoring. Data collected will drive student/teacher data conversations. These collaborative conversations will focus on identifying individual growth targets, strategies for achieving goals, and how student progress will be monitored. Data chat outcomes will be shared with parents.

Action Steps to Implement

1. Use a variety of data points (FSA 2021, iReady Diagnostic 1, Beginning of the year assessments) to identify baseline data on student performance and identify struggling math learners across all grade levels.

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

2. Teachers will develop strategic intervention plans for struggling math learners.

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

3. Teachers will meet quarterly with all students to review data and set individualized learning goals. Data chat outcomes will be shared with parents.

Person Responsible	Tara Spielman (tara.spielman@sarasotacountyschools.net)

4. Administrators will meet with teachers quarterly (individually or by grade level) for data reviews and to review fidelity of classroom intervention implementation.

Person Responsible	Tara Spielman (tara.spielman@sarasotacountyschools.net)

5. SWST coordinator will monitor the implementation of strategic math interventions and provide support to teachers.

Person Responsible	Chelsea Tuggle (chelsea.tuggle@sarasotacountyschools.net)

6. Parents of students identified as struggling math learners will be contacted quarterly regarding their child's progress and performance.

Person Responsible	Tara Spielman (tara.spielman@sarasotacountyschools.net)

7. ESE Liaison will meet with ESE Resource and Self-Contained teachers quarterly to review student progress towards grade level standards and IEP goals.

Person Responsible	Emilie Webb (emilie.webb@yourcharlotteschools.net)

8. Grade level teams will give and analyze common standards-based assessments monthly.

Person Responsible	Tara Spielman (tara.spielman@sarasotacountyschools.net)

9. An interventionist will be contracted through Jumpstart grant funds. Additional support will provided to targeted 4th and 5th grade math students.

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

10. A voluntary math committee will be established. The committee will meet monthly to engage in collaborative conversations and a book study of "Figuring Out Fluency in Mathematics Teaching and Learning."

Person Responsible	Tara Spielman (tara.spielman@sarasotacountyschools.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	There will be a focus on providing explicit tier 1 behavior instruction using Sanford Harmony, Civility Squad, Kagan class building structures, and Purposeful People. Our goal is to achieve "model school" status as designated by the state PBIS program. We will focus on increasing student recognition for academic and behavior achievement. By increasing our focus on explicit instruction and progress monitoring, we will increase our awareness of the effectiveness of our PBIS recognition program in comparison to behavior incidents.
Measurable Outcome:	By the year 2022, Taylor Ranch increase to score of at least 80% as assessed by the PBIS Benchmarks of Quality assessment.
Monitoring:	School wide participation in our student recognition program (PBIS tickets) will be tracked weekly. Behavior data (disciple incidents, notices of concern, PBIS recognition program, threat assessments) will be analyzed monthly and shared with staff and families.
Person responsible for monitoring outcome:	Jaime Barber (jaime.barber@sarasotacountyschools.net)
Evidence-based Strategy:	Behavioral intervention programs have an effect size of 0.62. Our PBIS plan includes specific instructional strategies and reinforcement for Tier 1, Tier 2, and Tier 3 behavior intervention.
Rationale for Evidence-based Strategy:	School-wide implementation of behavior/character instruction and student recognition programs supports "ready-to-learn" behavior, setting a foundation for academic achievement. Implementation of our PBIS program has been steadily increasing over the last several years. Our behavior specialist has assumed the role of PBIS coach and is supporting program implementation with consistency and fidelity.

Action Steps to Implement

1. Use a variety of data points (2021 Benchmarks of Quality, 2021 walk-through observations, 2021 Discipline data, PBIS Equity profile) to identify baseline data on student behavior and identify students who may need of additional behavior supports.

Person Responsible	Jaime Barber (jaime.barber@sarasotacountyschools.net)

2. Establish a clear mission and vision statement for the PBIS program with the school PBIS Tier 1 Team. Set goals for the 21-22 school year based on 2021 PBIS data.

Person Responsible	Jaime Barber (jaime.barber@sarasotacountyschools.net)

3. Collect and analyze school-wide PBIS recognition and discipline data. Share data analysis with staff and families on a monthly basis (staff, SAC, and PTO Boosters meetings).

Person Responsible	Jaime Barber (jaime.barber@sarasotacountyschools.net)

4. Increase recognition of positive student behavior: students earn PBIS tickets by meeting/exceeding behavior expectations and weekly drawings are held, Student of the Month recognition, quarterly classroom PBIS celebrations, quarterly character awards.

Person Responsible	Jaime Barber (jaime.barber@sarasotacountyschools.net)

5. TRS will pilot the "Purposeful People" program (character education) starting in January 2022.

Person Responsible	Tara Spielman (tara.spielman@sarasotacountyschools.net)

6. Collect student feedback on PBIS program/recognition through Student of the Month groups. Collect teacher feedback through PBIS surveys.

Person Responsible	Jaime Barber (jaime.barber@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Taylor Ranch School did not submit data for the 2019-2020 school year and is not linked through Safe Schools for Alex.org. The primary area of focus for Taylor Ranch is to ensure that our students at-risk of behavioral or emotional issues are identified quickly through teacher feedback and our School Wide Support Team so that we can provide site-based and external resources as well as explicitly teaching students appropriate behavior to ensure a safe school environment. We accomplish this through the use of our Positive Behavior Intervention Support Team and a focus on tier 1 Social-Emotional instruction. We also provide counseling as a related service, lunch bunches with counselors, social skills, and have a licensed mental health therapist and behavior specialist on site full-time.

Behavior, discipline, and PBIS data is shared monthly at faculty meetings. Monthly incident and suspension reports are analyzed for trends in discipline data. Our school wide threat assessment team and administrative support team meet regularly to proactively plan intervention for students of concern.

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.

Taylor Ranch School provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging state academic standards, state and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the

achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meeting programs promote participation and awareness through live and recorded sessions to accommodate varying schedules. In addition, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement.

The full text and summary of this Schoolwide Improvement Plan may be found online or as a hard copy by request.

Parents and families are regularly invited to attend Taylor Ranch School Advisory Council to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children. Taylor Ranch responds to any such suggestions as soon as practically possible as evidenced by meeting minutes and notes. If this schoolwide improvement plan is not satisfactory to parents, parents/families are encouraged to submit such comments in writing so that the school can document and submit parent/family comments.

Taylor Ranch uses 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 YMCA, The Boys and Girls Club, Big Brothers/Big Sisters, Kiwanis Club, and a community group called the Good News Club which focuses on messages of good character.

Activities are planned for students and adults to be recognized and rewarded through our PBIS initiatives. Some examples of the activities that are planned for the 21-22 school year include monthly celebrations, quarterly academic and character awards, weekly PBIS drawings on the TRS News which reward students and teachers. Students are nominated monthly as a "Trailblazer of the Month" by their classroom teacher and a photo postcard is sent home and the grade level winners get to have lunch outdoors with the principal and assistant principal.

The Civility Squad traits have been incorporated into our school-wide PBIS plan and a monthly focus is shared with teachers and students. The daily TRS News crew is instrumental in supporting this goal. We will also be piloting a character education program, "Purposeful People", in January of 2021.

TRS has 120 new families this year (excluding kindergarteners). New student events are planned by guidance to facilitate a sense of belonging. The admin support team also hosts a New Family Meet-Up via Zoom so new families are aware of the supports provided by TRS beyond the classroom.

Administrators seek feedback from teachers and team leaders to address issues and problems. Feedback is acted upon and support provided when within the scope to do so.

Grade level teams work in a collaborative and collegial manner to support instructional and social emotional needs of the students they serve.

SWST and CARE meetings are conducted to assist with problem solving efforts to meet student needs.

Teachers are encouraged to maintain ongoing communication with families. A variety of methods are used for communication: Face to Face Meetings, Zoom Meetings, Email, Telephone, Text, and Class Dojo.

Agenda books and home-school communication folders are used to reinforce the school to home connection.

Parents and community members are included in the SAC.

New this year, TRS has started a Shared Decision Making Team, providing opportunity for school-wide policies and protocols to be reviewed and voted on.

Parents and teachers are encouraged to participate in the TRS Boosters organization.

New this year, TRS has incorporated monthly Spirit Nights at local restaurants and businesses. A strong business partner base provides funding for professional development and staff and student recognitions.

The Taylor Ranch Elementary School Web Page, Facebook Page and the Community Engagement Parent Link are used to celebrate and share school events, updates and successes.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Tara Spielman, Principal - responsible for organizing and delegating positive culture and environment initiatives and communication to stakeholders.
Emilie Hansen, Assistant Principal - responsible for supporting positive culture and environment initiatives and recognitions of students and staff.
Brenda Gant, Admin Assistant - responsible for updating and maintaining website and social media posts.
Jaime Barber, Behavior Specialist - responsible for PBIS programming and student recognitions.
TRS Boosters - responsible for organizing fundraisers and events that support positive climate and culture.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00