Tatum Ridge Elementary School

2016-17 Schoolwide Improvement Plan

Tatum Ridge Elementary School

4100 TATUM RD, Sarasota, FL 34240

www.sarasotacountyschools.net/tatumridge

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 KG-5	No	27%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2017-18	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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Tatum Ridge Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Tatum Ridge Elementary School is to provide a welcoming, supportive climate of the highest expectations that enable students to become self-confident, independent thinkers. This is accomplished in a technologically advanced environment through the cooperative efforts of the Tatum Ridge Community.

b. Provide the school's vision statement.

Tatum Ridge Elementary School will provide support and encouragement to students, staff, and families by facilitating active thinking and lifelong learning. Pride in accomplishments and respect for others will enable the Tatum Ridge community to successfully face the challenges of the future.

2. School Environment

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

Tatum Ridge prides itself on a multi-layered process by which we embrace and celebrate student cultures and build relationships between teachers and students. The following events encompass our efforts to provide for ongoing relations and cultural awareness within the school community:
-Meet the Teacher
-Parent Information Night
-Parent Conferences
-End of Year Discovery Zone projects (Depths of Knowledge Levels 3 & 4)
-ELA and Social Studies students are exposed to a variety of cultures
-Performing Arts Clubs (Drama)
-Track Club
-Mileage Club
-Art Club
-STEM Fair
-Odyssey of the Mind
-ESOL Family Night
-Tatum News Network (TNN)
-Honoring our local veterans during for Veterans Day

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

In an effort to create a safe environment, the school follows district guidelines for allowing visitors on campus. Students and teachers are aware that all visitors must be wearing a RAPTOR badge. Teachers establish procedures and expectations both behaviorally and academically. On a physical level, all classrooms are kept locked during the school day. Entrance and exit is solely through the front doors by which check in is required through Raptor system. Local law enforcement team has conducted an evaluation and updated maps for emergency purposes. Fire inspector regularly inspects the school to ensure compliance with fire safety regulations. Our Behavior Specialist is proactive in teaching Social Problem Solving Skills and conducting Restorative Circles in classrooms.

The following programs are aligned with character education. The learning environment encourages

empathy, support, safety to take risks, and respectful discourse as it pertains to the study of core academics.
-Positive Behavior Support (Eagle Expectations)
-Restorative Circles
-Kelso's Choices (K-2)
-Second Step (3-5)
-Lunch bunch groups

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.

School-wide and grade level PBS expectations are posted in each classroom, hallways, cafeteria, media center, recess and at dismissal areas. Staff model and train students to follow these expectations on a regular basis. A concerted effort to reinforce the positive behaviors is a focus of Tatum Ridge's PBS program. Through our PBS program, students are able to earn Eagle stamps for positive behavioral decision making. Students are then able to use their Eagle stamps to purchase school-wide rewards as well as classroom rewards (funded by a community business partner). Our School Counselor and Behavior Specialist work directly with our student population to share strategies that students can utilize when faced with choices. Support curriculum includes Kelso, Second Step, Social Decision Making/Social Problem Solving and Restorative Strategies.

The Code of Student Conduct signed by both the student and parent should be referenced. Behavior which is inconsistent with the code of conduct will be corrected as needed. The disciplinary actions are described and explained in the Code of Student Conduct.

In our three PBS celebrations, students have the opportunity to be recognized and celebrate their positive behaviors.

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.

Our school provides academic and social-emotional support to students through our MTSS process. Our SWST team that consists of Assistant Principal, ESE/ESOL Liaison, School Psychologist, Speech/Language Therapist, School Counselor, Social Worker, and Classroom Teacher(s) meets weekly to ensure that the needs of all students are met. The school counselor is used to provide support to students in multiple ways. Counseling is provided in small group settings and one-on-one sessions. Whole group lessons are also provided throughout the school year. Outside agencies also provide support to administration, teachers, and students through whole group lessons and provide intensive counseling on-site. SEDNET has provided a pertinent link in providing support for referring students to outside agencies.

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.

Student behavior is tracked on a daily basis on a Excel spreadsheet that is shared via OneDrive. Attendance data is analyzed monthly. Interventions are planned to support students when necessary. Tier 2 and 3 academic, behavior, and attendance interventions are monitored regularly. Interventions

are adjusted as needed. The SWST/CARE team process is used to problem solve early warning signs. Communication with families occurs throughout this process. Each teacher has spreadsheet that they use to collect data. FSA scores are listed on the spreadsheet and students identified on the lowest quartile are highlighted.

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	7	18	14	13	13	17	0	0	0	0	0	0	0	82
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	1	1	0	1	1	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	20	16	15	0	0	0	0	0	0	0	51
	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	0	1	0	7	4	29	0	0	0	0	0	0	0	41

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

The school-based Multi Tiered System of Support (MTSS) leadership team meets once a week to review summative and formative data and identify school, grade, student attendance concerns, and individual student academic and behavioral needs. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess instructional interventions. Individual class spreadsheets will be pasted into a grade level spreadsheet so we can monitor student progress across the grade level according to many data points. This will give us a better idea of how the student is progressing and if instructional changes need to be made.

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 (PFEP), which is available at the school site.

2. Description

Tatum Ridge enjoys substantial parental involvement. Those who are Volunteers Count registered serve as volunteers in the classroom to support student learning. The school also utilizes the Student Advisory Council, PTO, and Tatum Dads group to support the mission and vision of the school. Throughout the school year, the school will present both academic and as well social-emotional topics to keep families abreast of new initiatives and programs that would benefit their children. A monthly newsletter which speaks to academics, operations, and school community related news items is presented on the school website and weekly PTO News Blasts. Additionally, Connect Ed is used to inform parents of upcoming events as well as severe weather situations that impact dismissal.

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.

Tatum Ridge's leadership team meets regularly with the PTO board and attends monthly PTO general meetings to share information pertaining to academic and operational needs. Administrative team utilizes the School Advisory Council to support the financing of such endeavors. Tatum is fortunate to maintain and build upon a strong foundation of community business support that funds several school based programs, projects, and events.

During the 2016-2017 school year, Tatum Ridge will host its second Fun Run. The Fun Run will utilize both parental support and business partner support to raise funds that will be partially used for instructional software utilized throughout the school year.

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
Dunn, Barry	Principal
Dove, Katy	School Counselor
Griffin, Glenn	Administrative Support
Treimanis, Tiffany	Psychologist
Burger, Stephanie	Attendance/Social Work
Brown, Mary Ellen	Other
DuBois, Mara	Other
Knouse, Sara	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.

Barry Dunn- Principal
Sara Knouse- Assistant Principal Intern, Administrative/Curricular Support, SWST Facilitator
Katy Dove- Guidance Counselor- 504
Glenn Griffin- ESE/ESOL Liaison- CARE facilitator
Stephanie Burger- School Social Worker

Tiffany Treimanis- School Psychologist
Mary Ellen Brown- Occupational Therapist
Mara DuBois- Speech and Language Pathologist

The role of the RtI/MTSS team at Tatum Ridge Elementary is to analyze relevant school data for the purpose of problem analysis, intervention development, and goal setting in order to develop and implement the SIP plan and aide in individual student achievement.

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.

The Response to Intervention (RtI) team also known as Multi-Tiered System of Supports (MTSS) collaborates once a week to discuss existing data and information, identify student needs, problem solve, and to make recommendations for future activities in regard to student's academic performance, behavior, attendance, and overall school-wide adjustment. The RtI/MTSS designates a member of the team to work with teachers based on his or her area of expertise. Grade-level facilitators meet with teams and individual teachers to discuss individual students and progress monitor data.

Title 2 funds will be used to support goals requiring professional development.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Barry Dunn	Principal
Karen Misja	Teacher
Laura Paolercio	Parent
Heather Charles	Parent
Erin Whitlock	Parent
Gary Houseworth	Business/Community
Renee McQueen	Education Support Employee
Margaret Kristjanson	Education Support Employee
Carolyn Braune	Parent
Melissa Reichel	Parent
Jackie Davenport	Teacher
Sara Knouse	Principal
Deb Smith	Teacher
Ronald Mihalko	Business/Community
Amber Patrick	Parent
Stacey Johanning	Parent
Julie Kummer	Parent

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

At the first SAC meeting held on August 29, 2016, the assistant principal shared data pertaining to the School Improvement Plan goals and student performance. Assistant principal also shared that teaching staff aligns their Individual Professional Development Plan (IPDP) to the SIP.

b. Development of this school improvement plan

The SAC meets monthly. They are charged with routinely reviewing school-wide progress monitoring data and summative data from Florida Standards Assessment (FSA) of Florida's high stakes testing and iReady Data. Recommendations for improving programs through high impact strategies have come from these meetings. The SAC also reviews and renders final approval of the yearly School Improvement Plan, budgets, club allocations, and other needs to improve the overall program effectiveness and impact on student learning. Additionally, school-community business support is used to help enhance our collective efforts to improve student behavior, academics, and attendance. The Eagle stamps and Positive Behavior Support awards (sponsored by a community business partner) just two of the many strategies used to encourage positive behaviors.

c. Preparation of the school's annual budget and plan

The budget is presented to the SAC but does not require an approval. As needs arise, the SAC advises Administration on the use of funds to support student learning.

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

There have been no school improvement funds allocated to date.

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
Dunn, Barry	Principal
Chappell, Rachel	Teacher, K-12
Howard, Diana	Teacher, K-12
Merkley, Debbie	Teacher, K-12
Knouse, Sara	Assistant Principal
Houghton-Brown, Holly	Teacher, K-12
Myers, Joy	Teacher, ESE

b. Duties

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

A focus on instructional shifts associated with the implementation of Florida Standards. This year's focus for the LLT is to come up with common writing rubrics to use in each grade level.
Presentations will be made during staff meetings and other professional development trainings on the following topics:
1. How to use rubrics
2. Writing across the content areas using text support
3. Differentiated Instruction
4. 8 Mathematical Practice Standards
5. Webb's Depth of Knowledge
6. Attention to precise language/vocabulary
7. Paired Readings
8. Integration of Knowledge and Ideas
9. Accountable Talk
10. Interventions
11. Write Bright Station
12. Lucy Calkins Units of Study
13. Write Score
14. Creating Science Benchmarks for Grades 1-4
15. Utilizing the iReady Toolkit

D. Public and Collaborative Teaching

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

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

Once a week, grade level teams come together to plan lessons that are aligned to the Florida Standards along with discussing ways in which teachers can provide interventions to support struggling students. Throughout the school year opportunities are provided for both lateral and vertical grade level articulation related to curricular standards. Subject area committees are compromised of teachers across all grade levels to help better determine specific needs of our students, instruction and curriculum.

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

The Sarasota County Induction Program (SCIP) program orients new teachers to the county through mentorship. We use collegial support, coaching, conversations and professional growth activities to help our new hires. Mentorship is a reciprocal relationship; new teachers learn from experienced teachers, and experienced teachers learn from new teachers. We help new teachers weekly, in meetings, to discuss all sorts of topics, from professional development, parent conferences, PRIDE Evaluations, to daily routines and questions about students. Each school has a lead mentor whose job it is to be a mentor and/or be in charge of a group of mentors. It is up to the principal to determine who gets assigned to whom. These teachers are formally observed in accordance with District evaluation procedures. This includes a pre-observation and post-observation meeting, a mid year review, and end of year evaluation meeting.

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

The SCIP program orients new teachers to the county through mentorship. We use collegial support, coaching, conversations and professional growth activities to help our new hires. Mentorship is a

reciprocal relationship; new teachers learn from experienced teachers, and experienced teachers learn from new teachers. We help new teachers weekly, in meetings, to discuss all sorts of topics, from professional development, parent conferences, PRIDE Evaluations, to daily routines and questions about students. Each school has a lead mentor whose job it is to be a mentor and/or be in charge of a group of mentors. It is up to the principal to determine who gets assigned to whom. The mentoring program involves an in-depth study of our District's PRIDE evaluation tool. Our first year teachers meet with their assigned mentor regularly to ensure they are planning and delivering appropriate curriculum and instructional strategies.

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.

The District supports Florida Standards English Language Arts through the adoption of Reading Wonders. The District supports Florida Standards in Mathematics through the adoption of GO Math. In terms of core subject areas, the District has provided the teachers with quarterly Instructional Focus Guides that establish a scope and sequence for curriculum and instruction. The District has also provided Focus Guides for Math, Science, and Social Studies. All additional resources are approved by administration and must meet 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.

Each grade level team uses common assessments. Progress monitoring spreadsheets have been created to track student performance data. Teams meet regularly to analyze data, plan extension and intervention activities, and review progress of student interventions. Administration meets with teachers to discuss i-Ready data and plan remediation. The school utilizes the MTSS process as directed by Sarasota County Schools.

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: 27,000

Our school maintains an advanced gifted and talented education program known as the Eagle Academy. This program provides for accelerated learning experiences. We offer several after school programs that support student learning in all core academic areas.These areas include: Mileage Club, Violin, Drama Kids, Bricks for Kids, Robotics, Spanish, Odyssey of the Mind, Art Club, Cheerleading, Science Fair, Karate, and Dance.

Strategy Rationale

Students are given many opportunities throughout the school year to participate in extracurricular activities focusing on the development of the whole child through the study of arts, health, physical education, academic extension and support.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Dunn, Barry, barry.dunn@sarasotacountyschools.net

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

Performance based tasks from each enrichment opportunity are presented to demonstrate overall effectiveness of the programs. The academic based programs will use school wide progress monitoring data to determine how students are performing towards mastery of their goals.

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.

Every year, we host an annual Kindergarten Round-up event that offers parents best practices, tips, and insight as to ways they can aid in effective transitions from Pre-K to K. In addition, our school implements a screening program to identify student readiness and allows teachers to instruct at appropriate instructional levels from day 1 of school. All incoming kindergarten students are assessed with the Florida Kindergarten Readiness Screener (FLKRS) during the first few weeks of school. Kindergarten students also take the i-Ready Diagnostic test to determine reading and math strengths and weaknesses. Based on the results, along with ongoing progress monitoring, students participate in a rigorous and differentiated learning environment. The i-Ready Diagnostic assessment is scheduled to be administered three times a year to monitor student performance.

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.

Through a partnership with Insignia Bank and the Tatum Ridge Dads Group, 2 $750 college scholarships are awarded each year to one 5th grade boy and girl. This money is put into an account that is accessed when the student goes to advance their education beyond high school. We talk to

students about the importance of college, how it can impact their lives, and what they can do now to prepare for that. b;

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. Â§ 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:

No files were uploaded

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.

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"Â? 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.

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. Concluding the 2016-2017 school year there will be an increase of 8% of students making learning gains in ELA as measured by the Florida Standards Assessment.

G2. Concluding the 2016-2017 school year, there will be a 2% increase in science proficiency for all students.

G3. Concluding the 2016-2017 school year, there will be a 2% increase in reading proficiency for all students.

G4. Concluding the 2016-2017 school year, there will be a 2% increase in math proficiency for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Concluding the 2016-2017 school year there will be an increase of 8% of students making learning gains in ELA as measured by the Florida Standards Assessment. 1a

🔑 G085700

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Teacher buy in, Resources, Aide support, Supplemental teaching materials

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resource teachers and paraprofessionals, i-Ready, volunteers, professional development, school-created data spreadsheet for progress monitoring, ELA committee

Plan to Monitor Progress Toward G1. 8

i-Ready data will be collected and analyze to ensure progress is being made.

Person Responsible
Sara Knouse

Schedule
Monthly, from 9/9/2016 to 6/2/2017

Evidence of Completion
Data sheets, analysis, and data chats

G2. Concluding the 2016-2017 school year, there will be a 2% increase in science proficiency for all students. 1a

🔑 G085701

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	82.0

Targeted Barriers to Achieving the Goal 3

- Scheduling, ongoing professional development needs, understanding of science standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science Committee, Science Lab on the wheel, Participation in STEM Fair (Grades 3-5), PLC discussions, Fusion Science Book

Plan to Monitor Progress Toward G2. 8

Teachers will progress monitor students using FCAT Testmaker, Fusion tests, daily classwork, STEM fair projects and school-wide Science Benchmarks assessments.

Person Responsible
Sara Knouse

Schedule
Every 2 Months, from 8/22/2016 to 6/2/2017

Evidence of Completion
Teachers will speak to student achievement at quarterly data chats.

G3. Concluding the 2016-2017 school year, there will be a 2% increase in reading proficiency for all students. `1a`

🔍 G085702

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	81.0

Targeted Barriers to Achieving the Goal `3`

- Lack of resources and training outside of Reading Wonders to increase levels of rigor and DOK of tasks.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Reading Wonders, iReady, Intervention blocks, CPALMS, Resources shared through PD of Literacy Leadership Team

Plan to Monitor Progress Toward G3. `8`

Teachers use a Data Collection Spreadsheet to Monitor Student Progress. Data collection will include: iReady, Oral Reading Fluency, Running Records, FSA Style Assessments from iReady toolkit, Wonders Benchmark Assessments

Person Responsible
Sara Knouse

Schedule
Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion
Individual teacher spreadsheet will be populated with data and reviewed quarterly with the administrative team.

G4. Concluding the 2016-2017 school year, there will be a 2% increase in math proficiency for all students.

1a

🔍 G085703

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	83.0

Targeted Barriers to Achieving the Goal 3

- Understanding the depth of the new Florida Content and Practice Standards, scheduling, locating relevant and meaningful resource materials to support student learning and progress monitor.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS, Exam View, Extra Math, GO Math, District Trainings, iReady

Plan to Monitor Progress Toward G4. 8

Teachers use a Data Collection Spreadsheet to Monitor Student Progress. Data collection will include: iReady, fact fluency, FSA-style assessments from the iReady Toolkit, GoMath benchmark assessments

Person Responsible
Sara Knouse

Schedule
Quarterly, from 8/29/2016 to 5/31/2017

Evidence of Completion
Data collected in the data spreadsheet will be used to demonstrate progress toward the goal.

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. Concluding the 2016-2017 school year there will be an increase of 8% of students making learning gains in ELA as measured by the Florida Standards Assessment. `1`

🔑 G085700

G1.B1 Teacher buy in, Resources, Aide support, Supplemental teaching materials `2`

🔑 B227716

G1.B1.S1 Provide professional development in differentiated instruction and research-based interventions. Provide resources for the development on best practice with inclusion. Ensure that paraprofessional support is being used to its fullest. `4`

🔑 S240272

Strategy Rationale

By educating the teachers on the best practices they will have more buy in. Teachers will better understand the model and know how to work with a resource teacher to best service the student. By utilizing our paraprofessionals we are ensuring students' needs are being met. When instruction is differentiated to meet the needs and levels of all students, student scores will increase.

Action Step 1 `5`

Provide Professional Development on strategies to increase rigor in ELA instruction

Person Responsible

Barry Dunn

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Professional Development hours

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

i-Ready Data, Walk-Through, Lesson Plans, FSA Style Assessments from the iReady Toolkit

Person Responsible

Barry Dunn

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Admin will analyze i-Ready data and the data collection spreadsheet to ensure students are on the right path. Mr. Dunn will complete class room observations and look at lesson plans to see that the inclusion model is being followed with fidelity.

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

Admin team will analyze data to monitor effectiveness

Person Responsible

Barry Dunn

Schedule

On 6/2/2017

Evidence of Completion

Data Spreadsheets, Observation Feedback

G2. Concluding the 2016-2017 school year, there will be a 2% increase in science proficiency for all students.
1

🔍 G085701

G2.B1 Scheduling, ongoing professional development needs, understanding of science standards 2

🔍 B227717

G2.B1.S1 Seek support from district science coordinator, organizing and participating in a STEM Fair/ Club, encourage teacher collaboration through shared lesson planning, develop Science Benchmarks across grade levels, bring an awareness to FCAT tested standards across grade levels 4

🔍 S240273

Strategy Rationale

Increase teacher comfort in the delivery of science instruction thus generating greater enthusiasm and interest in the study of science. Increase teacher awareness of Science standards and have benchmark assessments that help drive instruction will increase our overall achievement levels and student knowlegde.

Action Step 1 5

Teachers will work with their teams to develop collaborative lesson plans aligned with the scientific method and grade level benchmark assessments aligned with the IFG and the FCAT 2.0 tested standards.

Person Responsible

Sara Knouse

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans, participation in STEM fair, CPT notes, Science Benchmark Assessments, classroom walk-throughs

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

Teachers will use FCAT TestMaker and Grade Level Created Science Benchmark Assessments to progress monitor science achievement.

Person Responsible

Sara Knouse

Schedule

Quarterly, from 9/7/2016 to 5/31/2017

Evidence of Completion

data spreadsheets, CPT notes, lesson plans, STEM fair projects

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

Observations

Person Responsible

Barry Dunn

Schedule

Semiannually, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence of planning and delivery of science lesson/experiment that is aligned to the scientific method and Next Generation Sunshine State Standards.

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

Weekly Classroom Visits

Person Responsible

Barry Dunn

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence of planning and delivery of science lesson/experiment that is aligned to the scientific method and Next Generation Sunshine State Standards.

G3. Concluding the 2016-2017 school year, there will be a 2% increase in reading proficiency for all students.
1

🔍 G085702

G3.B1 Lack of resources and training outside of Reading Wonders to increase levels of rigor and DOK of tasks. 2

🔍 B227718

G3.B1.S1 We will increase progress monitoring among grade level teams in collaboration with MTSS and SWST team. Grade level teams will meet to review Florida Standards based curriculum and to develop strategic lessons following the district's Instructional Focus Guide, also to include research-based interventions for Tier 2 and 3 students. 4

🔍 S240274

Strategy Rationale

Using data to monitor each student's progress will drive the teachers' instruction and lead to learning gains.

Action Step 1 5

Provide Training on Strategies to increase rigor in ELA instruction

Person Responsible

Barry Dunn

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Staff Meeting Notes/Lesson Plans/Attendance at Trainings

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

Student data and MTSS portfolio

Person Responsible

Sara Knouse

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

MTSS notes, intervention graphs, portfolio

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

CPT discussions with facilitators and MTSS meetings

> **Person Responsible**
>
> Sara Knouse
>
> **Schedule**
>
> Weekly, from 8/15/2016 to 6/2/2017
>
> *Evidence of Completion*
>
> Progress Monitoring, data spreadsheets, student achivement

G4. Concluding the 2016-2017 school year, there will be a 2% increase in math proficiency for all students. `1`
🔑 G085703

> **G4.B1** Understanding the depth of the new Florida Content and Practice Standards, scheduling, locating relevant and meaningful resource materials to support student learning and progress monitor. `2`
> 🔑 B227719

> > **G4.B1.S1** Collaboration with grade level peers across the district through Math Training and rounding with Sue D'Angelo. `4`
> > 🔑 S240275

> > **Strategy Rationale**
> >
> > Current research and best practices are being shared with teachers on how to focus on the tasks the students are performing as the number one indicator for predicting student achievement.
> >
> > **Action Step 1** `5`
> >
> > Professional Development on Math Practice Standards
> >
> > > **Person Responsible**
> > >
> > > Barry Dunn
> > >
> > > **Schedule**
> > >
> > > Quarterly, from 8/22/2016 to 6/6/2017
> > >
> > > *Evidence of Completion*
> > >
> > > Student Achievement Lesson Plans Observations Classroom Walk Throughs

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

Grade level data chats

Person Responsible

Barry Dunn

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Student Achievement, data spreadsheets, PLC discussions

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

Lesson Plans

Person Responsible

Barry Dunn

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Use of Math Practice Standards in lesson plans, Discussions after math roundings

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

Observations/Classroom Visits

Person Responsible

Barry Dunn

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Formative Assessments Summative Assessments Observations Teacher Evaluations

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

Increased student performance

Person Responsible

Sara Knouse

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data Spreadsheet, PLC Meetings, Data Chats, FSA Scores

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G4.MA1 🔍 M319341	Teachers use a Data Collection Spreadsheet to Monitor Student Progress. Data collection will...	Knouse, Sara	8/29/2016	Data collected in the data spreadsheet will be used to demonstrate progress toward the goal.	5/31/2017 quarterly
G2.B1.S1.MA1 🔍 M319332	Teachers will use FCAT TestMaker and Grade Level Created Science Benchmark Assessments to progress...	Knouse, Sara	9/7/2016	data spreadsheets, CPT notes, lesson plans, STEM fair projects	5/31/2017 quarterly
G1.MA1 🔍 M319329	i-Ready data will be collected and analyze to ensure progress is being made.	Knouse, Sara	9/9/2016	Data sheets, analysis, and data chats	6/2/2017 monthly
G2.MA1 🔍 M319333	Teachers will progress monitor students using FCAT Testmaker, Fusion tests, daily classwork, STEM...	Knouse, Sara	8/22/2016	Teachers will speak to student achievement at quarterly data chats.	6/2/2017 every-2-months
G3.MA1 🔍 M319336	Teachers use a Data Collection Spreadsheet to Monitor Student Progress. Data collection will...	Knouse, Sara	8/22/2016	Individual teacher spreadsheet will be populated with data and reviewed quarterly with the administrative team.	6/2/2017 quarterly
G1.B1.S1.MA1 🔍 M319327	Admin team will analyze data to monitor effectiveness	Dunn, Barry	8/22/2016	Data Spreadsheets, Observation Feedback	6/2/2017 one-time
G1.B1.S1.MA1 🔍 M319328	i-Ready Data, Walk-Through, Lesson Plans, FSA Style Assessments from the iReady Toolkit	Dunn, Barry	8/22/2016	Admin will analyze i-Ready data and the data collection spreadsheet to ensure students are on the right path. Mr. Dunn will complete class room observations and look at lesson plans to see that the inclusion model is being followed with fidelity.	6/2/2017 quarterly
G2.B1.S1.MA1 🔍 M319330	Observations	Dunn, Barry	8/22/2016	Evidence of planning and delivery of science lesson/experiment that is aligned to the scientific method and Next Generation Sunshine State Standards.	6/2/2017 semiannually
G2.B1.S1.MA3 🔍 M319331	Weekly Classroom Visits	Dunn, Barry	8/22/2016	Evidence of planning and delivery of science lesson/experiment that is aligned to the scientific method and Next Generation Sunshine State Standards.	6/2/2017 weekly
G2.B1.S1.A1 🔍 A311009	Teachers will work with their teams to develop collaborative lesson plans aligned with the...	Knouse, Sara	8/22/2016	Lesson plans, participation in STEM fair, CPT notes, Science Benchmark Assessments, classroom walk-throughs	6/2/2017 monthly
G3.B1.S1.MA1 🔍 M319334	CPT discussions with facilitators and MTSS meetings	Knouse, Sara	8/15/2016	Progress Monitoring, data spreadsheets, student achivement	6/2/2017 weekly
G3.B1.S1.MA1 🔍 M319335	Student data and MTSS portfolio	Knouse, Sara	8/22/2016	MTSS notes, intervention graphs, portfolio	6/2/2017 monthly
G4.B1.S1.MA1 🔍 M319337	Increased student performance	Knouse, Sara	8/15/2016	Data Spreadsheet, PLC Meetings, Data Chats, FSA Scores	6/2/2017 monthly
G4.B1.S1.MA1 🔍 M319338	Grade level data chats	Dunn, Barry	8/22/2016	Student Achievement, data spreadsheets, PLC discussions	6/2/2017 quarterly
G4.B1.S1.MA3 🔍 M319339	Lesson Plans	Dunn, Barry	8/22/2016	Use of Math Practice Standards in lesson plans, Discussions after math roundings	6/2/2017 weekly
G4.B1.S1.MA4 🔍 M319340	Observations/Classroom Visits	Dunn, Barry	8/22/2016	Formative Assessments Summative Assessments Observations Teacher Evaluations	6/2/2017 weekly

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 🔑 A311008	Provide Professional Development on strategies to increase rigor in ELA instruction	Dunn, Barry	8/22/2016	Professional Development hours	6/6/2017 monthly
G3.B1.S1.A1 🔑 A311010	Provide Training on Strategies to increase rigor in ELA instruction	Dunn, Barry	8/22/2016	Staff Meeting Notes/Lesson Plans/ Attendance at Trainings	6/6/2017 monthly
G4.B1.S1.A1 🔑 A311011	Professional Development on Math Practice Standards	Dunn, Barry	8/22/2016	Student Achievement Lesson Plans Observations Classroom Walk Throughs	6/6/2017 quarterly

V. Professional Development Opportunities

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

G1. Concluding the 2016-2017 school year there will be an increase of 8% of students making learning gains in ELA as measured by the Florida Standards Assessment.

G1.B1 Teacher buy in, Resources, Aide support, Supplemental teaching materials

G1.B1.S1 Provide professional development in differentiated instruction and research-based interventions. Provide resources for the development on best practice with inclusion. Ensure that paraprofessional support is being used to its fullest.

PD Opportunity 1

Provide Professional Development on strategies to increase rigor in ELA instruction

Facilitator

Literacy Leadership Team

Participants

All Staff

Schedule

Monthly, from 8/22/2016 to 6/6/2017

G3. Concluding the 2016-2017 school year, there will be a 2% increase in reading proficiency for all students.

G3.B1 Lack of resources and training outside of Reading Wonders to increase levels of rigor and DOK of tasks.

G3.B1.S1 We will increase progress monitoring among grade level teams in collaboration with MTSS and SWST team. Grade level teams will meet to review Florida Standards based curriculum and to develop strategic lessons following the district's Instructional Focus Guide, also to include research-based interventions for Tier 2 and 3 students.

PD Opportunity 1

Provide Training on Strategies to increase rigor in ELA instruction

Facilitator

Barry Dunn

Participants

All teachers

Schedule

Monthly, from 8/22/2016 to 6/6/2017

G4. Concluding the 2016-2017 school year, there will be a 2% increase in math proficiency for all students.

G4.B1 Understanding the depth of the new Florida Content and Practice Standards, scheduling, locating relevant and meaningful resource materials to support student learning and progress monitor.

G4.B1.S1 Collaboration with grade level peers across the district through Math Training and rounding with Sue D'Angelo.

PD Opportunity 1

Professional Development on Math Practice Standards

Facilitator

Sue D'Angelo

Participants

All teachers

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Provide Professional Development on strategies to increase rigor in ELA instruction**				**$0.00**
2	G2.B1.S1.A1	**Teachers will work with their teams to develop collaborative lesson plans aligned with the scientific method and grade level benchmark assessments aligned with the IFG and the FCAT 2.0 tested standards.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1282 - Tatum Ridge Elementary School	General Fund		$0.00
			Notes: Science Fair Coordinator/Teacher Resource			
3	G3.B1.S1.A1	**Provide Training on Strategies to increase rigor in ELA instruction**				**$0.00**
4	G4.B1.S1.A1	**Professional Development on Math Practice Standards**				**$0.00**
					Total:	**$0.00**