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Tara Elementary School

6950 LINGER LODGE RD E, Bradenton, FL 34203

www.manatee.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	No	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	B	B*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Tara Elementary is to instill a passion for learning for their successes tomorrow.

Our mission is to create memories for students while ensuring their safety and empowering children to have the desire to learn while building a community focused school.

Children are given diverse opportunities to shine in a safe environment. Students are offered various before and after school activities to enhance their love for learning beyond the classroom. Students have the choice to be a part of Morning News Crew, Book Clubs, Runner's Club, Dance, TSA and STEM, Instrument Club, Chorus and Art Shows. Our fine arts are equally strong as our academics. Our school offers a gifted advanced program for students 2nd through 5th.

Provide the school's vision statement

The vision of Tara Elementary is to be a student-centered school emphasizing the importance of growing and learning every day.

Student's are encouraged daily to strive to think critically and maintain focus for improvement. We are instilling an internal motivation for learning through authentic engagement and constructive feedback.

Our vision is to build strong community and family involvement to build capacity in our community leaders.

School Leadership Team

Membership

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

Name	Title
	Teacher, K-12
Campbell, Laura	Principal
Roberts, Bunni	Teacher, PreK
O'Neal, Leann	Teacher, K-12
Betts, Theresa	Teacher, K-12
Bederman, Lauren	Teacher, K-12
Rogalla, Christa	Teacher, K-12
Bruton, Julie	Teacher, K-12
Chinault, aren	Assistant Principal
Bickel-Perry, Elizabeth	Instructional Coach
Schulte, Jennifer	Guidance Counselor
Gilmore, Jeff	Dean
Vanzandt, Mary	Teacher, ESE

Duties

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

The School Leadership team is comprised of a member from each team PK-5, Specials and ESE along with Reading Coach, School Support Specialist, Guidance Counselor and both administrators. This team meets to establish expectations, goals, discuss opportunities and concerns for the good of the whole school and seek ways for school improvement. The team discusses safety, community building, staff morale, building leadership roles, and discusses academic instructional needs based on data.

The leadership team collaborates monthly on the pacing of learning, standards and best instructional practices. We have a representative at every grade level to provide a voice of all learning progressions. The leadership team is an open forum to voice school-wide needs to move us forward in our practice, safety priorities and assessment planning and preparation. When we have budgeted items and decision making the leadership team provides insight and collaborates with representatives from teams, prior to moving forward on decisions.

We have an instructional leadership team focused on professional development, instructional strategies, reviewing school wide data for trends and together we model and encourage follow through of our focus areas which are Engagement, Environment, Strategies and Assessment. (Max Thompson)

Early Warning Systems

Year 2017-18

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	3	5	4	5	8	0	0	0	0	0	0	0	33
One or more suspensions	1	1	0	2	2	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	10	6	17	11	27	30	0	0	0	0	0	0	0	101
Level 1 on statewide assessment	0	0	0	14	29	17	0	0	0	0	0	0	0	60

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	1	5	1	10	12	20	0	0	0	0	0	0	0	49

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	0	0	0	0	7
Retained Students: Previous Year(s)	0	1	0	0	9	10	0	0	0	0	0	0	0	20

Date this data was collected

Tuesday 8/28/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	3	3	6	4	4	0	0	0	0	0	0	0	23
One or more suspensions	0	1	0	0	0	3	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	2	4	12	7	0	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	14	12	11	0	0	0	0	0	0	0	37
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	3	3	4	4	4	0	0	0	0	0	0	0	19

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	3	3	6	4	4	0	0	0	0	0	0	0	23
One or more suspensions	0	1	0	0	0	3	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	2	4	12	7	0	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	14	12	11	0	0	0	0	0	0	0	37
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	3	3	4	4	4	0	0	0	0	0	0	0	19

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Lowest Quartile 45% of our students made Learning Gains

Which data component showed the greatest decline from prior year?

ELA Lowest Quartile 58% making learning gains to 45% making learning gains

Which data component had the biggest gap when compared to the state average?

Math Proficiency we had 10% higher than the state average. 72% Proficient at Tara El. compared to 62% for state in Math Proficiency.

Which data component showed the most improvement? Is this a trend?

Science 6% Increase 54% to 60%

This is not a trend but we expect it to become a trend with the additional Science Instruction and STEM rotation for specials.

Describe the actions or changes that led to the improvement in this area

We hired a new gifted advanced teacher who works with all students Identified as gifted K-5. Students who are in 3rd, 4th and 5th grade cycled through to attend the Science Lab every other week to reinforce the learning in the classroom.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	50%	56%	61%	50%	55%
ELA Learning Gains	57%	54%	55%	67%	56%	57%
ELA Lowest 25th Percentile	45%	47%	48%	58%	53%	52%
Math Achievement	72%	60%	62%	72%	55%	61%
Math Learning Gains	66%	61%	59%	71%	59%	61%
Math Lowest 25th Percentile	50%	47%	47%	55%	47%	51%
Science Achievement	60%	49%	55%	54%	42%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8 (3)	3 (3)	5 (3)	4 (6)	5 (4)	8 (4)	33 (23)
One or more suspensions	1 (0)	1 (1)	0 (0)	2 (0)	2 (0)	1 (3)	7 (4)
Course failure in ELA or Math	10 (0)	6 (2)	17 (4)	11 (12)	27 (7)	30 (0)	101 (25)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (14)	29 (12)	17 (11)	60 (37)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	69	57	54	85	72	50	68				
BLK	28	31		39	62						
HSP	43	52	41	57	58	47	55				
ASN	90	93		80	67						
SWD	20	31	32	31	47	32	36				
FRL	48	50	43	64	59	53	46				
ELL	30	46	48	49	45	50	25				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	74	71		84	78	64	71				
BLK	32	54		45	38						
HSP	39	63	60	54	66	57	22				
ASN	90	71		90	71						
MUL	60			70							
SWD	23	59	57	36	59	50	29				
FRL	46	59	58	61	59	49	41				
ELL	25	54	56	44	60	55	14				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA
Rationale	ELA Lowest Quartile only 45% of our bottom 25% showed Learning Gains in the 2017-2018 school year based on FSA - Looking at Cohort Group and Comparison Data our 4th grade students overall proficiency declined.
Intended Outcome	Our ELA goal is for student proficiency on ELA. FSA will increase from 58% to 65% in grades 3, 4, 5. Reading learning Gains Goal is 60% of students in 4th and 5th grade will make a learning gain. 100% of 3rd grade retainee's will make learning gains.
Point Person	Laura Campbell (campbe2l@manateeschools.net)
Action Step	
Description	Goals: If we as a school implement standards based teaching and learning aligned with the district curriculum, student engagement and collaboration with fidelity to instructional programs on a daily basis, academic achievement and learning gains will increase.
Person Responsible	Laura Campbell (campbe2l@manateeschools.net)
Plan to Monitor Effectiveness	
Description	IREADY, Quarterly Benchmarks, Common Grade level assessments Data Chats with teams monthly. The School leadership team and Instructional Leaders will focus on every teacher having fidelity to on grade level standards.
Person Responsible	Laura Campbell (campbe2l@manateeschools.net)

Activity #2

Title Early Warning Signs STUDENTS AT-RISK

Rationale We have seen an increase in children who are at risk for more than 10% absences and low academic performance.
Number of Students who have more than 1 Early Warning System Warnings

Intended Outcome Our goal is to see an improvement with the 20 children we have identified and agree with the Bright Bytes data. Improvement would be to reduce the At Risk Levels by at least 2 levels for each child within one year.

Point Person aren Chinault (chinault@manateeschools.net)

Action Step

Description We used Bright Bytes Data Information System and chose the top 20 at risk students and have asked staff to volunteer to check in/check out with each of these students as a Tier 2 intervention. The staff who have volunteered to mentor these 20 children are encouraging, and motivating students to be in attendance STRIVE for 5, and seek academic support when needed. Asking for help and celebrating small successes!
Social-emotional needs are met through positive adult role models like school psychologist, guidance counselor, social worker, teachers and administrators. We also partner with community agencies to provide positive adult role models for students who are in need of mentoring and support.
Our goal is to provide differentiated behavioral support for each child. Each situation is unique to every student.

Person Responsible aren Chinault (chinault@manateeschools.net)

Plan to Monitor Effectiveness

Description Check in and Check Out folders for the 20 adults who are mentors to our students who have Early Warning At Risk indicators. We will update mentors of the At Risk Indicators and Levels on a monthly basis. We will be celebrating when students At Risk Level Decreases.
MTSS Team
The team meets once a week. The ESE chair and School Support Specialist serve as the facilitator for the meeting. Following a weekly agenda, the team meets with teachers, develops and implements intervention plans, analyzes school data, and oversees the implementation of the MTSS process and SIP structures. One day per month, the team meets with each grade level team to address MTSS related specific topics. Specific tasks for the members include data collection/analysis, technical support, professional development planning and the support, development and implementation of Tier I, II, and III interventions.

Person Responsible Laura Campbell (campbe2l@manateeschools.net)

Activity #3	
Title	SCIENCE
Rationale	We experienced a 6% increase in our Proficiency for our 5th grade Science Test.
Intended Outcome	65% of 5th grade students will achieve proficiency in Science as reported on the 2019 state assessment.
Point Person	Laura Campbell (campbe2l@manateeschools.net)
Action Step	
Description	Science Lab led by Gifted teacher for reinforcement of Science Standards. 5th Grade will experience STEM as a specials this year for the first time.
Person Responsible	Julie Bruton (brutonj@manateeschools.net)
Plan to Monitor Effectiveness	
Description	We will monitor the implementation of standards based instruction. STEM focus to include 5th grade standards.
Person Responsible	Laura Campbell (campbe2l@manateeschools.net)
Activity #4	
Title	MATH
Rationale	Important for us to maintain or improve proficiency levels despite the GAP year for Math.
Intended Outcome	Our Math goal is for student proficiency on MATH FSA will increase from 72% to 75% in grades 3, 4, 5. Math Learning Gains Goal is 60% of students in 4th and 5th grade will make a learning gain. 100% of 3rd To increase the number of proficient on or above grade level overall 70% in Math IREADY *To increase the number of proficient 3rd – 5th graders from 72% in Math to 73% 255/340 students (FSA).
Point Person	Laura Campbell (campbe2l@manateeschools.net)
Action Step	
Description	Fidelity to MAFS READY GAP Year Resources while also maintaining focus on Math Standards and on grade level.
Person Responsible	Laura Campbell (campbe2l@manateeschools.net)
Plan to Monitor Effectiveness	
Description	Walkthroughs, Team Discussion and Data Chats, Benchmarks and Common Assessment both formal and informal.
Person Responsible	Laura Campbell (campbe2l@manateeschools.net)

Activity #5

Title SAC Involvement

Rationale We have not met the criteria necessary for SAC representation. It is expected our SAC members meet the student demographics.

Intended Outcome Our goal is to have diverse representation of parents on our SAC.

Point Person Laura Campbell (campbe2l@manateeschools.net)

Action Step

Description Recruitment
Increase participation at SAC meetings. Increase attendance to include 12 or more members. Hold 8 meetings in a year. Establish a PTO and increase parent involvement with Teacher involvement. Sustain PTO President for full year and cross train future PTO Board Members.

Person Responsible Laura Campbell (campbe2l@manateeschools.net)

Plan to Monitor Effectiveness

Description Attendance and Involvement

Person Responsible Laura Campbell (campbe2l@manateeschools.net)