Taylor Ranch Elementary School

2016-17 School Improvement Plan

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)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	No	39%

Primary Service Type (per MSID File)	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

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.

Table of Contents

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
- 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southwest	Jim Browder

Former F	Turnaround Status
No	None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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."

b. 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."

2. School Environment

a. 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 strenghs 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.

b. 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.

c. 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. 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. Each month students are taught lessons on positive and productive character traits that promote our PBS goals.

d. 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 and instruction on positive character traits.

3. 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).

a. 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.

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

1. 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	
Attendance below 90 percent	8	6	5	2	5	7	0	0	0	0	0	0	0	33
One or more suspensions	1	0	1	1	0	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	15	16	8	0	0	0	0	0	0	0	39

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

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

c. 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
iReady web-based curriculum program is used in morning lab and during class as a Tier II and Tier III intervention.
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

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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.

2. 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

We contact local businesses to increase the number of business partners that have direct involvement with the school through donations or in-kind supports. We advertise the need for parents interested in considering a role in the evaluation of school programs and recommendations for school improvement. We promote the need for more parent volunteers to support teachers in the classroom, provide various services around campus and participate in school related activities.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Bolander, William	Principal
Chunco, Allison	Teacher, K-12
Day, Aimee	Teacher, K-12
Swen, Amy	Teacher, K-12
Eidelbus, Gretchen	Teacher, K-12
Porvaznik, Amanda	Guidance Counselor
Archer, Michele	Teacher, ESE
Brown, Marcia	Teacher, K-12
Hill, Sarah	Teacher, K-12
Remsen, Linda	Teacher, K-12
Hansen, Emilie	Assistant Principal

b. Duties

1. 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 disciminating this information to their individual teams during weekly CPT meetings.

2. 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, ESE Resource teacher and the 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. Tier II and Tier III interventions are provided in our intervention lab, which is managed by our two ESE resource teachers. 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 disciminating 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 group 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; ELA, Grant Writing, Math, Science, PBS/Spirit, Advanced Work, School Spirit, Visual and Performing Arts, and Wellness. These committee meet a minimum of quarterly and are expected to 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Bill Bolander	Principal
Cathleen Francis	Teacher
Louanne Steele	Teacher
Kelly Priede	Teacher
Brenda Kelly	Education Support Employee
Melissa May	Parent
Kathie Ebauch	Parent
Maria Leonardo	Business/Community
Heather Gardner	Parent
Kathie Ebaugh	Parent
Jackie Detert	Teacher
Stacey Purvis	Parent
Emilie Hansen	Teacher
John Bailey	Parent
Cari McDowell	Business/Community

b. Duties

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

a. 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.

b. 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.

c. 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.

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

Our current balance is $1,000. We have not budgeted this money for any specific programs, since we do not currently have a funding source for this account.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Bolander, William	Principal
McBreen, Tari	Teacher, K-12
Remsen, Linda	Teacher, K-12
Kitchens, Julie	Teacher, K-12
Swen, Amy	Teacher, K-12
Johnson, Carla	Teacher, K-12
Eidelbus, Gretchen	Teacher, K-12
Bodily, Kaye	Teacher, K-12
Waite, Tari	Teacher, K-12
Hansen, Emilie	Assistant Principal
Haberman, Barbara	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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. Our strategies this year will place an emphasis on Accountable Student Talk and on increasing each student's ability to integrate knowledge and ideas in the text they read.

D. 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).

1. 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.

2. 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.

3. 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 keep in a portfolio. Some key documents are submitted electronically to the school district. At certain points in this process the teacher and mentor meet with the school principal to sign off on completion of the program goals.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, grant writing, ELA and PBS/Spirit. Each of these committees contains a representative from each grade level. These representatives are responible for sharing the views of their grade level team and providing feedback to their teams on isssues related to core instructional program and material alignment with the Florida standards.

b. Instructional Strategies

1. 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, iReady, FSA 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 iReady diagnostics to identify skill deficits and the use of iReady programmed instruction to provide intervention assignments targeted at those areas of deficiency.

2. 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 30 minutes per day. During this time students can work on iReady 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

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

Individual iReady 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 on grade level status by the end of the current school year.

Strategy: Extended School Day

Minutes added to school year: 300

Teacher committees in science, math, ELA, grant writing, and PBS/Spirit 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 committee help keep the focus of our currriculum and instruction efforts on track. Because each committee has at least one representative from each grade level, the committees 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
Bolander, William, william.bolander@sarasotacountyschools.net

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

Depending on the initiative, feedback could come from surveys, test results, discipline data, etc. The analysis is reported to grade level teams through their committee representative and to the whole staff through committee presentations.

2. Student Transition and Readiness

a. 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).

1. 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 classes 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's questions.

b. College and Career Readiness

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

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

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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

TRS_2016_FSA_Results.xlsx
REQUIRED: FSA Analysis 2016
TRS_2016_FSA_REPORTING_CATEGORY_ANALYSIS_READING_AND_MATHEMATICS.xlsx
REQUIRED: FSA Standards Strands Analysis 2016
Learning_Gains_Analysis_ELA_and_Math.xlsx
REQUIRED: FSA Learning Gains Analysis

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Areas of focus for improvement are identified as the Integration of Knowledge and Ideas from the 2016 FSA ELA results and improving the performance of level 2 and level 5 students to assist them in making learning gains on the FSA. We also need to continue our work in writing and accountable talk strategies.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Integration of Knowledge and Ideas - students need a better understanding vocabulary and close reading skills. More practice is necessary on integrating the connections between multiple sources of information. Level 2 Learning Gains - students in this area are often overlooked for additional supports because they are performing at the bottom level of acceptable and may note receive MTSS interventions.

C. Strategic Goals

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 2017, there will be a minimum of a six percentage point increase for all student subgroups on the SSA Science test in grade 5.

G2.   By the year 2017, there will be a minimum of a two percentage point increase for all student subgroups on the FSA Math test in grades 3-5.

G3.   By the year 2017, there will be a minimum of a four percentage point increase for all student subgroups on the FSA ELA test in grades 3-5.

G4.   By the year 2017, There will be a minimum of increase 6% in the percentage of correct responses in the Integration of Knowledge and Ideas section of the 2017 FSA ELA for all students in grades 3-5.

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 2017, there will be a minimum of a six percentage point increase for all student subgroups on the SSA Science test in grade 5. `1a`

🔑 G079364

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

- Students struggle with acquiring a clear understand of the concepts presented in the 5th grade Florida State Standards for science.

- Students struggle with remembering the key Florida State Science Standards from grades 3 and 4 that are revisited on the 5th grade State Science Assessment.

Resources Available to Support the Goal `2`

- Science text District IFG for science grades 3-5 Additional support staff PD in Accountable Talk

Plan to Monitor Progress Toward G1. `8`

An analysis will be conducted from the results of the 2017 State Science Assessment.

Person Responsible
William Bolander

Schedule
On 6/23/2017

Evidence of Completion
The percentage of all subgroups passing the 2017 SSA will increase by a minimum of 6% over the 2016 results.

G2. By the year 2017, 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

G079365

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- Teachers struggle with providing students with rigorous tasks that promote application of the 8 math practices.

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

Resources Available to Support the Goal 2

- Common Core Math Standards GoMath Curriculum iReady diagnostics and instructional software Professional Development (Math grant - Sue D'Angelo) Rocket Math - math facts automaticity program

Plan to Monitor Progress Toward G2. 8

iReady diagnostics and progress monitoring

Person Responsible
William Bolander

Schedule
Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion
Achieved goals on FSA Math for 2016.

G3. By the year 2017, there will be a minimum of a four percentage point increase for all student subgroups on the FSA ELA test in grades 3-5. 1a

🔍 G079366

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- Students struggle with accountable talk strategies which impact their ability to apply rigorous thinking skills to DOK 3 tasks on the FSA.

- Teachers struggle with implementing accountable talk strategies with fidelity.

Resources Available to Support the Goal 2

- Reading Wonders literacy program - McGraw-Hill iReady instructional and diagnostic software Accountable Talk and Marzano 6-step vocabulary process Collins Writing Program Book Study - Comprehension through Conversations by Maria Nichols

Plan to Monitor Progress Toward G3. 8

FSA ELA test results

Person Responsible

William Bolander

Schedule

Annually, from 2/13/2017 to 5/5/2017

Evidence of Completion

Achieving SIP ELA Goals

G4. By the year 2017, There will be a minimum of increase 6% in the percentage of correct responses in the Integration of Knowledge and Ideas section of the 2017 FSA ELA for all students in grades 3-5. 1a

🔍 G079367

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- Teachers struggle to provide targeted instruction on the ELA standards associated with the Integration of Knowledge and Ideas.

Resources Available to Support the Goal 2

- Reading Wonders State Standards in ELA Book Study on Comprehension through Conversation by Maria Nichols Strategies provided by the Reading Committee targeting the Integration of Knowledge and Ideas

Plan to Monitor Progress Toward G4. 8

Meet the SIP goal for student percentage of correct responses in the area of the Integration of Knowledge and ideas on the 2017 ELA FSA.

Person Responsible

William Bolander

Schedule

Monthly, from 9/13/2016 to 4/5/2017

Evidence of Completion

A 6% increase in the percentage of correct responses on the 2017 FSA stand of the Integration of Knowledge and ideas across grade 3-5.

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 2017, there will be a minimum of a six percentage point increase for all student subgroups on the SSA Science test in grade 5. `1`

🔑 G079364

G1.B1 Students struggle with acquiring a clear understand of the concepts presented in the 5th grade Florida State Standards for science. `2`

🔑 B209163

G1.B1.S1 The science committee will analyze science content standards and FSA test specification to help classroom teachers distribute their instructional time appropriately based on the relative importance of concepts established in the DOE FSA test specs. `4`

🔑 S220897

Strategy Rationale

A better understanding of which concepts are key will help teacher use limited instructional time most effective and efficiently.

Action Step 1 `5`

Science committee address gaps in the science content being taught and the instructional time devoted to key grade 3-5 science concepts.

Person Responsible

William Bolander

Schedule

Monthly, from 9/6/2016 to 3/7/2017

Evidence of Completion

Better targeting of critical science skill from grades 3 and 4 to be reviewed during science instruction at grade 5. The concept review lesson plans will be a record of these efforts.

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

The principal will make classroom observations and have follow up conversations with teachers regarding the progress of their implementation of content standards. The principal will also meet with the science committee chair to get reports on their progress.

Person Responsible

William Bolander

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Classroom observation data, verbal feedback

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

Students will have the opportunity to spend more time on key concepts due to clear focus on high impact standards.

Person Responsible

William Bolander

Schedule

Weekly, from 9/19/2016 to 3/24/2017

Evidence of Completion

Feedback from teachers on their ability to focus their instruction and go deeper into key concepts.

G1.B2 Students struggle with remembering the key Florida State Science Standards from grades 3 and 4 that are revisited on the 5th grade State Science Assessment. [2]

🔍 B209164

G1.B2.S1 Students will receive an intense review of the key science standards from grades 3 and 4 prior to taking the SSA science exam. [4]

🔍 S220899

Strategy Rationale

An in depth review of critical concepts from grades 3 and 4 will address any potential content learning gaps and possible confusion about previously learned concepts.

Action Step 1 [5]

We will create a two week boot camp for 5th grade students to review key 3rd and 4th grade science concepts prior to taking the 2017 SSA.

Person Responsible

William Bolander

Schedule

Daily, from 3/27/2017 to 4/7/2017

Evidence of Completion

The attendance records of all 5th grade students meeting daily in the science lab for a two week period.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

All 5th grade students will be scheduled in a period of science lab daily for two weeks, in addition to receiving a period of science from their classroom teacher. Classroom science instruction will continue with 5th grade concepts and science lab instruction will focus on 3rd and 4th grade concepts.

Person Responsible

William Bolander

Schedule

Daily, from 3/27/2017 to 4/7/2017

Evidence of Completion

A schedule will be developed by administration and followed by classroom and science lab teachers.

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

A curriculum will be developed by the science lab teacher, with support from the Science Committee, that address the key concepts from grade 3 and 4 in the Florida State Science Standards.

Person Responsible

Lisa Figueroa

Schedule

Monthly, from 9/6/2016 to 3/7/2017

Evidence of Completion

The lesson plans supplied by the science lab teacher.

G2. By the year 2017, 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]

🔑 G079365

G2.B1 Teachers struggle with providing students with rigorous tasks that promote application of the 8 math practices. [2]

🔑 B209165

G2.B1.S1 All math teachers will be provided professional development related to increasing the effective use of high quality tasks and instructional strategies designed to promote a discover approach to student learning. [4]

🔑 S220900

Strategy Rationale

Teachers using lessons and tasks rich in student interactions and concept exploration will guide students to a deeper understanding of key math concepts.

Action Step 1 [5]

The district will provide a series of professional development sessions for all K-5 math teachers.

Person Responsible

William Bolander

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Rosters of professional development attendees.

Action Step 2 [5]

The math committee will develop strategies for preparing students to take on-line assessments involving tasks with multiple steps and tasks that require manipulation of data.

Person Responsible

William Bolander

Schedule

Monthly, from 9/6/2016 to 3/10/2017

Evidence of Completion

Outline of the strategies curriculum and the implementation schedule.

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

Feedback from math teachers involved in the professional development activities.

Person Responsible

William Bolander

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Observation during classroom visits.

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

Use of instructional strategies taught during the professional development sessions.

Person Responsible

William Bolander

Schedule

Daily, from 9/6/2016 to 5/26/2017

Evidence of Completion

Principal walkthroughs, teacher lesson plans and discussions with teachers.

G2.B2 Students struggle with more complex concepts in math due to a deficiency in math fact fluency. 2

🔑 B209166

G2.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

🔑 S220901

Strategy Rationale

We have seen a strong correlation between math fluency results from Rocket Math and performance on FSA 2016 in math. We are now entering our 4th full year of implementing this program.

Action Step 1 5

Teachers prepare materials and schedule time to implement the program.

Person Responsible

William Bolander

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

Weekly 2-minute timed tests.

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

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

Person Responsible

William Bolander

Schedule

Monthly, from 8/22/2016 to 5/26/2017

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 G2.B2.S1 `7`

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

Person Responsible

William Bolander

Schedule

On 5/29/2017

Evidence of Completion

Correlation between math fact fluency and FSA math results for 2017.

G3. By the year 2017, there will be a minimum of a four percentage point increase for all student subgroups on the FSA ELA test in grades 3-5. `1`

🔑 G079366

G3.B1 Students struggle with accountable talk strategies which impact their ability to apply rigorous thinking skills to DOK 3 tasks on the FSA. `2`

🔑 B215092

G3.B1.S1 All teachers will participate in a book study of the book, Comprehension through Conversations by Maria Nichols. `4`

🔑 S227308

Strategy Rationale

Teachers will better understand how to utilize accountable talk strategies with their students.

Action Step 1 `5`

Teacher team will lead the professional development (book study).

Person Responsible

Jackie Detert

Schedule

Monthly, from 8/18/2016 to 5/26/2017

Evidence of Completion

Feedback from teachers during Administrator led PLCs and observation data.

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

Presentations will be observed by administration and follow-up will be conducted in PLC meetings.

Person Responsible

William Bolander

Schedule

Monthly, from 8/18/2016 to 5/26/2017

Evidence of Completion

Feedback from teachers during administrator lead PLCs and during classroom observations.

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

Students will be observed practicing accountable talk strategies during assigned DOK 3 tasks.

Person Responsible

William Bolander

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Observation data focusing on the students' engagement in the learning process.

G3.B2 Teachers struggle with implementing accountable talk strategies with fidelity. `2`

🔑 B215104

G3.B2.S1 Teachers need a clear understanding of what accountable talk is and how to implement accountable talk strategies during their lessons. `4`

🔑 S227325

Strategy Rationale

Proper use of accountable talk strategies will guide students to a deeper understand of ELA concepts and better prepare them for the most challenging tasks on the FSA.

Action Step 1 `5`

Teachers will participate in focused accountable talk discussion and classroom observations of accountable talk lessons.

Person Responsible

William Bolander

Schedule

Monthly, from 9/13/2016 to 4/5/2017

Evidence of Completion

Attendance at administrator lead PLCs.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Administration will be present during all six PLC accountable talk sessions.

Person Responsible

William Bolander

Schedule

Monthly, from 9/13/2016 to 4/5/2017

Evidence of Completion

The observations of the administration during the PLC meetings and feedback from teachers in follow-up conversations and observations.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Teachers will implement the accountable talk strategies discussed in the administrator led PLC's.

Person Responsible

William Bolander

Schedule

Weekly, from 9/13/2016 to 5/26/2017

Evidence of Completion

Observation data from administrator walk-throughs and formal observation visit specifically targeting the engagement of students in accountable talk tasks.

G4. By the year 2017, There will be a minimum of increase 6% in the percentage of correct responses in the Integration of Knowledge and Ideas section of the 2017 FSA ELA for all students in grades 3-5. 1

🔑 G079367

G4.B1 Teachers struggle to provide targeted instruction on the ELA standards associated with the Integration of Knowledge and Ideas. 2

🔑 B215138

G4.B1.S1 The ELA concepts related to the Integration of Knowledge and Ideas was an area of weakness for 3-5 grade students on the 2016 FSA. Teachers need to focus more targeted instruction in these area to increase every student's depth of understanding. 4

🔑 S227359

Strategy Rationale

A plan for targeting specific ELA standards related to the Integration of Knowledge and Ideas, coupled with the use of enhanced rigorous thinking by students on these topic through the use of quality accountable talk strategies should improve student performance on the 2017 ELA FSA.

Action Step 1 5

The Reading Committee will develop a comprehensive plan to address instruction in the area of the Integration of Knowledge and Ideas. The plan will be presented to staff at PLC meetings by each grade levels' representative on the Reading Committee.

Person Responsible

Emilie Hansen

Schedule

Monthly, from 10/4/2016 to 3/10/2017

Evidence of Completion

Copy of the plan involving strategies for improving student performance in Integrating Knowledge and Ideas. Improve performance on the 2017 FSA in the area of the Integration of Knowledge and Ideas.

Action Step 2 `5`

Teachers will participate in focused accountable talk discussion and classroom observations of accountable talk lessons

Person Responsible

William Bolander

Schedule

Monthly, from 9/13/2016 to 4/5/2017

Evidence of Completion

Attendance at administrator lead PLCs.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Administration will provide over sight on Reading Committee plans and presentations.

Person Responsible

William Bolander

Schedule

Monthly, from 11/15/2016 to 3/14/2017

Evidence of Completion

The plan prepared by the Reading Committee.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

The plan prepared by the Reading Committee will be implemented in all K-5 classrooms, and will target the performance of 3-5 grades students on the Integration of Knowledge and Ideas portion of the FSA now and in the future.

Person Responsible

Emilie Hansen

Schedule

Weekly, from 11/14/2016 to 5/26/2017

Evidence of Completion

Administration data from observations and feedback on the iReady diagnostic exams.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G3.B1.S1.A1 🔍 A288692	Teacher team will lead the professional development (book study).	Detert, Jackie	8/18/2016	Feedback from teachers during Administrator led PLCs and observation data.	5/26/2017 monthly
G3.B1.S1.MA1 🔍 M289317	Presentations will be observed by administration and follow-up will be conducted in PLC meetings.	Bolander, William	8/18/2016	Feedback from teachers during administrator lead PLCs and during classroom observations.	5/26/2017 monthly
G2.B2.S1.A1 🔍 A278219	Teachers prepare materials and schedule time to implement the program.	Bolander, William	8/22/2016	Weekly 2-minute timed tests.	5/26/2017 daily
G2.B2.S1.MA1 🔍 M275085	Observe the 10-minutes sessions in indvidual teacher classrooms, feedback from Math Committee reps...	Bolander, William	8/22/2016	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.	5/26/2017 monthly
G1.B1.S1.MA1 🔍 M275076	The principal will make classroom observations and have follow up conversations with teachers...	Bolander, William	8/29/2016	Classroom observation data, verbal feedback	5/26/2017 monthly
G2.B1.S1.MA1 🔍 M275083	Feedback from math teachers involved in the professional development activities.	Bolander, William	9/5/2016	Observation during classroom visits.	5/26/2017 monthly
G1.B1.S1.A1 🔍 A278213	Science committee address gaps in the science content being taught and the instructional time...	Bolander, William	9/6/2016	Better targeting of critical science skill from grades 3 and 4 to be reviewed during science instruction at grade 5. The concept review lesson plans will be a record of these efforts.	3/7/2017 monthly
G1.B2.S1.MA1 🔍 M275079	A curriculum will be developed by the science lab teacher, with support from the Science Committee,...	Figueroa, Lisa	9/6/2016	The lesson plans supplied by the science lab teacher.	3/7/2017 monthly
G2.B1.S1.A2 🔍 A278218	The math committee will develop strategies for preparing students to take on-line assessments...	Bolander, William	9/6/2016	Outline of the strategies curriculum and the implementation schedule.	3/10/2017 monthly
G2.B1.S1.A1 🔍 A278216	The district will provide a series of professional development sessions for all K-5 math teachers.	Bolander, William	9/6/2016	Rosters of professional development attendees.	5/26/2017 monthly
G2.B1.S1.MA1 🔍 M275082	Use of instructional strategies taught during the professional development sessions.	Bolander, William	9/6/2016	Principal walkthroughs, teacher lesson plans and discussions with teachers.	5/26/2017 daily
G2.MA1 🔍 M275086	iReady diagnostics and progress monitoring	Bolander, William	9/12/2016	Achieved goals on FSA Math for 2016.	5/26/2017 monthly
G3.B1.S1.MA1 🔍 M289319	Students will be observed practicing accountable talk strategies during assigned DOK 3 tasks.	Bolander, William	9/12/2016	Observation data focusing on the students' engagement in the learning process.	5/26/2017 weekly
G3.B2.S1.A1 🔍 A288736	Teachers will participate in focused accountable talk discussion and classroom observations of...	Bolander, William	9/13/2016	Attendance at administrator lead PLCs.	4/5/2017 monthly
G4.MA1 🔍 M275098	Meet the SIP goal for student percentage of correct responses in the area of the Integration of...	Bolander, William	9/13/2016	A 6% increase in the percentage of correct responses on the 2017 FSA stand of the Integration of Knowledge and ideas across grade 3-5.	4/5/2017 monthly
G3.B2.S1.MA1 🔍 M289414	Administration will be present during all six PLC accountable talk sessions.	Bolander, William	9/13/2016	The observations of the administration during the PLC meetings and feedback from teachers in follow-up conversations and observations.	4/5/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A2 A288766	Teachers will participate in focused accountable talk discussion and classroom observations of...	Bolander, William	9/13/2016	Attendance at administrator lead PLCs.	4/5/2017 monthly
G3.B2.S1.MA1 M289418	Teachers will implement the accountable talk strategies discussed in the administrator led PLC's.	Bolander, William	9/13/2016	Observation data from administrator walk-throughs and formal observation visit specifically targeting the engagement of students in accountable talk tasks.	5/26/2017 weekly
G1.B1.S1.MA1 M275075	Students will have the opportunity to spend more time on key concepts due to clear focus on high...	Bolander, William	9/19/2016	Feedback from teachers on their ability to focus their instruction and go deeper into key concepts.	3/24/2017 weekly
G4.B1.S1.A1 A288765	The Reading Committee will develop a comprehensive plan to address instruction in the area of the...	Hansen, Emilie	10/4/2016	Copy of the plan involving strategies for improving student performance in Integrating Knowledge and Ideas. Improve performance on the 2017 FSA in the area of the Integration of Knowledge and Ideas.	3/10/2017 monthly
G4.B1.S1.MA1 M289465	The plan prepared by the Reading Committee will be implemented in all K-5 classrooms, and will...	Hansen, Emilie	11/14/2016	Administration data from observations and feedback on the iReady diagnostic exams.	5/26/2017 weekly
G4.B1.S1.MA1 M289464	Administration will provide over sight on Reading Committee plans and presentations.	Bolander, William	11/15/2016	The plan prepared by the Reading Committee.	3/14/2017 monthly
2017					
G3.MA1 M275095	FSA ELA test results	Bolander, William	2/13/2017	Achieving SIP ELA Goals	5/5/2017 annually
G1.B2.S1.A1 A278215	We will create a two week boot camp for 5th grade students to review key 3rd and 4th grade science...	Bolander, William	3/27/2017	The attendance records of all 5th grade students meeting daily in the science lab for a two week period.	4/7/2017 daily
G1.B2.S1.MA1 M275080	All 5th grade students will be scheduled in a period of science lab daily for two weeks, in...	Bolander, William	3/27/2017	A schedule will be developed by administration and followed by classroom and science lab teachers.	4/7/2017 daily
G1.MA1 M275081	An analysis will be conducted from the results of the 2017 State Science Assessment.	Bolander, William	5/26/2017	The percentage of all subgroups passing the 2017 SSA will increase by a minimum of 6% over the 2016 results.	6/23/2017 one-time
G2.B2.S1.MA1 M275084	How are students' math fact fluency skills improving as a result of the program	Bolander, William	5/29/2017	Correlation between math fact fluency and FSA math results for 2017.	5/29/2017 one-time

V. Professional Development Opportunities

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

G1. By the year 2017, there will be a minimum of a six percentage point increase for all student subgroups on the SSA Science test in grade 5.

G1.B1 Students struggle with acquiring a clear understand of the concepts presented in the 5th grade Florida State Standards for science.

G1.B1.S1 The science committee will analyze science content standards and FSA test specification to help classroom teachers distribute their instructional time appropriately based on the relative importance of concepts established in the DOE FSA test specs.

PD Opportunity 1

Science committee address gaps in the science content being taught and the instructional time devoted to key grade 3-5 science concepts.

Facilitator

Bill Bolander, Lisa Figueroa

Participants

All 3-5 grade science teachers

Schedule

Monthly, from 9/6/2016 to 3/7/2017

G2. By the year 2017, 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.B1 Teachers struggle with providing students with rigorous tasks that promote application of the 8 math practices.

G2.B1.S1 All math teachers will be provided professional development related to increasing the effective use of high quality tasks and instructional strategies designed to promote a discover approach to student learning.

PD Opportunity 1

The district will provide a series of professional development sessions for all K-5 math teachers.

Facilitator

Sue D'Angelo

Participants

All Taylor Ranch Math Teachers

Schedule

Monthly, from 9/6/2016 to 5/26/2017

G3. By the year 2017, there will be a minimum of a four percentage point increase for all student subgroups on the FSA ELA test in grades 3-5.

G3.B1 Students struggle with accountable talk strategies which impact their ability to apply rigorous thinking skills to DOK 3 tasks on the FSA.

G3.B1.S1 All teachers will participate in a book study of the book, Comprehension through Conversations by Maria Nichols.

PD Opportunity 1

Teacher team will lead the professional development (book study).

Facilitator

Jackie Detert, Gretchen Eidelbus, Kelly Rankin, and Amy Swen

Participants

All teaching staff

Schedule

Monthly, from 8/18/2016 to 5/26/2017

G3.B2 Teachers struggle with implementing accountable talk strategies with fidelity.

G3.B2.S1 Teachers need a clear understanding of what accountable talk is and how to implement accountable talk strategies during their lessons.

PD Opportunity 1

Teachers will participate in focused accountable talk discussion and classroom observations of accountable talk lessons.

Facilitator

William Bolander (William.bolander@sarasotacountyschools.net)

Participants

All Teachers

Schedule

Monthly, from 9/13/2016 to 4/5/2017

G4. By the year 2017, There will be a minimum of increase 6% in the percentage of correct responses in the Integration of Knowledge and Ideas section of the 2017 FSA ELA for all students in grades 3-5.

G4.B1 Teachers struggle to provide targeted instruction on the ELA standards associated with the Integration of Knowledge and Ideas.

G4.B1.S1 The ELA concepts related to the Integration of Knowledge and Ideas was an area of weakness for 3-5 grade students on the 2016 FSA. Teachers need to focus more targeted instruction in these area to increase every student's depth of understanding.

PD Opportunity 1

Teachers will participate in focused accountable talk discussion and classroom observations of accountable talk lessons

Facilitator

William, Bolander (William.bolander@sarasotacountyschools.net)

Participants

TRS teachers

Schedule

Monthly, from 9/13/2016 to 4/5/2017

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G1.B1.S1.A1	**Science committee address gaps in the science content being taught and the instructional time devoted to key grade 3-5 science concepts.**				**$0.00**
2	G1.B2.S1.A1	**We will create a two week boot camp for 5th grade students to review key 3rd and 4th grade science concepts prior to taking the 2017 SSA.**				**$800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		150-Aides	0491 - Taylor Ranch Elementary School	School Improvement Funds		$800.00
			Notes: An aide is hired to create an extra PE class to free up the science lab teacher to work exclusively with 5th graders for the two week boot camp.			
3	G2.B1.S1.A1	**The district will provide a series of professional development sessions for all K-5 math teachers.**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		570-Food	0491 - Taylor Ranch Elementary School	General Fund		$500.00
			Notes: Notes			
4	G2.B1.S1.A2	**The math committee will develop strategies for preparing students to take on-line assessments involving tasks with multiple steps and tasks that require manipulation of data.**				**$0.00**
5	G2.B2.S1.A1	**Teachers prepare materials and schedule time to implement the program.**				**$0.00**
6	G3.B1.S1.A1	**Teacher team will lead the professional development (book study).**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0491 - Taylor Ranch Elementary School			$0.00
			Notes: Notes			
		500-Materials and Supplies	0491 - Taylor Ranch Elementary School	General Fund		$1,000.00
			Notes: Notes			
7	G3.B2.S1.A1	**Teachers will participate in focused accountable talk discussion and classroom observations of accountable talk lessons.**				**$0.00**
8	G4.B1.S1.A1	**The Reading Committee will develop a comprehensive plan to address instruction in the area of the Integration of Knowledge and Ideas. The plan will**				**$0.00**

Budget Data

		be presented to staff at PLC meetings by each grade levels' representative on the Reading Committee.	
9	G4.B1.S1.A2	Teachers will participate in focused accountable talk discussion and classroom observations of accountable talk lessons	$0.00
		Total:	$2,300.00