

# Taylor Ranch Elementary School



2014-15 School Improvement Plan

## Taylor Ranch Elementary School

2500 TAYLOR RANCH TRL, Venice, FL 34293

[www.sarasotacountyschools.net/taylorranch](http://www.sarasotacountyschools.net/taylorranch)

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
43%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
18%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

### SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

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

##### Provide the school's vision statement

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

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school collects demographic information on each student when they enroll. This information is passed on to teachers and critical support staff to help them better understand the strengths and needs of each child. Early in the school year we have an open house and invite parents to visit with teachers and discuss their child. Teachers use e-mail, student agendas, and phone conversations to dialogue with parents about their child. Teachers are encouraged to use social circles to create a community environment where students are able to share their thoughts in a safe and non-judgmental manner.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Before school students are welcomed by school staff and administration as they get off the bus or are dropped off by car. There are some before school programs that support a student's social and academic needs, as well as providing nutrition through a breakfast program. During the school day, all classroom doors remain locked while student are in class, and staff members are on duty to provide security when students are on campus transitioning or at recess. After school, staff members are on duty monitoring the release of students to the buses or for car pickup. Staff members communicate with each other and the office via hand-held radios. All visitors to campus must check in at the office and be cleared to receive a visitor badge. Students can have contact or be picked up only by adults who are approved on their contacts list.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Taylor Ranch uses a Positive Behavior Support system to provide encouragement and recognition to those students who do the right thing, both academically and behaviorally. The system is based on a



stamp economy, where students earn stamps for their positive actions, which gets them recognized and earns them opportunities to redeem their stamps at the school store. Student who misbehave forfeit certain PBS recognitions and may also receive other consequences of a more traditional disciplinary nature. Students are educated on the expectations for their behavior in all school settings with the thought of helping them understand what a positive and productive student does at TRS.

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

Taylor Ranch employs a full time counselor for individual and small group interventions. We also have available to the school through the district other related services that can be provided on an as needed basis. We offer before and after school supports, such as special interest clubs to provide students with constructive outlets. Classroom teachers also follow the school-wide Positive Behavior Support program, which includes community building activities like circle discussions.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

For attendance issues we follow the district policy of contacting parents at specific markers for absences and unexcused absences. Our teachers also contact parents after the child has been absent 3 days. The School Wide Support Team considers individual students who have excessive absences and tardies to develop a plan of action, which may involve the school social worker and the legal system.

Academically, student scoring at a level 1 on state tests or failing are automatically flagged. Students are also referred by their teacher to our School Wide Support Team for Tier II and Tier III interventions for both academic and behavior concerns. In addition, students who need additional supports receive tutoring during the school day if they demonstrate they are struggling with a particular area.

Students with behavior concerns that result in discipline referrals may be placed on a performance contract and/or referred to the school guidance counselor for behavior interventions.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	7	5	8	16	14	58
One or more suspensions	3	8	4	6	9	2	32
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	15	15	8	38

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Reading Wonderworks Tier II and Tier III intervention for Reading Comprehension  
Read Naturally Tier II and Tier III interventions for Reading Fluency  
Small group and one-on-one tutoring for math skill deficits  
Individual and Small Group counseling for behavior and social issues  
Functional Behavior Modification plans for individuals with serious behavior concerns

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

The school uses many lines of communication to keep parents informed about school activities and their child's progress at school. TRS has a monthly newsletter, an active school website, and a connect-ed service to send blanket messages. Our teachers use e-mail, student agendas, weekly newsletters, and phone calls to communicate with parents on specific issues related to their child's progress. We also have very active Boosters organization and School Advisory Council that have a mixture of parent and school representation.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

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.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bolander, William	Principal
Cline, Lisa	Assistant Principal
Chunco, Allison	Teacher, K-12
Cardenas, Tracey	Teacher, K-12
Day, Aimee	Teacher, K-12
Swen, Amy	Teacher, K-12
Figueroa, Nathan	Teacher, K-12
Eidelbus, Gretchen	Teacher, K-12
Porvaznik, Amanda	Guidance Counselor
Archer, Michele	Teacher, ESE
Brown, Marcia	Teacher, K-12

### Duties

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

The SWST Coordinator 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 discriminating this information to their individual teams during weekly CPT meetings.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Our (SWST) school wide support team is responsible for supporting MTSS and coordinating interventions for individuals students. As teachers assess students through formative and summative feedback, they make decisions about which students need extra supports at a Tier I level. Our school counselor is our SWST Coordinator, and the initial contact for teachers in the MTSS process. Teachers can receive support from our MTSS Coordinator for Tier I interventions, but typically she is the initial contact in setting the stage for referring a student to the SWST. Once a student is referred to SWST, the team meets (each 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 kept on each child by the team secretary. As the process unfolds, if interventions are unsuccessful the student may be referred to our CARE team. This meeting would involve parent participation and could involve further testing and placement in programs.

Our SIP is monitored by the Principal's Leadership Cabinet, which is composed of the team leaders from each grade level, the Principal, Asst Principal, ESE Liaison, and Counselor. This group meets monthly to discuss strategies and results aligned with the goals of our SIP. The Team Leaders are responsible for disseminating this information to their individual teams during weekly CPT meetings. The structures in place and their roles are listed below. Each organizational structure will make recommendations to the school administration regarding programming and the expenditure of 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 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.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Bill Bolander	Principal
Lisa Cline	Teacher
Cathleen Francis	Teacher
Louanne Steele	Teacher
Kelly Priede	Teacher
Linda Remsen	Teacher
Brenda Kelly	Education Support Employee
Orlando Priede	Business/Community
Shawn Singeisen	Business/Community
Melissa May	Parent
Jane Welch	Parent
Todd Reinschmidt	Parent
Kathie Ebauch	Parent
Tyler Kisgen	Student
Emily Horan	Student
Morgan Bowers	Student

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

SAC reviews all the data for the previous school year at their initial meeting in September. Based on the results of strategies from the previous year, SAC makes recommendations for goals and strategies for the current year. During the current school year SAC monitors the progress of planned strategies and considers changes at the final meeting of the spring.

*Development of this school improvement plan*

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.

*Preparation of the school's annual budget and plan*

SAC discusses the SIP plan performance areas and expenditures from the previous year at the initial meeting of the year. We analyze data and discuss possible recommendations for the current year. At the second meeting the SIP plan is approved and estimated expenditures are included in the budget. As the year progresses additional expenditure are approved, as needed.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Our current balance is \$8,052 and we plan to use part of that money for our SuccessMaker academic intervention program to hire an aide for teacher support. We also are considering potential resources that would support the strategies in math and writing that would help us achieve our SIP goals. We estimate spending about \$3000 on the SuccessMaker intervention program.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bolander, William	Principal
Cline, Lisa	Assistant Principal
Hill, Sarah	Teacher, K-12
Day, Aimee	Teacher, K-12
McBreen, Tari	Teacher, K-12
Shepler, Diana	Teacher, K-12
Remsen, Linda	Teacher, K-12
Garvin, Rachel	Teacher, K-12
Chunco, Allison	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

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. We will also continue to support literacy through writing across content areas using the Collins writing program components blended with quarterly research assignments in Reading Wonders.

**Public and Collaborative Teaching**

*The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).*

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Grade level teachers have a common planning period everyday during the week. One day each week the grade level teams meet during this planning time to discuss issues related to curriculum and instruction. Teachers also collaborate during faculty meetings, academic committee meetings, in-house professional development trainings, and the occasional social gathering.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

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 a 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.

## **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Each 1st year teacher is assigned a mentor teacher from 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 kept 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.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Taylor Ranch has established 5 core committees that oversee the instructional programming in science, math, writing, reading and school climate. Each of these committees contains a representative from each grade level. These representatives are responsible for sharing the views of their grade level team and providing feedback to their teams on issues related to core instructional program and material alignment with the Florida standards.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Teachers are provided assessment and other relevant data on each student in their class at the beginning of the school year. They receive this data from sources at Taylor Ranch and from the district's data management system. Teachers use this data to develop a general picture of each student's end of the year understandings. During the year, teachers use a variety of tools to check on a child's progress; tests, quizzes, benchmark assessments, FAIR and other standardized assessments.

Taylor Ranch also provides additional supports to students who struggle with grade level expectations. These additional supports utilize specific assessments to determine the effectiveness of these interventions. One example is the use of Read Naturally to promote increased fluency skills. This program has built in fluency checks which are charted and analyzed to determine their effectiveness with each individual.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy:** Extended School Day

**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 Rationale**

This program provides targeted support for students in math and reading, giving them additional instruction and practice on concepts they may struggle to master.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Bolander, William, [william.bolander@sarasotacountyschools.net](mailto:william.bolander@sarasotacountyschools.net)

**Data that is or will be collected and how it is analyzed to determine effectiveness of the 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 state assessments.

**Strategy:** Extended School Day

**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 Rationale**

These committees help keep the focus of our curriculum and instruction efforts on track. Because each committee has at least one representative from each grade level, the committee can directly impact and guide teachers in a coordinated effort to align curriculum and instruction across grade levels and content areas.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

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



## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

We currently have three pre-k classes at Taylor Ranch. These class focus on students 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.

In the scheduling process, teachers from the previous grade develop an excel spreadsheet with critical information for scheduling students into the next grade level classes and to highlight any academic, behavioral or social concerns.

Student transitioning from the elementary to the middle school are given a tour of the new facility and representatives from the middle school come to our campus to educate 5th graders on the programming at the middle school and answer any student questions.

### College and Career Readiness

#### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

#### ***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

#### ***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

#### ***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By the year 2015, there will be a minimum of a two percentage point increase for all student subgroups on the FSA Math test in grades 3-5.
- G2.** By the year 2015, there will be a minimum of a two percentage point increase for all student subgroups on the FSA ELA test in grades 3-5 and a 5% increase for SWD students.
- G3.** The percentage of discipline referrals for the 2014-15 school year will decrease by 10% from the 2013-14 school year.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** By the year 2015, there will be a minimum of a two percentage point increase for all student subgroups on the FSA Math test in grades 3-5. 1a

G038217

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	82.0
AMO Math - White	82.0

**Resources Available to Support the Goal** 2

- Common Core Math Standards enVision Math Florida text enVision Common Core math text Book Study - Better Learning through Structured Teaching by Fisher and Frey Math Resources Alignment Document both School and District Rocket Math - math facts automaticity program

**Targeted Barriers to Achieving the Goal** 3

- Teachers knowledge of Common Core resouces and their alignment with the new Instructional Focus Guides from the district is limited in this first year of implementation.
- Students struggle with more complex concepts in math due to a deficiency in math fact fluency.

**Plan to Monitor Progress Toward G1.** 8

Math benchmark assessments, teacher created standards aligned assessments

**Person Responsible**

William Bolander

**Schedule**

Weekly, from 8/18/2014 to 3/20/2015

**Evidence of Completion**

Achieved goals on FSA Math for 2015.

**G2.** By the year 2015, there will be a minimum of a two percentage point increase for all student subgroups on the FSA ELA test in grades 3-5 and a 5% increase for SWD students. 1a

G038218

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - White	86.0
AMO Reading - SWD	58.0

**Resources Available to Support the Goal** 2

- Reading Wonders literacy program - McGraw-Hill SuccessMaker Better Learning through Structured Teaching by Fisher and Frey Collins Writing Program Accelerated Reader

**Targeted Barriers to Achieving the Goal** 3

- Implementation of Reading Wonders Instructional Program in alignment with the new Florida Common Core Standards and the new district Instructional Focus Guide.
- Difficulty with the Implementation of Collins Writing Strategies in concert with the expectation of the new Florida Common Core Standards.

**Plan to Monitor Progress Toward G2.** 8

FSA ELA test results

**Person Responsible**

William Bolander

**Schedule**

On 4/17/2015

**Evidence of Completion**

Achieving SIP ELA Goals

**G3.** The percentage of discipline referrals for the 2014-15 school year will decrease by 10% from the 2013-14 school year. **1a**

G038219

**Targets Supported** **1b**

Indicator	Annual Target
Attendance Below 90%	5.0

**Resources Available to Support the Goal** **2**

- Teacher stamps Donated and purchased PBS Store items Student Agendas Positive Referrals Student recognition t-shirts and stars

**Targeted Barriers to Achieving the Goal** **3**

- Students not seeing the connection between positive behavior and effort, and the recognitions provided by staff.

**Plan to Monitor Progress Toward G3.** **8**

Meet the SIP goal for improved behavior and increased academic effort

**Person Responsible**

William Bolander

**Schedule**

Semiannually, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

A 10% reduction in discipline referrals over 2014 in all grades and meeting goals for increase in the number of students passing FSA in Math and ELA.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** By the year 2015, there will be a minimum of a two percentage point increase for all student subgroups on the FSA Math test in grades 3-5. **1**

 G038217

**G1.B1** Teachers knowledge of Common Core resouces and their alignment with the new Instructional Focus Guides from the district is limited in this first year of implementation. **2**

 B091845

**G1.B1.S1** The Math Committee will support the use of available resources in alignments with the district Instructional Focus Guides, and will make recommendations and provide additional resoures to grade level teams. The Committee will also promote the use of Math Practice Standards by providing teachers will professional development on how to implement these standard in their daily lesson through the use of productive group work strategies. **4**

 S102749

### Strategy Rationale

Teachers using more productive group activities in math will encourage student indepth discussion about math concepts which will help facilitate the development of Math Practice Standards.

### Action Step 1 **5**

Facilitate the development of a Math Committee

#### Person Responsible

William Bolander

#### Schedule

Monthly, from 9/8/2014 to 5/29/2015

#### Evidence of Completion

Committee Members for 2014-15

### Action Step 2 5

Develop background knowledge of Common Core Math Practice Standards and promote the use of district resources to in the IFG to support classroom implementation.

#### **Person Responsible**

William Bolander

#### **Schedule**

Monthly, from 9/8/2014 to 5/29/2015

#### **Evidence of Completion**

Feedback from Math Committee members and teacher lesson plans.

### Action Step 3 5

Development of a math strategies curriculum that will foster a better understanding of the complex format changes in the FSA math assessment to be administered in the spring of 2015. This curriculum will be implemented weekly using an aide to provide support during SuccessMaker lab time, which will allow a teacher to pull students once a week for instruction.

#### **Person Responsible**

William Bolander

#### **Schedule**

Weekly, from 11/3/2014 to 3/20/2015

#### **Evidence of Completion**

Outline of the strategies curriculum and the implementation schedule.

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Feedback reports from grade level members of the math committee.

#### **Person Responsible**

William Bolander

#### **Schedule**

Monthly, from 9/8/2014 to 5/29/2015

#### **Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Use of recommended curriculum and instruction changes in math during the 2014-15 instructional year.

**Person Responsible**

William Bolander


**Schedule**

Weekly, from 9/15/2014 to 5/8/2015


**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. 2**

 B091846

**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. 4

 S102750

**Strategy Rationale**

We have seen a strong correlation between math fluency results from Rocket Math and performance on FCAT 2.0 in math. We are now entering our 2nd full year of implementing this program.

**Action Step 1 5**

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

**Person Responsible**

William Bolander

**Schedule**

On 9/5/2014

**Evidence of Completion**

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



**Action Step 2** 5

Facilitate the 10-minute practice sessions on math fact fluency

**Person Responsible**

William Bolander

**Schedule**

Daily, from 9/8/2014 to 5/1/2015

**Evidence of Completion**

Charts created by the students that monitor their growth towards mastery of basic math facts. Quarterly reports generated by administration to track individual and school progress in math fluency and analyze the effectiveness of the program relative to state testing.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

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

**Person Responsible**

William Bolander

**Schedule**

Weekly, from 9/8/2014 to 5/1/2015

**Evidence of Completion**

Student charts completed in their agendas documenting weekly results on Rocket Math. Quarterly reports provided by teachers documenting individual student progress on weekly 2-minute tests.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

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

**Person Responsible**

William Bolander

**Schedule**

Quarterly, from 9/8/2014 to 5/15/2015

**Evidence of Completion**

Teacher anecdotal reports and student weekly Rocket Math 2-minute test results reported quarterly.

**G2.** By the year 2015, there will be a minimum of a two percentage point increase for all student subgroups on the FSA ELA test in grades 3-5 and a 5% increase for SWD students. 1

G038218

**G2.B1** Implementation of Reading Wonders Instructional Program in alignment with the new Florida Common Core Standards and the new district Instructional Focus Guide. 2

B091847

**G2.B1.S1** The Reading Committee will facilitate the implementation of the Reading Wonders program and help teachers utilize the available RW resources effectively and in alignment with the new Instructional Focus Guides. The Reading Committee will also work on blending the RW writing components with Collins strategies. 4

S102751

### Strategy Rationale

Continued focus on implementing the Reading Wonders curriculum with fidelity will impact the student's ability to display the variety of ELA skills outlined in the Florida Common Core Standards.

### Action Step 1 5

Create Reading Committee

#### Person Responsible

Lisa Cline

#### Schedule

Monthly, from 9/8/2014 to 5/29/2015

#### Evidence of Completion

Roster of Committee Members

**Action Step 2** 5

Development of a ELA strategies curriculum that will foster a better understanding of the complex format changes in the FSA ELA assessment to be administered in the spring of 2015. This curriculum will be implemented weekly using an aide to provide support during SuccessMaker lab time, which will allow a teacher to pull students once a week for instruction.

**Person Responsible**

Lisa Cline

**Schedule**

Weekly, from 11/3/2014 to 3/20/2015

**Evidence of Completion**

Outline of the strategies curriculum and the implementation schedule.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

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

**Person Responsible**

Lisa Cline

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Test Data - FAIR and district writing prompts

**Person Responsible**

Lisa Cline

**Schedule**

Quarterly, from 9/8/2014 to 5/1/2015

**Evidence of Completion**

Increases in test results Principal Observation Data

**G2.B1.S2** The Principal will use the IIS observation tool to provide timely feedback to teachers following classroom visits. These visits will focus on the best teaching practice outlined in the Gradual Release of Responsibility instructional model. 4

 S102752

### Strategy Rationale

The teachers improved understanding of the link between GRR and what the district observes as best teaching practices will improve the quality of teacher performance and enhance each students chance of learning.

### Action Step 1 5

Record classroom visit information for teacher feedback

#### Person Responsible

William Bolander

#### Schedule

Weekly, from 9/15/2014 to 5/15/2015

#### Evidence of Completion

IIS - teacher observation data

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Discussions with teachers after they receive observation data

#### Person Responsible

William Bolander

#### Schedule

Semiannually, from 12/1/2014 to 5/15/2015

#### Evidence of Completion

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

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Teacher Final Evaluation and Teacher Observation Form

**Person Responsible**

William Bolander

**Schedule**

On 5/15/2015

**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 Taylor Ranch Writing Committee. 4

 S102753

**Strategy Rationale**

The quality and quantity of writing and writing in response to reading across all content areas will positively impact reading performance.

**Action Step 1 5**

PD on the Reading Wonders resources and instructional strategies

**Person Responsible**

Lisa Cline

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Record of attendance at CPT and after school trainings

**Plan to Monitor Fidelity of Implementation of G2.B1.S3 6**

Facilitate the use of professional development and the acquiring of resources to support teachers using the Reading Wonders program with fidelity. In year two this will also include the productive use of on-line assessments provided by Reading Wonders and the Tier II and Tier III interventions.

**Person Responsible**

Lisa Cline

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Record of Reading Committee meeting agendas and staff feedback Record of trainings done during CPT meetings Observation data from principal walkthroughs

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

Instructional strategies and resources are effectively used in daily instruction.

**Person Responsible**

Lisa Cline


**Schedule**

Weekly, from 9/1/2014 to 5/15/2015


***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 expectation of the new Florida Common Core Standards. **2**

 B091848

**G2.B2.S1** The Reading Committee will facilitate the implementation of the Reading Wonders program and help teachers utilize the available RW resources effectively and in alignment with the new Instructional Focus Guides. The Reading Committee will also work on blending the RW writing components with Collins strategies. **4**

 S102754

### **Strategy Rationale**

Continued focus on implementing the Reading Wonders curriculum with fidelity will impact the student's ability to display the variety of ELA skills outlined in the Florida Common Core Standards.

### **Action Step 1** **5**

The Writing Committee will continue providing guidance in the writing process across content areas.

#### **Person Responsible**

Nathan Figueroa

#### **Schedule**

Quarterly, from 8/11/2014 to 5/1/2015

#### **Evidence of Completion**

Writing notebooks provide during staff professional development.

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1** **6**

Feedback on implementation of five types of writing and use of writing in response to reading lessons.

#### **Person Responsible**

Nathan Figueroa

#### **Schedule**

Quarterly, from 8/11/2014 to 5/29/2015

#### **Evidence of Completion**

Principal observations and student writing samples.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Frequent writing samples will be discussed in team CPT sessions and during staff trainings.

**Person Responsible**

Nathan Figueroa


**Schedule**

Monthly, from 9/8/2014 to 3/13/2015

**Evidence of Completion**

Results of writing samples selected by teachers.

**G2.B2.S2** The Principal will use the IIS observation tool to provide timely feedback to teachers following classroom visits. These visits will focus on the best teaching practice outlined in the Gradual Release of Responsibility instructional model. 4

 S102755

**Strategy Rationale**

The teachers improved understanding of the link between GRR and what the district observes as best teaching practices will improve the quality of teacher performance and enhance each students chance of learning.

**Action Step 1** 5

The principal will facilitate a book study using Better Learning through Structured Teaching to guide teachers to a understanding of the Gradual Release instructional model and the impact of these strategies on writing instruction.

**Person Responsible**

William Bolander

**Schedule**

Monthly, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

Agendas from CPT book study meetings.



**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Writing activities in classrooms will reflect the PD on GRR discussed during book study sessions.

**Person Responsible**

William Bolander

**Schedule**

Weekly, from 9/15/2014 to 5/15/2015

***Evidence of Completion***

Observation notes

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Samples of student writing

**Person Responsible**

Nathan Figueroa

**Schedule**

Quarterly, from 9/15/2014 to 3/13/2015

***Evidence of Completion***

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 Taylor Ranch Writing Committee. 4

 S102756

### **Strategy Rationale**

The quality and quantity of writing and writing in response to reading across all content areas will positively impact reading performance.

### **Action Step 1** 5

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

#### **Person Responsible**

Nathan Figueroa

#### **Schedule**

Quarterly, from 8/11/2014 to 5/29/2015

#### **Evidence of Completion**

PD registration records on district PD system

### **Plan to Monitor Fidelity of Implementation of G2.B2.S3** 6

Trainings in writing strategies provided by TRS Writing Committee

#### **Person Responsible**

Nathan Figueroa

#### **Schedule**

Quarterly, from 8/11/2014 to 5/29/2015

#### **Evidence of Completion**

Attendance of instructional staff at all writing trainings

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7**

PD strategies transferring in practice during classroom lessons

**Person Responsible**

William Bolander


**Schedule**

Weekly, from 9/15/2014 to 5/15/2015


***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 2014-15 school year will decrease by 10% from the 2013-14 school year. **1**

 G038219

**G3.B1** Students not seeing the connection between positive behavior and effort, and the recognitions provided by staff. **2**

 B091849

**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 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. Students also receive a PBS t-shirt when they reach 100 stamps and an iron on star for every 100 stamps they earn. **4**

 S102757

### **Strategy Rationale**

Recognizing students for doing the right thing both behaviorally and academically should create an environment where students are better behaved and work harder to achieve academic goals.

### **Action Step 1** **5**

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

#### **Person Responsible**

William Bolander

#### **Schedule**

Daily, from 8/18/2014 to 5/29/2015

#### **Evidence of Completion**

Students have stamps on their agenda pages and are able to redeem them at the PBS Store. They also receive a PBS t-shirt and iron on stars for every 100 stamps received.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Checking student stamps in the agenda.

**Person Responsible**

William Bolander

**Schedule**

Monthly, from 9/26/2014 to 5/22/2015

**Evidence of Completion**

An excel spreadsheet will be kept to track student stamps and any rewards they have available. A wall of fame will also be displayed in the cafe for students receiving 600, 800 and 1000 stamps. And those students will be recognized on the WTRS news.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Improvement in the overall climate and behavior at Taylor Ranch

**Person Responsible**

William Bolander

**Schedule**

Semiannually, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Feedback from classroom teachers; fewer student reports to the office for inappropriate behavior.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Facilitate the development of a Math Committee	Bolander, William	9/8/2014	Committee Members for 2014-15	5/29/2015 monthly
G1.B2.S1.A1	Prepare the Rocket Math materials for teacher use and train all math teachers in how to effectively administer the program.	Bolander, William	9/1/2014	Individual teacher kits distributed to all teachers in grades 1-5	9/5/2014 one-time
G2.B1.S1.A1	Create Reading Committee	Cline, Lisa	9/8/2014	Roster of Committee Members	5/29/2015 monthly
G2.B1.S2.A1	Record classroom visit information for teacher feedback	Bolander, William	9/15/2014	IIS - teacher observation data	5/15/2015 weekly
G2.B1.S3.A1	PD on the Reading Wonders resources and instructional strategies	Cline, Lisa	9/1/2014	Record of attendance at CPT and after school trainings	5/29/2015 monthly

**Sarasota - 0491 - Taylor Ranch Elementary School - 2014-15 SIP**  
Taylor Ranch Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.A1	The principal will facilitate a book study using Better Learning through Structured Teaching to guide teachers to a understanding of the Gradual Release instructional model and the impact of these strategies on writing instruction.	Bolander, William	8/11/2014	Agendas from CPT book study meetings.	5/29/2015 monthly
G2.B2.S3.A1	PD trainings on the 5 types of writing and the resources in August	Figuroa, Nathan	8/11/2014	PD registration records on district PD system	5/29/2015 quarterly
G3.B1.S1.A1	Use their stamps to recognize students for positive behavior and academic effort.	Bolander, William	8/18/2014	Students have stamps on their agenda pages and are able to redeem them at the PBS Store. They also receive a PBS t-shirt and iron on stars for every 100 stamps received.	5/29/2015 daily
G2.B2.S1.A1	The Writing Committee will continue providing guidance in the writing process across content areas.	Figuroa, Nathan	8/11/2014	Writing notebooks provide during staff professional development.	5/1/2015 quarterly
G1.B1.S1.A2	Develop background knowledge of Common Core Math Practice Standards and promote the use of district resources to in the IFG to support classroom implementation.	Bolander, William	9/8/2014	Feedback from Math Committee members and teacher lesson plans.	5/29/2015 monthly
G1.B2.S1.A2	Facilitate the 10-minute practice sessions on math fact fluency	Bolander, William	9/8/2014	Charts created by the students that monitor their growth towards mastery of basic math facts. Quarterly reports generated by administration to track individual and school progress in math fluency and analyze the effectiveness of the program relative to state testing.	5/1/2015 daily
G2.B1.S1.A2	Development of a ELA strategies curriculum that will foster a better understanding of the complex format changes in the FSA ELA assessment to be administered in the spring of 2015. This curriculum will be implemented weekly using an aide to provide support during SuccessMaker lab time, which will allow a teacher to pull students once a week for instruction.	Cline, Lisa	11/3/2014	Outline of the strategies curriculum and the implementation schedule.	3/20/2015 weekly
G1.B1.S1.A3	Development of a math strategies curriculum that will foster a better understanding of the complex format changes in the FSA math assessment to be administered in the spring of 2015. This curriculum will be implemented weekly using an aide to provide support during SuccessMaker lab time, which will allow a teacher to pull students once a week for instruction.	Bolander, William	11/3/2014	Outline of the strategies curriculum and the implementation schedule.	3/20/2015 weekly
G1.MA1	Math benchmark assessments, teacher created standards aligned assessments	Bolander, William	8/18/2014	Achieved goals on FSA Math for 2015.	3/20/2015 weekly
G1.B1.S1.MA1	Use of recommended curriculum and instruction changes in math during the 2014-15 instructional year.	Bolander, William	9/15/2014	Principal walkthroughs, teacher lesson plans and reports to committee members during CPT discussions.	5/8/2015 weekly
G1.B1.S1.MA1	Feedback reports from grade level members of the math committee.	Bolander, William	9/8/2014	Presentations made to staff during CPT and whole staff training sessions by Math Committee members.	5/29/2015 monthly
G1.B2.S1.MA1	How are students' math fact fluency skills improving as a result of the program	Bolander, William	9/8/2014	Teacher anecdotal reports and student weekly Rocket Math 2-minute test results reported quarterly.	5/15/2015 quarterly
G1.B2.S1.MA1	Observe the 10-minutes sessions in individual teacher classrooms, feedback	Bolander, William	9/8/2014	Student charts completed in their agendas documenting weekly results on	5/1/2015 weekly

**Sarasota - 0491 - Taylor Ranch Elementary School - 2014-15 SIP**

*Taylor Ranch Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	from Math Committee reps regarding implementation at their grade levels.			Rocket Math. Quarterly reports provided by teachers documenting individual student progress on weekly 2-minute tests.	
G2.MA1	FSA ELA test results	Bolander, William	2/16/2015	Achieving SIP ELA Goals	4/17/2015 one-time
G2.B1.S1.MA1	Test Data - FAIR and district writing prompts	Cline, Lisa	9/8/2014	Increases in test results Principal Observation Data	5/1/2015 quarterly
G2.B1.S1.MA1	Facilitate the use of professional development and the acquiring of resources to support teachers using the new Reading Wonders program with fidelity.	Cline, Lisa	9/8/2014	Record of meeting agenda and staff feedback Records of staff attendance at professional development Observation data from principal walkthroughs	5/29/2015 monthly
G2.B2.S1.MA1	Frequent writing samples will be discussed in team CPT sessions and during staff trainings.	Figuroa, Nathan	9/8/2014	Results of writing samples selected by teachers.	3/13/2015 monthly
G2.B2.S1.MA1	Feedback on implementation of five types of writing and use of writing in response to reading lessons.	Figuroa, Nathan	8/11/2014	Principal observations and student writing samples.	5/29/2015 quarterly
G2.B1.S2.MA1	Teacher Final Evaluation and Teacher Observation Form	Bolander, William	9/15/2014	Data from the completed electronic teacher observation forms and the teachers final evaluations indicating the level of effectiveness in Domains II and III.	5/15/2015 one-time
G2.B1.S2.MA1	Discussions with teachers after they receive observation data	Bolander, William	12/1/2014	Accumulated observation reports on the IIS observation tool for each teacher.	5/15/2015 semiannually
G2.B2.S2.MA1	Samples of student writing	Figuroa, Nathan	9/15/2014	Feedback from teachers on student achievement in writing	3/13/2015 quarterly
G2.B2.S2.MA1	Writing activities in classrooms will reflect the PD on GRR discussed during book study sessions.	Bolander, William	9/15/2014	Observation notes	5/15/2015 weekly
G2.B1.S3.MA1	Instructional strategies and resources are effectively used in daily instruction.	Cline, Lisa	9/1/2014	Observations during classroom walk throughs Feedback from staff during Committee and CPT meetings	5/15/2015 weekly
G2.B1.S3.MA1	Facilitate the use of professional development and the acquiring of resources to support teachers using the Reading Wonders program with fidelity. In year two this will also include the productive use of on-line assessments provided by Reading Wonders and the Tier II and Tier III interventions.	Cline, Lisa	9/1/2014	Record of Reading Committee meeting agendas and staff feedback Record of trainings done during CPT meetings Observation data from principal walkthroughs	5/29/2015 monthly
G2.B2.S3.MA1	PD strategies transferring in practice during classroom lessons	Bolander, William	9/15/2014	Strategies observed by administration during walkthroughs Teacher feedback to Writing Committee members during CPT discussions	5/15/2015 weekly
G2.B2.S3.MA1	Trainings in writing strategies provided by TRS Writing Committee	Figuroa, Nathan	8/11/2014	Attendance of instructional staff at all writing trainings	5/29/2015 quarterly
G3.MA1	Meet the SIP goal for improved behavior and increased academic effort	Bolander, William	8/18/2014	A 10% reduction in discipline referrals over 2014 in all grades and meeting goals for increase in the number of students passing FSA in Math and ELA.	5/29/2015 semiannually
G3.B1.S1.MA1	Improvement in the overall climate and behavior at Taylor Ranch	Bolander, William	9/8/2014	Feedback from classroom teachers; fewer student reports to the office for inappropriate behavior.	5/29/2015 semiannually
G3.B1.S1.MA1	Checking student stamps in the agenda.	Bolander, William	9/26/2014	An excel spreadsheet will be kept to track student stamps and any rewards they have available. A wall of fame will also be displayed in the cafe for students receiving 600, 800 and 1000	5/22/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				stamps. And those students will be recognized on the WTRS news.	

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

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

**G1.** By the year 2015, there will be a minimum of a two percentage point increase for all student subgroups on the FSA Math test in grades 3-5.

**G1.B1** Teachers knowledge of Common Core resouces and their alignment with the new Instructional Focus Guides from the district is limited in this first year of implementation.

**G1.B1.S1** The Math Committee will support the use of available resources in alignments with the district Instructional Focus Guides, and will make recommendations and provide additional resouces to grade level teams. The Committee will also promote the use of Math Practice Standards by providing teachers will professional development on how to implement these standard in their daily lesson through the use of productive group work strategies.

### PD Opportunity 1

Facilitate the development of a Math Committee

#### Facilitator

Dr. Bill Bolander

#### Participants

All Taylor Ranch Teachers

#### Schedule

Monthly, from 9/8/2014 to 5/29/2015

### PD Opportunity 2

Develop background knowledge of Common Core Math Practice Standards and promote the use of district resources to in the IFG to support classroom implementation.

#### Facilitator

#### Participants

#### Schedule

Monthly, from 9/8/2014 to 5/29/2015

**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

**Schedule**

On 9/5/2014

**G2.** By the year 2015, there will be a minimum of a two percentage point increase for all student subgroups on the FSA ELA test in grades 3-5 and a 5% increase for SWD students.

**G2.B1** Implementation of Reading Wonders Instructional Program in alignment with the new Florida Common Core Standards and the new district Instructional Focus Guide.

**G2.B1.S2** The Principal will use the IIS observation tool to provide timely feedback to teachers following classroom visits. These visits will focus on the best teaching practice outlined in the Gradual Release of Responsibility instructional model.

**PD Opportunity 1**

Record classroom visit information for teacher feedback

**Facilitator**

Dr. Bill Bolander

**Participants**

All Taylor Ranch Teachers

**Schedule**

Weekly, from 9/15/2014 to 5/15/2015

**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 Taylor Ranch Writing Committee.

**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

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**G2.B2** Difficulty with the Implementation of Collins Writing Strategies in concert with the expectation of the new Florida Common Core Standards.

**G2.B2.S1** The Reading Committee will facilitate the implementation of the Reading Wonders program and help teachers utilize the available RW resources effectively and in alignment with the new Instructional Focus Guides. The Reading Committee will also work on blending the RW writing components with Collins strategies.

**PD Opportunity 1**

The Writing Committee will continue providing guidance in the writing process across content areas.

**Facilitator**

Nathan Figueroa

**Participants**

All Taylor Ranch Teachers

**Schedule**

Quarterly, from 8/11/2014 to 5/1/2015

**G2.B2.S2** The Principal will use the IIS observation tool to provide timely feedback to teachers following classroom visits. These visits will focus on the best teaching practice outlined in the Gradual Release of Responsibility instructional model.

### **PD Opportunity 1**

The principal will facilitate a book study using Better Learning through Structured Teaching to guide teachers to a understanding of the Gradual Release instructional model and the impact of these strategies on writing instruction.

#### **Facilitator**

Dr. Bill Bolander

#### **Participants**

All teaching staff

#### **Schedule**

Monthly, from 8/11/2014 to 5/29/2015

**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 Taylor Ranch Writing Committee.

### **PD Opportunity 1**

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

#### **Facilitator**

Writing Committee

#### **Participants**

TRS Teaching Staff

#### **Schedule**

Quarterly, from 8/11/2014 to 5/29/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> By the year 2015, there will be a minimum of a two percentage point increase for all student subgroups on the FSA Math test in grades 3-5.	1,750
<b>Goal 2:</b> By the year 2015, there will be a minimum of a two percentage point increase for all student subgroups on the FSA ELA test in grades 3-5 and a 5% increase for SWD students.	1,700
<b>Goal 3:</b> The percentage of discipline referrals for the 2014-15 school year will decrease by 10% from the 2013-14 school year.	3,000
<b>Grand Total</b>	<b>6,450</b>

### Goal 1: By the year 2015, there will be a minimum of a two percentage point increase for all student subgroups on the FSA Math test in grades 3-5.

Description	Source	Total
<b>B1.S1.A3</b> - Taylor Ranch School	School Improvement Funds	1,500
<b>B2.S1.A1</b> - Taylor Ranch 0491	General Fund	250
<b>Total Goal 1</b>		<b>1,750</b>

### Goal 2: By the year 2015, there will be a minimum of a two percentage point increase for all student subgroups on the FSA ELA test in grades 3-5 and a 5% increase for SWD students.

Description	Source	Total
<b>B1.S1.A1</b> - Taylor Ranch 0491	School Improvement Funds	1,500
<b>B2.S1.A1</b> - Taylor Ranch 0491	General Fund	200
<b>Total Goal 2</b>		<b>1,700</b>

### Goal 3: The percentage of discipline referrals for the 2014-15 school year will decrease by 10% from the 2013-14 school year.

Description	Source	Total
<b>B1.S1.A1</b> - Taylor Ranch 0491	General Fund	3,000
<b>Total Goal 3</b>		<b>3,000</b>