

Sarasota County Schools

Taylor Ranch Elementary School



2022-23 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: 7/1/2020

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	42%
2021-22 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	2021-22: A (68%) 2018-19: A (67%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

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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Taylor Ranch Elementary School

2500 TAYLOR RANCH TRL, Venice, FL 34293

www.sarasotacountyschools.net/taylorranch

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	42%
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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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, Grade Level CPTs, SWST, ect.
		Grade level Team Leaders facilitate collaborative planning activities during their weekly Collaborative Planning Time to gather and disseminate information regarding students 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 emotion well-being of our staff and students.
		The principal is directly responsible for the oversight and monitoring of these student-centered teams and committees.
Parrish, Scott	Assistant Principal	Direct oversight of ESE staff and students and MTSS process and protocols. Responsible for progress monitoring data, instructional coaching and support, and support of school wide academic and social/emotional initiatives.
Summerlee, Betsy	Other	Works with our 3-5 team to support student needs. Acting ESOL Liaison to ensure the ELL population is receiving appropriate instruction. Working with the PBIS team to support the Social Emotional Needs of the student population.
Tuggle, Chelsea	School Counselor	School Wide Support Team facilitator, K-2 504 coordinator, school counselor for grades K-2, Admin Support Team and PBIS Team member. Support all school based initiatives as related to students' academic and social/emotional growth.
Reinhart, Morgan	School Counselor	Grades 3-5 School Wide Support Team facilitator, 3-5 504 coordinator, school counselor for grades 3-5, 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
Webb, Emilie	Other	ESE Liaison responsible for ESE compliance and facilitation, SAC Chairperson, PBIS Team member

Name	Position Title	Job Duties and Responsibilities
Loge, Laura	Reading Coach	Reading Recovery Teacher, Literacy Team Member
Figueroa, Nathan	Teacher, K-12	Fifth Grade Team Leader
Eidelbus, Gretchen	Teacher, K-12	Fourth Grade Team Leader
Johnson, Carla	Teacher, K-12	First Grade Team Leader
Kay, Kelliann	Teacher, K-12	Kindergarten Team Leader
Gilbert, Laura	Teacher, K-12	Second Grade Team Leader
Stevens, Ellen	Teacher, ESE	Third Grade Team Leader

Demographic Information

Principal start date

Wednesday 7/1/2020, Tara Spielman

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 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.*

11

Total number of teacher positions allocated to the school

67

Total number of students enrolled at the school

865

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	96	131	148	174	166	150	0	0	0	0	0	0	0	865
Attendance below 90 percent	3	19	30	22	24	26	0	0	0	0	0	0	0	124
One or more suspensions	0	0	2	1	1	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	3	0	1	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	1	5	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	8	17	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	18	14	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	0	0	0	3	8	17	0	0	0	0	0	0	0	28

Using the table above, complete the table below with the number of students by current grade level who have 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	2	0	0	3	11	12	0	0	0	0	0	0	0	28

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Tuesday 9/13/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%	66%	56%				78%	68%	57%
ELA Learning Gains	73%						68%	62%	58%
ELA Lowest 25th Percentile	63%						52%	53%	53%
Math Achievement	75%	52%	50%				81%	73%	63%
Math Learning Gains	73%						68%	67%	62%
Math Lowest 25th Percentile	63%						48%	53%	51%
Science Achievement	59%	67%	59%				72%	65%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	82%	70%	12%	58%	24%
Cohort Comparison		0%				
04	2022					
	2019	73%	67%	6%	58%	15%
Cohort Comparison		-82%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	75%	68%	7%	56%	19%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	81%	73%	8%	62%	19%
Cohort Comparison		0%				
04	2022					
	2019	76%	72%	4%	64%	12%
Cohort Comparison		-81%				
05	2022					
	2019	81%	70%	11%	60%	21%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	72%	65%	7%	53%	19%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	37	58	61	46	58	48	38				
ELL	70	75		81	76		70				
HSP	83	76		76	79		53				
MUL	76	76		73	67		71				
WHT	72	73	57	75	73	64	59				
FRL	58	60	52	57	61	52	47				

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							
WHT	79	66	49	81	68	46	72				
FRL	69	60	38	69	65	44	61				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	538
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	72
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2022 state assessment data shows an increase in proficiency percentages for all subject areas in grades 3 and 4. In 3rd grade ELA achievement increased 11% and Math increased 2%. In 4th grade ELA achievement increased 14% and Math increased 17%. In 5th grade Math achievement increased 1%.

In 5th grade ELA achievement decreased 6%, but we saw the biggest drop in Science Achievement at 8%.

With the focus on intervention and support TRS was able to see an increase in all areas for Learning Gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on data TRS will focus on Science Achievement in the coming year.

Additionally TRS will add emphasis to our students with disabilities to increase their overall achievement levels in ELA and Math. While we saw improvements in this area last year with our ESE students showing 26% increase in student growth, we are still performing at the C level in this area.

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 factors that may have played a role in the decrease in our Science Achievement data. One factor could be the emphasis placed on ELA and Math. Any extra time, resources, or support traditionally went to the areas of ELA or Math. This emphasis may have prohibited teachers from taking the time to examine Science Data and provide interventions early for struggling students. To address this we are ensuring that all teachers administer the Science Benchmark Assessment. We are providing time for those teachers to examine the results and plan accordingly. All teachers in grades 3-5 are using PENDA.

After analyzing the data for our SWD it was determined that perhaps one contributing factor was the current model in place. Teachers were pulling students out of class to provide specially designed instruction. This transition time was wasted time. As a result TRS has created an ALERT team that pushes into classrooms to provide our SWD with their specially designed instruction in the context of an inclusion model.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The increase in ELA achievement at TRS showed the most improvement.

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

Several different programs and initiatives contributed to this improvement. One major change that was implemented was the creation of a WIN (What I Need) block of time. This block of time is designed to provide students with the remediation, reteaching, or enrichment that they need. Grade Level teams work together to best support the needs of the students on their team. Going hand in hand with the WIN block is both the progress monitoring sheet and the data chats. Teachers complete a progress monitoring sheet that allows them to look at data across the grade level and see what supports are needed. Three times a year teachers sit with administration to look over the progress monitoring sheet to discuss and brainstorm students of concern. These two practices combined with the focused WIN time have really helped guide instruction and focus on individual student's needs.

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

1. Diagnostic data and mandatory progress monitoring early in the school year 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.
2. Ongoing monitoring and feedback to instructional staff by leadership team regarding student data.
3. Continue using data to drive interventions or enrichment during the WIN Time.
4. Common grade level assessments in math and ELA to be used for data analysis and collaborative problem solving.
5. Grade Level School Counselors meeting monthly with ALERT team members to monitor academic intervention documentation.
6. TRS will work with Varsity Tutoring to help provide 1 on 1 instruction to 2nd and 3rd grade students.

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:

Top Score training for our teacher to align their writing instruction to FAST Assessment
Small differentiated Reading Groups
Analyzing data for interventions
Progress Monitoring support and training by district specialist
Ongoing MTSS trainings and support provided by Admin and Counselors
Decision Tree Training
Reveal and Dreambox Training
Various District trainings offered throughout the year

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 three interventionist to support our students through Jumpstart grant funds. They will be assigned to help 2 grades each to ensure all grades are being covered. Teachers on our ALERT team will be offering push in and pull out services to help not only our SWD, but also students in need of Tier 3 interventions. We have implemented teacher planning days were teachers will be provided a sub so that they are able to plan with their team. During this time teachers will review data, develop interventions, and common assessments.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the year 2023, at least 80% of our students will demonstrate proficiency on the FAST ELA Assessment and at least 80% of our students will demonstrate learning gains from AP1 to AP3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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 will be monitored throughout the year. Teachers will also use our TRS OneNote notebook to track and monitor strategic reading interventions.

Person responsible for monitoring outcome:

Scott Parrish (scott.parrish@sarasotacountyschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Through teacher-led data chats, students will use self-monitoring skills and set appropriate growth goals based on FAST Assessment. These practices demonstrate teacher clarity in relation to expected student outcomes and opportunities for feedback. Teachers will work as a team during the WIN time to ensure students are getting what they need to be successful. Our ALERT team will monitor student progress and help provide interventions as necessary.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We will focus on monitoring student progress toward grade level standards through the school year based on the District Progress Monitoring Spreadsheet, and the FAST Assessment Data. Data collected will drive the student/teacher data conversations. These collaborative conversations will focus on identifying individual growth targets, strategies for achieving the goals, and how students are progressing. Student progress will be shared with families throughout the year.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Use a variety of data points to identify baseline data on student performance and identify struggling readers across all grade levels.

Person Responsible Scott Parrish (scott.parrish@sarasotacountyschools.net)

Teachers will work together to develop strategic intervention plans for struggling readers.

Person Responsible Scott Parrish (scott.parrish@sarasotacountyschools.net)

Administrators will meet with teachers for data chats and to review fidelity of classroom intervention implementation.

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

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

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

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

Person Responsible Betsy Summerlee (betsy.summerlee@sarasotacountyschools.net)

Three 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 Tara Spielman (tara.spielman@sarasotacountyschools.net)

ESE Liaison will meet with ESE Resource teachers monthly to review student progress towards grade level standards and IEP goals. ESE Resource teachers will provide as much push-in support as possible to support our inclusion model.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

There will be a focus on providing high quality Tier 1 instruction of Math using the district approved curriculum and the Math GPS. 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 standard 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:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the year 2023 at least 80% of our students will demonstrate proficiency on the FSA Math Assessment and at least 80% of our students will demonstrate a learning gain from AP1 to AP3 as measured by the FAST Assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Student progress will be monitored monthly based on there classroom performance as well as growth on Dreambox. Grade level teams will collect and analyze data on student growth and achievement using standards based common assessments. Teachers will also use the TRS OneNote notebook to track and monitor strategic math interventions.

Person responsible for monitoring outcome:

Tara Spielman (tara.spielman@sarasotacountyschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

We will focus on monitoring student progress toward grade level standards throughout the school year via: Dreambox, FAST Assessment, and classroom data. 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. Parents will receive updates on academic progress.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will use a variety of data points to identify baseline data on student performance and identify struggling math learners across all grade levels.

Person Responsible Betsy Summerlee (betsy.summerlee@sarasotacountyschools.net)

Teachers will develop strategic intervention plans for struggling math learners.

Person Responsible Betsy Summerlee (betsy.summerlee@sarasotacountyschools.net)

Teachers will meet with students to review data and set individualized learning goals. Parents will receive updates on academic progress.

Person Responsible Betsy Summerlee (betsy.summerlee@sarasotacountyschools.net)

Administrators will meet with teachers for data reviews and to review fidelity of classroom intervention implementation.

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

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

Person Responsible Morgan Reinhart (morgan.reinhart@sarasotacountyschools.net)

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

Person Responsible Betsy Summerlee (betsy.summerlee@sarasotacountyschools.net)

ESE Liaison will meet with ESE Resource teachers monthly to review student progress towards grade level standards and IEP goals.

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

Grade level teams will meet to analyze common standards based assessments. This will include a member of the ALERT team. These teachers will plan interventions and groups based on data.

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

#3. Instructional Practice specifically relating to Science**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

There will be a focus on providing high quality Tier 1 instruction in Science using the District resources. Our teachers will focus on utilizing common summative and standards-mastery assessments to make informed instructional decisions regarding student groupings and targeted interventions in Science.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the year 2023 70% of our 5th grade students will score at the proficient level on the Statewide Science Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student progress on Benchmark Assessments and daily classwork will be monitored by the grade level teams at their common planning sessions. Teachers will analyze data to help fill the gaps and provide any reteaching that students need to be successful.

Person responsible for monitoring outcome:

Tara Spielman (tara.spielman@sarasotacountyschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will work together to analyze data from Penda and the Science Benchmark Assessments. Based on the data teachers will plan remediation and enrichment activities to help accelerate students. The Science Lab teacher at Taylor Ranch will use data from the Benchmark Assessment to plan standards based lessons.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We will focus on monitoring student progress toward grade level standards throughout the year using Penda, the District Science Inventory and Science Benchmark Assessments. Data collected will drive student/teacher data conversations. These collaborative conversations will focus on identifying individual growth targets, strategies for achieving these targets, and how student progress can be monitored.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Use a variety of data points to identify baseline data on student performance and identify struggling math learners across all grade levels.

Person Responsible Scott Parrish (scott.parrish@sarasotacountyschools.net)

Science Lab teacher will review Science Benchmark Data to help guide standards based lessons.

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

Teachers will develop a strategic intervention plan for struggling science learners.

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

Teachers will use Science Inventory Data, Benchmark Data, and Penda information to develop individual plans to help students

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

Teachers will work with District support to analyze data and to create lesson plans that ensure the success of all students.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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, and 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. Additionally, technology including social media and virtual meeting programs promote participation and awareness through live and recorded session to accommodate varying schedules. In addition, the district and school website contain links, resources, and materials, such as parent guides. Student guides, practice assessments student performance materials and training to help parents and families work with their improved knowledge.

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.

Taylor Ranch uses a variety of tools to build positive relationships with families and community partners. TRS works with business partners to support family nights, and encourages families to come to campus to many different activities.

Activities are planned for students and adults to be recognized and rewarded through our PBIS initiatives. Some examples of the activities that are planned include, quarterly celebrations, character awards, weekly PBIS drawings, and acknowledgement on the TRS news.

Parents who are new to the TRS community are invited on campus for coffee and donuts with the Admin Team. At this event the traditions and culture are discuss and Admin can answer any parent questions. The school counselors also hold a gathering for the new students at TRS so that they can come together and

have a common experience.

Grade level teams work in a collaborative and collegial manner to support instructional and Social Emotional needs of the students. If they need more support students are brought up to the School Wide Support Team for further assistance in the problem solving model.

During the 2023 school year TRS will be implementing a Book Club to involve parents and teachers. TRS will also be starting a new All-Star Dads group to encourage Dads to become more involved on campus.

Teachers use a variety of methods to communicate with families including, conferences, notes in the agenda book, e-mail, and ClassDojo.

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

Admin Team - Responsible for organizing and delegating positive culture initiatives. Communication with all stakeholders. Recognition of staff and students. Building relationships with teachers, students, families, and community members

Jaime Barber, Behavior Specialist - Maintains the Social Media page, PBIS chair to support the needs of the school.

TRS Boosters - Responsible for organizing fundraisers and events that support positive climate and culture.

TRS Business Sponsors - Hold events to raise money for TRS.

TRS Parents - Support the needs of their students and support TRS expectations for academics and behavior.