

Tuttle Elementary School



2014-15 School Improvement Plan

Tuttle Elementary School

2863 8TH ST, Sarasota, FL 34237

www.sarasotacountyschools.net/tuttle

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
90%

Alternative/ESE Center
No

Charter School
No

Minority
82%

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	37
Appendix 2: Professional Development and Technical Assistance Outlines	39
Professional Development Opportunities	40
Technical Assistance Items	41
Appendix 3: Budget to Support Goals	42

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	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Tuttle Elementary is to provide a learning environment that gives each child the opportunity to reach his/her potential by the coordinated efforts of parents, teachers, and students.

Provide the school's vision statement

Tuttle Elementary School prepares all students to achieve the highest standards of learning by engaging a high quality staff, involved parents, and a supportive community.

School Environment

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

Tuttle Elementary builds rapport with students thru ongoing formal and informal processes aligned with our Community of Caring model at the school. We practice and put in place outreach programs to students and families such as Meet Your Teacher, Parent Conferences, and Family Nights. Our Volunteer program has increased parent participation with the reading proficiency program. The SAC has increased parent participation by including various times for parental input. Cultural celebrations are planned for Hispanic and Black History.

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

Tuttle Elementary has built a safe and respectful environment for students with the ongoing implementation of the Positive Behavior Support program. Students are supported with consistent and school wide positive expectations for all areas of school, including the classroom, hallways, cafeteria, and common areas. All staff are assigned arrival and dismissal duties to maximize supervision for student safety. Students can voice their concerns with staff, and staff are trained in PBS responses as well as guidance counselor support to address student concerns.

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

At the beginning of the school , the PBS team provided the staff with an orientation of our PBS core program of behavior support. This training included a review of last year's data and expectations as well as the introduction of new areas of focus for this school year. A PLC will be presented to all staff regarding the Rtl process (academics and behavior) including the new forms for this school year. Staff will be provided with samples of the new forms and provided step by step training on how to complete the forms as part of the Rtl process.

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

The social-emotional needs of the students are met with ongoing support from both the MTSS process as well as trained staff in the areas of School Guidance, Social Work, and School Psychologist. Data is shared at weekly meetings to identify ongoing student social-emotional needs

and address these thru timely and appropriate interventions that are progress monitored. School staff outreach to include parent/families in order to plan for action steps to improve a student's social-emotional gap from identified data.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Continued implementation of the Positive Behavior System and the Community of Caring model. Behavior/Attendance Expectations are reinforced with the Positive Behavior Support program's curriculum.

Attendance expectation is that students will be in school every day and on time. Each day a class has perfect attendance (no absences and no tardies), the class will receive a Tuttle Dollar. PBS expectations are taught in class and highlighted each Friday on our school-wide morning news program.

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

Based on data, as well as feedback provided by parents during School Advisory Meetings and regular surveys, parental involvement targets will focus on an increased number of parents attending grade level curriculum/performance events, Parent Academy trainings, and fundraising opportunities. Multiple types of communication will be used in both English and Spanish including Connect Ed calls, Fliers for students to take home, website updates, marquee messages, and peer to peer outreach strategies. The second focus is an awareness of student work habits and their relationship to academic success.

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

Tuttle Elementary actively seeks community relationships and supports existing partnerships thru our Business Partner School-Community Liaison. Administration works with the liaison to identify school need, plan for upcoming events, and prioritize school-community plans for successful implementation. Tuttle will maintain a record of meetings with community partners, email and letter communications, and an updated spreadsheet of community contacts. These will be reviewed and updated monthly with monitoring documentation of different programs such as Volunteer hours, participation in fundraising, and Parent Academy business partnering.

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
Dinverno, Tomas	Principal
Kahler, Jennifer	Assistant Principal
Slane, MaryBeth	Other
Roberts, Annette	Other
Mark, Karen	Other
Mainberger, Joanne	Guidance Counselor
Pitts, Danielle	Other
Chambers, Gwen	SAC Member
Hlnds, Laurel	Other
Olson, Tunde	Teacher, K-12

Duties

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

Joanne Mainberger (Rtl Faciliator / Guidance Counselor) – Mrs. Mainberger collects the paperwork, schedules and facilitates our weekly MTSS meetings to review and discuss the academic and behavioral needs of our students. She assists teachers with developing interventions and completing the necessary documentation/paperwork. Mrs. Mainberger also provides parents with notice of prescriptive assessments, submits service referrals, and facilitates all of our MTSS meetings. She also does KBIT testing. In addition, she provides support to teachers for students demonstrating

focusing and attention issues including classroom strategies, parent resources and Conner's Rating Scales. She also does classroom observations for academic and behavioral concerns. She participates in FBA development, provides behavioral support to students and staff and does Tier 2 and Tier 3 Personal/Social Development interventions. At the culmination of Tier 3, Mrs. Mainberger is responsible for compiling all of the intervention documentation and completing the MTSS Summary Sheet to submit to the ESE Liaison.

Mary Beth Slane (Intervention Teacher / Progress Monitoring) – Ms. Slane takes notes at our weekly meetings. She works with teachers to review progress monitoring data and determine appropriate academic and behavioral interventions. She assists teachers in completing the necessary documentation/paperwork. She also does classroom observations for academic and behavioral concerns. She participates in FBA development and provides behaviors support to students and staff along with academic Tier 2 and Tier 3 interventions.

Danielle Pitts (ESE Liaison) – As a member of the team, Ms. Pitts participates in the discussions and assists the team in identifying appropriate strategies and interventions. She also helps to ensure that the team is gathering any necessary documentation should the portfolio progress to a CARE team level. She also does classroom observations for academic and behavioral concerns. She participates in FBA development and provides behaviors support to students and staff.

Annette Roberts (ESOL Liaison) - As a member of the team, Mrs. Roberts participates in the discussions and assists the team in identifying appropriate strategies and interventions. She also provides the team with information regarding a student's ESOL status and what additional steps need to be taken in order to meet ESOL requirements along with academic Tier 2 and Tier 3 interventions.

Jon Mari (School Psychologist) – Mr. Mari participates in MTSS meetings and assists the team with identifying skill gaps and areas of need. He administers prescriptive testing and provides a detailed summary and report the team to assist with the decision making process. He also identifies additional strategies and recourses to address areas of deficit.

Dawn Clements (Home School Liaison) – Mrs. Clements provides student, staff and parent support with attendance issues and behavioral concerns. She assists the team with identifying appropriate community agencies and recourses that might further support the student and/or student. She participates in any behavior or FBA meetings and helps the team brainstorm and identify why the behaviors might be occurring and what strategies could be implemented.

Mary Beth LaPerriere (Speech/Language Pathologist) - Mrs. LaPerriere helps the team determine if a student is demonstrating speech or language concerns that warrant an observation, specific interventions, or additional testing. She also test student's hearing.

Classroom Teacher – The classroom teacher provides the team with the background information, gap analysis, explicit instruction, practice and progress monitoring strategies and tools that are being utilized to provide small group and/or individualized instruction (academic and behavior). The teacher's input is a critical piece when determining what resources are in place, what additional support is needed and what the next steps should be.

Tomas Dinverno / Jennifer Kahler (Adminstration) - Mr. Dinverno and Mrs. Kahler oversee the MTSS team and monitor the fidelity of interventions. The provide input on a case by case basis and help the team identify what resources and options are available in order to provide additional support to teachers and students as part of the MTSS process. They also observe differentiation, small group instruction and individualized student support in the classroom setting (academic and behavioral).

Other – – Based on the individual needs of the student, other staff members (OT, PT, School Nurse, Consultant or Specialist from the Landings, etc.) are invited to attend. Desiree Wilson or our substitute nurse also attend MTSS when needed to share important information regarding student's Heath Care Plans. They also test student's vision when there is a concern or if it needs updating. In addition, the parent is invited to attend if the meeting so warrants their participation at this early level of intervention. All parents are notified if their student is receiving MTSS support directly from the student's teacher via parent conference so they are aware that their child is receiving academic or behavioral support. Special teachers also attend if there is a concern or they have information to help support the student.

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

Tuttle uses the 4 step problem solving process to develop, implement and evaluate interventions. First, individual student data is compared to state benchmarks and average peer performance (gap analysis) to identify the specific skill or performance deficits. Next, we analyze the problem to determine why it may be occurring. Then we identify instructional strategies, curriculum resources and/or environmental factors that we can put in to place to help address the problem. Finally, we monitor the response to intervention to determine if the learner's response was good, questionable or poor in order to determine the next steps.

Title I - Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the State's high standards, particularly in the areas of Reading , Writing, Science, and Mathematics. The district coordinates with Title II in ensuring staff development needs are provided and with Title IV 21st Century Community Learning Center grants to provide after school programs.

Title I, Part C – Migrant – The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ID&R representative coordinates with the Title I and other programs to ensure student and family needs are met.

Title II – Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals, and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified and highly effective.

Title III – Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Title X – Homeless – Homeless education case managers provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Programs provides on-going outreach, training, and tutoring.

Supplemental Academic Instruction (SAI) – SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

Violence Prevention Programs – The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional an unintentional injury prevention programs are provided.

Nutrition Programs – The District Food and Nutrition Services has implemented the Universal Free Breakfast program at Tuttle Elementary for 2014-15. All students, regardless of free/reduced lunch status, can receive free breakfast provided by the cafeteria each school day. In addition, students participating in afterschool tutoring are able to obtain a meal after school thru the Sarasota County Supper Club program. FNS maintains records of student participation in these meal programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Scott Parrish	Teacher
Tomas Dinverno	Principal
Lidia Hernandez	Parent
Tunde Olson	Teacher
Alex Reyna	Business/Community
	Student
James Phillips	Parent
Lyndsey Axe	Parent
	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 evaluation of the School Improvement Plan included a review of data from the 2013-14 school year. Members discussed and provided suggestions on the goals and plans for the SIP as well as the follow up on the action steps of the SIP. SAC members voted on the changes and provided suggestions for the 2014-15 SIP.

Development of this school improvement plan

A subcommittee appointed by SAC was involved in the following process to assist in the development of the School Improvement Plan:

1. Identify Goals to Help Achieve Targets
2. Brainstorm Available Resources and Potential Barriers
3. Choose Barrier to Address Bases on Elements of Curriculum, Instruction, Environment, Organizational Systems, and Actionable Impact.
4. Brainstorm and Prioritize Strategies
5. Identify Action Steps to Implement Strategies
6. Determine How Strategies Will Be Monitored For Fidelity of Implementation
7. Determine How Strategies will Be Monitored For Effectiveness
8. Determine How Progress Toward Each Goal Will Be Monitored.

Preparation of the school's annual budget and plan

SAC members voted on the school's annual budget and plan including Parental Involvement funds, SAC funds for school improvement, and proposed Title I budget plans including professional development for teachers. SAC members provided input on training proposed for both parental and teacher success.

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

- \$407.84 Student Run Book Store \$407.84 Student Run Book Store
- \$246.24 Cheerleading
- \$246.24 Cheerleading
- \$923.40 Tuttle Singing Turtle Chorus
- \$665.62 Recorder Orchestra
- \$384.75 Yearbook

- \$1,923.75 Yearbook
- \$123.12 Women In Media
- \$123.12 Go Animate
- \$530.96 Lead Mentor
- \$1,292.76 Art Club
- \$230.85 Walk-A-Thon Coordinator
- \$307.80 Enrichment Coordinator
- \$461.70 Safety Patrol
- \$461.70 Safety Patrol
- \$246.24 4H Program: Marine Science
- \$246.24 4H Program: Marine Science
- \$246.24 Disney
- \$246.24 Disney
- \$246.24 Pet Care
- \$246.24 Pet Care
- \$384.75 Science Fair Coordinator
- \$307.80 Turtle Take A Bow
- \$246.24 Running Club
- \$246.24 Running Club
- \$384.75 SAC Chairperson
- \$184.68 SAC Secretary
- \$11,969.57 *\$15.39 per hour

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
Dinverno, Tomas	Principal
Kahler, Jennifer	Assistant Principal
Slane, MaryBeth	Other
Roberts, Annette	Other
Mark, Karen	Other
Olson, Tunde	Other
Hinds, Laurel	Other

Duties

Describe how the LLT promotes literacy within the school

Tuttle Elementary School's LLT simultaneously supports learning and teaching for the entire school community-students, teachers, administration, families, and volunteers. The LLT meets on a monthly basis.

Functions include but are not limited to:

- Analyzing and reviewing data to maximize human resources to service students demonstrating academic deficits
- Providing intensive remedial services
- Enhancing literacy environment
- Building a literacy culture through collegiality and collaboration
- Engaging in peer coaching
- Conducting PLCs throughout the year
- Researching strategies to address the concern
- Providing materials, resources, assistance to address concerns
- Collecting and analyzing additional data on subjects
- Sharing and reporting data

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

Tuttle Elementary focuses on sustained teamwork during the school year to promote collaboration between teachers. Weekly collaborative planning meetings are facilitated by team leaders using discussion points related to planning for student success, data review, and sharing best practices. Teachers are also encouraged to plan during after school hours thru voluntary curriculum contracts in order to plan for common assessments.

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

Tuttle Elementary School has a proactive recruiting strategy for attracting highly qualified teacher candidates to our school. In addition to offering one of the most competitive salaries in the state, there is also consideration for supplements and other incentives to recruit and retain high quality and highly qualified candidates. Additionally, The Sarasota County Teacher Mentoring Program (SCIP) at Tuttle Elementary School provides new teachers with support, coaching and mentoring to ensure that our students receive a high quality education. The administration at Tuttle firmly believes in "setting our new teachers up for success." Mentors help their mentees set up their classrooms and make sure that each teacher has the supplies necessary for a successful year. Additionally, new teachers meet weekly with their mentors to collaborate. Furthermore, all teachers are provided with opportunities for professional growth to help ensure a high quality of instruction in all classrooms.

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

In Sarasota County all new hires receive 1 year of support at the district and school levels known as SCIP. The level of support is based on the need of the mentee. Many first year educators need support and guidance in the area of classroom management and as well as professional development on school programs. The PRIDE document in which educators are evaluated is taught throughout the year so our new hires understand the high expectations of the District and the school. It is expected that both mentor and mentee work daily and weekly as the year progresses to assist the new hire with acclimating to the school's procedures and expectations.

The lead mentor is responsible for contacting all the mentors and assisting in the assigning of mentors to new hired mentees. There is consideration for the mentee to be paired with a mentor in a like grade level and/or similar support for increased success. The lead mentor is required to hold 8 cohort meetings based on the needs of the new hires throughout the 1 year induction program. Many of the cohort meetings provide professional development needs such as classroom management, instructional

practices, and allows time for collaborative discussions on best practices, differentiating and curriculum support.

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

Tuttle Elementary has included whole and small group professional learning related to aligning instruction to the Florida Standards. A summer leadership team discussed incorporating a quarterly planning day during duty time for teams to learn about LAFS and MAFS and plan for instruction and assessment. Pre-week staff meetings included overviews of the Florida Standard assessment timeframe, and teams received the LAFS and MAFS in order to review the updated standards. Teams also attended Math training during June to understand the changes in mathematic assessment. Administration will utilize data from ongoing observations using the Instructional Improvement System to monitor Teacher proficiency in Domain II on PRIDE, Planning for Instruction.

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

Tuttle uses the 4 step problem solving process to develop, implement and evaluate interventions. First, individual student data is compared to state benchmarks and average peer performance (gap analysis) to identify the specific skill or performance deficits. Next, we analyze the problem to determine why it may be occurring. Then we identify instructional strategies, curriculum resources and/or environmental factors that we can put in to place to help address the problem. Finally, we monitor the response to intervention to determine if the learner's response was good, questionable or poor in order to determine the next steps.

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: 120

The after school program will provide learning opportunities in the following areas.

- Project Based Learning incorporating Reading, Math, Science, Technology
- Homework Help
- Computer Time- Reading, Math, Science, Games
- Physical Fitness and Nutrition Lessons
- Enrichment Activities
- Social Skills and Character Education Lessons

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dinverno, Tomas, tomas.dinverno@sarasotacountyschools.net

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

Data is collected three times per year utilizing Florida's Progress Monitoring and Reporting System (PMRN). Analyzing student's performance, specifically student growth, is used to determine the effectiveness of the strategy as well as utilized to plan future programming.

Strategy: Before School Program

Minutes added to school year: 180

Before School Homework Help

Strategy Rationale

Based on the data, the students enter the school not at grade level, and more at risk for not meeting standards in reading and math as well as passing work habits associated with the curriculum. The work habits, which underline the behaviors a student needs to develop as described in the FLKRS, are rated as are satisfactory, outstanding, and unsatisfactory. The student data at K, 1, 2 show that work habits is a deficiency area for 60% of the students

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dinverno, Tomas, tomas.dinverno@sarasotacountyschools.net

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

By the end of the 2014-15 school year, 90% of students identified as not FAIR ready entering their kindergarten year and that participate in the program will show a minimum of 1 level increase on work habits as evidenced by a comparison between 2nd and 3rd quarter report cards

Strategy: Extended School Day

Minutes added to school year: 180

The FAST (Focus After School Tutoring) tutoring program will provide 3 hours of intensive Reading and Math instruction per week. Teachers and students will use researched based materials (CARS, FOCUS, CAMS, STAMS, SOLVE) to supplement classroom instruction as well as fill any skills gaps identified.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dinverno, Tomas, tomas.dinverno@sarasotacountyschools.net

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

A pre, mid, and post assessment will be administered to determine the effectiveness of the program as well as to plan for future instruction.

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

Each year, Tuttle Elementary School opens its doors to local preschools for visitation to our campus. Tuttle Elementary School also visits each of the two Children's First locations to inform parents about Tuttle Elementary School, the registration process, and activities parents can implement at home to assist in their child's transition from early childhood programs to Tuttle Elementary School. Each Spring, Tuttle Elementary School holds a Kindergarten Round-Up to familiarize incoming Kindergarteners and their families with the campus, as well as the Kindergarten curriculum.

Tuttle Elementary School will incorporate a professional development course designed to articulate curriculum needs between VPK and Kindergarten teachers. Working with the Early Learning Coalition, Tuttle Elementary will have a Fall and Spring course at the school. Local providers and Kindergarten teachers will share curriculum, best practices in early childhood learning, and plan for closing gaps in articulation between VPK and Kindergarten.

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 4% point increase for all student subgroups when less than 70% are demonstrating proficiency.
- G2.** By the year 2015, there will be a minimum of a 4% point increase for African-American students demonstrating proficiency in mathematics.
- G3.** By the year 2015, there will be a minimum of a 4% point increase for all students with disabilities demonstrating proficiency in mathematics.
- G4.** By the year 2015, there will be a minimum of a 4% point increase for students with disabilities demonstrating proficiency on reading.

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 4% point increase for all student subgroups when less than 70% are demonstrating proficiency. 1a

G038145

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	68.0
FCAT 2.0 Science Proficiency	64.0
Attendance rate	93.0
AMO Math - African American	57.0
AMO Math - SWD	55.0
AMO Reading - SWD	54.0

Resources Available to Support the Goal 2

- Additional staff members funded through Title I funds (Progress Monitoring Specialist, Reading Specialist, Writing Coach, VIP Teacher, .6 Reading Teacher)
- Volunteers Improving Proficiency Program
- Learning A-Z/Raz Kids
- Hi Touch-Hi Tech Science
- Success Maker
- Power Hour
- Units of Study Writing Program
- Daily 5/Reading Cafe
- Tier II and Tier III Remediation
- FAST Tutoring Program
- Tuttle Titans (21st Century Program)
- BEST (Before School Extra SuccessMaker Time)

Targeted Barriers to Achieving the Goal 3

- Difficulty allotting additional time for intensive remedial services during the school day.
- Ability of parents to provide academic support.
- Need for Professional Development in the areas of Florida Standards for English Language Arts and Mathematics

Plan to Monitor Progress Toward G1. 8

Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers. Collaboration will include review of progress, instructional strategies, adjustment of students to be served as applicable.

Person Responsible

Tomas Dinverno

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Assessment Results

G2. By the year 2015, there will be a minimum of a 4% point increase for African-American students demonstrating proficiency in mathematics. 1a

G043709

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	57.0

Resources Available to Support the Goal 2

- Tier II and Tier III Remediation with Teachers and Support Staff

Targeted Barriers to Achieving the Goal 3

- Providing timely progress monitoring and remediation for students

Plan to Monitor Progress Toward G2. 8

Student data on academic and behavioral indicators

Person Responsible

MaryBeth Slane

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Student achievement data

G3. By the year 2015, there will be a minimum of a 4% point increase for all students with disabilities demonstrating proficiency in mathematics. 1a

G043707

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	55.0

Resources Available to Support the Goal 2

- Scheduling intervention time during school day

Targeted Barriers to Achieving the Goal 3

- Providing time in schedule for students to receive remediation in Math

Plan to Monitor Progress Toward G3. 8

Common assessment data on student mathematics scores, student grades in mathematics.

Person Responsible

Tomas Dinverno

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Assessment data growth from one quarter to the next, student grades from one quarter to the next.

G4. By the year 2015, there will be a minimum of a 4% point increase for students with disabilities demonstrating proficiency on reading. 1a

G043706

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	54.0

Resources Available to Support the Goal 2

- Students will receive reading instruction in pull out groups with ESE Teacher.

Targeted Barriers to Achieving the Goal 3

- Providing remedial instruction for students that have accommodations

Plan to Monitor Progress Toward G4. 8

Percentage of students meeting learning goals based on data

Person Responsible

Danielle Pitts

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Report card information, IEP goals

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 4% point increase for all student subgroups when less than 70% are demonstrating proficiency. **1**

 G038145

G1.B1 Difficulty allotting additional time for intensive remedial services during the school day. **2**

 B091718

G1.B1.S1 Computer labs have been staffed with paraprofessionals to supervise students utilizing programs designed to supplement the core curriculum. As students are under the supervision of a paraprofessional, teachers provide individual/small group remediation **4**

 S102615

Strategy Rationale

Action Step 1 **5**

Computer labs have been staffed with paraprofessionals to supervise students utilizing programs designed to supplement the core curriculum. As students are under the supervision of a paraprofessional, teachers provide individual/small group remediation

Person Responsible

Jennifer Kahler

Schedule

Daily, from 8/18/2014 to 6/2/2015

Evidence of Completion

Progress Monitoring sheets, lesson plans, Tier II and III documentation

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

Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers. Collaboration will include review of progress, instructional strategies, adjustment of students to be served as applicable.

Person Responsible

Jennifer Kahler

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Progress Monitoring Sheets

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

Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers. Collaboration will include review of progress, instructional strategies, adjustment of students to be served as applicable.

Person Responsible

Jennifer Kahler

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Assessment results

G1.B1.S2 Students chosen to participate in the VIP (Volunteers Improving Proficiency) will be remediated during science instruction utilizing instructional materials and participating in activities aligned with the science curriculum. 4

 S102616

Strategy Rationale

Action Step 1 5

Students chosen to participate in the VIP (Volunteers Improving Proficiency) will be re mediated during the day utilizing instructional materials and participating in activities aligned with the science curriculum.

Person Responsible

Laurel HInds

Schedule

Daily, from 9/9/2014 to 5/29/2015

Evidence of Completion

Progress Monitoring sheets, lesson plans, Tier II and III documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Tuttle Administration will collaborate and observe the instruction provided in the VIP classroom.

Person Responsible

Tomas Dinverno

Schedule

Biweekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Observation documentation, review of instructional plans, instructional materials.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review progress monitoring documents to determine effectiveness of VIP program.

Person Responsible

Laurel HInds

Schedule

Weekly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Progress monitoring sheets

G1.B1.S3 Students needing remedial services will be invited to participate in the FAST Tutoring Program. 4

 S102617

Strategy Rationale

Action Step 1 5

Students needing remedial services will be invited to participate in the FAST Tutoring Program.

Person Responsible

Annette Roberts

Schedule

Weekly, from 10/8/2014 to 4/30/2015

Evidence of Completion

Progress Monitoring sheets, lesson plans, Tier II and III documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review of benchmark assessments (three administrations) to determine fidelity of implementation, ongoing observation, and frequent collaboration with program coordinator.

Person Responsible

Annette Roberts

Schedule

Weekly, from 10/8/2014 to 10/8/2014

Evidence of Completion

Observation notes, benchmark assessment results

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review of benchmark assessments (three administrations) to determine fidelity of implementation, ongoing observation, and frequent collaboration with program coordinator.

Person Responsible

Annette Roberts

Schedule

Weekly, from 10/8/2014 to 4/30/2015

Evidence of Completion

Benchmark assessment results, observation notes.

G1.B6 Ability of parents to provide academic support. 2

 B091723

G1.B6.S1 Tuttle Parent Academy 4

 S102619

Strategy Rationale

Action Step 1 5

Parents will be invited to participate in 8 parent centered workshops. The workshops focus on empowering parents with the tools needed to support their child's academic success.

Person Responsible

Tomas Dinverno

Schedule

Monthly, from 10/27/2014 to 5/25/2015

Evidence of Completion

Monthly workshop agendas, sign-in sheets, presentation materials.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Administration will meet with Parent Academy staff members to reflect on the success/areas in need of attention at the conclusion of each Parent Academy session.

Person Responsible

Tomas Dinverno

Schedule

Monthly, from 10/27/2014 to 5/18/2015

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Parent Surveys

Person Responsible

Gwen Chambers

Schedule

Monthly, from 10/27/2014 to 5/18/2015

Evidence of Completion

Survey Results

G1.B6.S2 Curriculum/Report Card Parent Meetings 4

 S102620

Strategy Rationale

Action Step 1 5

Curriculum/Report Card Parent Meetings

Person Responsible

Tomas Dinverno

Schedule

Quarterly, from 10/27/2014 to 4/20/2015

Evidence of Completion

Agenda, Presentation documents

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Administration will be conducting the workshops in conjunction with the grade level teams.

Person Responsible

Tomas Dinverno

Schedule

Quarterly, from 9/22/2014 to 4/13/2015

Evidence of Completion

Review of feedback from participants.

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Survey

Person Responsible

Tomas Dinverno

Schedule

Quarterly, from 9/15/2014 to 4/13/2015

Evidence of Completion

Survey results

G1.B6.S3 Grade Level Curriculum/Performance Nights 4

 S102621

Strategy Rationale

Action Step 1 5

Parents will be invited and encouraged to attend Grade Level Curriculum/Performance Nights

Person Responsible

Schedule

Evidence of Completion

Sign-In Sheets, Invitations, Presentation materials

Plan to Monitor Fidelity of Implementation of G1.B6.S3 6

Administration will meet with grade level teams to discuss plans of action, progress, and will attend scheduled events.

Person Responsible

Schedule

Evidence of Completion

PLC meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B6.S3 7

Administration will meet with grade level teams to discuss plans of action, progress, and will attend scheduled events.

Person Responsible

Schedule

Evidence of Completion

Observation notes.

G1.B8 Need for Professional Development in the areas of Florida Standards for English Language Arts and Mathematics **2**

 B091725

G1.B8.S1 Provide Professional Development Opportunities to address areas of need. **4**

 S102622

Strategy Rationale

Action Step 1 **5**

PD will be provided in the following areas:
Florida Standards for ELA
Florida Standards for Math

Person Responsible

Tomas Dinverno

Schedule

On 4/13/2015

Evidence of Completion

Classroom Observations, Progress Monitoring Sheets

Plan to Monitor Fidelity of Implementation of G1.B8.S1 **6**

Tuttle Administration will attend PD opportunities and planning sessions to monitor fidelity of implementation.

Person Responsible

Tomas Dinverno

Schedule

Quarterly, from 9/15/2014 to 4/13/2015

Evidence of Completion

Observation/participant documentation

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Tuttle Administration will attend PD opportunities and planning sessions to monitor fidelity of implementation.

Person Responsible

Tomas Dinverno

Schedule

Quarterly, from 9/15/2014 to 4/13/2015

Evidence of Completion

Observation notes and presentation documents.

G2. By the year 2015, there will be a minimum of a 4% point increase for African-American students demonstrating proficiency in mathematics. 1

 G043709

G2.B1 Providing timely progress monitoring and remediation for students 2

 B115388

G2.B1.S1 Updating progress monitoring information for interventions 4

 S126987

Strategy Rationale

Providing feedback in an effective and timely fashion

Action Step 1 5

Identifying and utilizing progress monitoring data

Person Responsible

MaryBeth Slane

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Excel sheet with progress monitoring data

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

MTSS review of Tier II and Tier III data

Person Responsible

Joanne Mainberger

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

MTSS and RTI Meeting notes on student data

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

MTSS Team review of data

Person Responsible

MaryBeth Slane

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Student individual Response to Intervention graphs and data

G3. By the year 2015, there will be a minimum of a 4% point increase for all students with disabilities demonstrating proficiency in mathematics. 1

G043707

G3.B1 Providing time in schedule for students to receive remediation in Math 2

B110324

G3.B1.S1 Students will receive math instruction in pull out groups with ESE teacher. 4

S121775

Strategy Rationale

Students need small group instruction in math with teacher.

Action Step 1 5

Mathematics instruction for Students with Disabilities

Person Responsible

Tomas Dinverno

Schedule

Daily, from 8/18/2014 to 6/2/2015

Evidence of Completion

Student growth from Beginning of Year Math assessment in August to End of Year assessment in May

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

Student demonstration of increased proficiency in mathematics

Person Responsible

Tomas Dinverno

Schedule

Daily, from 8/18/2014 to 6/2/2015

Evidence of Completion

Student achievement increase in mathematics proficiency as evidenced on end of year assessment

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

Ongoing data review of mathematics growth on common assessments

Person Responsible

Tomas Dinverno

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Quarterly review of student data on both common assessment and academic grades in mathematics.

G4. By the year 2015, there will be a minimum of a 4% point increase for students with disabilities demonstrating proficiency on reading. 1

 G043706

G4.B1 Providing remedial instruction for students that have accomodations 2

 B115389

G4.B1.S1 Identifying student reading goals and monitoring growth toward goal. 4

 S126989

Strategy Rationale

Provide individualized instruction based on learning goals of students.

Action Step 1 5

Reviewing student learning goals from IEP

Person Responsible

Danielle Pitts

Schedule

Annually, from 8/18/2014 to 6/2/2015

Evidence of Completion

IEP goals

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

Review of student goals and learning targets

Person Responsible

Danielle Pitts

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Student academic grades at each quarter

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

Review of grades

Person Responsible

Danielle Pitts

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Quarterly grades

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	Computer labs have been staffed with paraprofessionals to supervise students utilizing programs designed to supplement the core curriculum. As students are under the supervision of a paraprofessional, teachers provide individual/small group remediation	Kahler, Jennifer	8/18/2014	Progress Monitoring sheets, lesson plans, Tier II and III documentation	6/2/2015 daily
G1.B1.S2.A1	Students chosen to participate in the VIP (Volunteers Improving Proficiency) will be re mediated during the day utilizing instructional materials and participating in activities aligned with the science curriculum.	Hinds, Laurel	9/9/2014	Progress Monitoring sheets, lesson plans, Tier II and III documentation	5/29/2015 daily
G1.B1.S3.A1	Students needing remedial services will be invited to participate in the FAST Tutoring Program.	Roberts, Annette	10/8/2014	Progress Monitoring sheets, lesson plans, Tier II and III documentation	4/30/2015 weekly

Sarasota - 0201 - Tuttle Elementary School - 2014-15 SIP
Tuttle Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.A1	Parents will be invited to participate in 8 parent centered workshops. The workshops focus on empowering parents with the tools needed to support their child's academic success.	Dinverno, Tomas	10/27/2014	Monthly workshop agendas, sign-in sheets, presentation materials.	5/25/2015 monthly
G1.B6.S2.A1	Curriculum/Report Card Parent Meetings	Dinverno, Tomas	10/27/2014	Agenda, Presentation documents	4/20/2015 quarterly
G1.B6.S3.A1	Parents will be invited and encouraged to attend Grade Level Curriculum/ Performance Nights		Sign-In Sheets, Invitations, Presentation materials	once	
G1.B8.S1.A1	PD will be provided in the following areas: Florida Standards for ELA Florida Standards for Math	Dinverno, Tomas	9/24/2014	Classroom Observations, Progress Monitoring Sheets	4/13/2015 one-time
G3.B1.S1.A1	Mathematics instruction for Students with Disabilities	Dinverno, Tomas	8/18/2014	Student growth from Beginning of Year Math assessment in August to End of Year assessment in May	6/2/2015 daily
G2.B1.S1.A1	Identifying and utilizing progress monitoring data	Slane, MaryBeth	8/18/2014	Excel sheet with progress monitoring data	6/2/2015 weekly
G4.B1.S1.A1	Reviewing student learning goals from IEP	Pitts, Danielle	8/18/2014	IEP goals	6/2/2015 annually
G1.MA1	Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers. Collaboration will include review of progress, instructional strategies, adjustment of students to be served as applicable.	Dinverno, Tomas	8/18/2014	Assessment Results	6/2/2015 quarterly
G1.B1.S1.MA1	Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers. Collaboration will include review of progress, instructional strategies, adjustment of students to be served as applicable.	Kahler, Jennifer	8/18/2014	Assessment results	6/2/2015 quarterly
G1.B1.S1.MA1	Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers. Collaboration will include review of progress, instructional strategies, adjustment of students to be served as applicable.	Kahler, Jennifer	8/18/2014	Progress Monitoring Sheets	6/2/2015 quarterly
G1.B6.S1.MA1	Parent Surveys	Chambers, Gwen	10/27/2014	Survey Results	5/18/2015 monthly
G1.B6.S1.MA1	Administration will meet with Parent Academy staff members to reflect on the success/areas in need of attention at the conclusion of each Parent Academy session.	Dinverno, Tomas	10/27/2014	Meeting notes	5/18/2015 monthly
G1.B8.S1.MA1	Tuttle Administration will attend PD opportunities and planning sessions to monitor fidelity of implementation.	Dinverno, Tomas	9/15/2014	Observation notes and presentation documents.	4/13/2015 quarterly
G1.B8.S1.MA1	Tuttle Administration will attend PD opportunities and planning sessions to monitor fidelity of implementation.	Dinverno, Tomas	9/15/2014	Observation/participant documentation	4/13/2015 quarterly
G1.B1.S2.MA1	Review progress monitoring documents to determine effectiveness of VIP program.	Hlnds, Laurel	9/30/2014	Progress monitoring sheets	5/29/2015 weekly
G1.B1.S2.MA1	Tuttle Administration will collaborate and observe the instruction provided in the VIP classroom.	Dinverno, Tomas	9/9/2014	Observation documentation, review of instructional plans, instructional materials.	5/29/2015 biweekly
G1.B6.S2.MA1	Survey	Dinverno, Tomas	9/15/2014	Survey results	4/13/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S2.MA1	Administration will be conducting the workshops in conjunction with the grade level teams.	Dinverno, Tomas	9/22/2014	Review of feedback from participants.	4/13/2015 quarterly
G1.B1.S3.MA1	Review of benchmark assessments (three administrations) to determine fidelity of implementation, ongoing observation, and frequent collaboration with program coordinator.	Roberts, Annette	10/8/2014	Benchmark assessment results, observation notes.	4/30/2015 weekly
G1.B1.S3.MA1	Review of benchmark assessments (three administrations) to determine fidelity of implementation, ongoing observation, and frequent collaboration with program coordinator.	Roberts, Annette	10/8/2014	Observation notes, benchmark assessment results	10/8/2014 weekly
G1.B6.S3.MA1	Administration will meet with grade level teams to discuss plans of action, progress, and will attend scheduled events.		Observation notes.	once	
G1.B6.S3.MA1	Administration will meet with grade level teams to discuss plans of action, progress, and will attend scheduled events.		PLC meeting minutes	once	
G2.MA1	Student data on academic and behavioral indicators	Slane, MaryBeth	8/18/2014	Student achievement data	6/2/2015 quarterly
G2.B1.S1.MA1	MTSS Team review of data	Slane, MaryBeth	8/18/2014	Student individual Response to Intervention graphs and data	6/2/2015 weekly
G2.B1.S1.MA1	MTSS review of Tier II and Tier III data	Mainberger, Joanne	8/18/2014	MTSS and RTI Meeting notes on student data	6/2/2015 weekly
G3.MA1	Common assessment data on student mathematics scores, student grades in mathematics.	Dinverno, Tomas	8/18/2014	Assessment data growth from one quarter to the next, student grades from one quarter to the next.	6/2/2015 quarterly
G3.B1.S1.MA1	Ongoing data review of mathematics growth on common assessments	Dinverno, Tomas	8/18/2014	Quarterly review of student data on both common assessment and academic grades in mathematics.	6/2/2015 quarterly
G3.B1.S1.MA1	Student demonstration of increased proficiency in mathematics	Dinverno, Tomas	8/18/2014	Student achievement increase in mathematics proficiency as evidenced on end of year assessment	6/2/2015 daily
G4.MA1	Percentage of students meeting learning goals based on data	Pitts, Danielle	8/18/2014	Report card information, IEP goals	6/2/2015 quarterly
G4.B1.S1.MA1	Review of grades	Pitts, Danielle	8/18/2014	Quarterly grades	6/2/2015 quarterly
G4.B1.S1.MA1	Review of student goals and learning targets	Pitts, Danielle	8/18/2014	Student academic grades at each quarter	6/2/2015 quarterly

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 4% point increase for all student subgroups when less than 70% are demonstrating proficiency.

G1.B6 Ability of parents to provide academic support.

G1.B6.S1 Tuttle Parent Academy

PD Opportunity 1

Parents will be invited to participate in 8 parent centered workshops. The workshops focus on empowering parents with the tools needed to support their child's academic success.

Facilitator

Parent Academy Planning Team

Participants

Parents/Families

Schedule

Monthly, from 10/27/2014 to 5/25/2015

G1.B8 Need for Professional Development in the areas of Florida Standards for English Language Arts and Mathematics

G1.B8.S1 Provide Professional Development Opportunities to address areas of need.

PD Opportunity 1

PD will be provided in the following areas: Florida Standards for ELA Florida Standards for Math

Facilitator

Various PD facilitators - including but not limited to Tuttle Administration, Tuttle Staff Members, District Coordinators, and Product Representatives

Participants

All Instructional Staff Members.

Schedule

On 4/13/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: By the year 2015, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are demonstrating proficiency.	17,300
Grand Total	17,300

Goal 1: By the year 2015, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are demonstrating proficiency.

Description	Source	Total
B6.S1.A1	Title I Part A	4,800
B8.S1.A1	Title I Part A	12,500
Total Goal 1		17,300