Tatum Ridge Elementary School

2018-19 Schoolwide Improvement Plan

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Tatum Ridge Elementary School

4100 TATUM RD, Sarasota, FL 34240

www.sarasotacountyschools.net/tatumridge

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 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	21%

School Grades History

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

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of 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 through the collaborative efforts of the Tatum Ridge Community.

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.

School Leadership Team

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

Name	Title
Dunn, Barry	Principal
DuBois, Mara	Other
Knouse, Sara	Assistant Principal
Weitzel, Cynthia	Teacher, ESE
Kaliher, Eileen	Teacher, K-12
Howard, Diana	Teacher, K-12
Merkley, Debbie	Teacher, K-12
McAnarney, Cami	Teacher, K-12
Kannaday, Tori	Teacher, K-12

Duties

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

Each teacher member of our leadership team was nominated by their team to represent them. Team leaders attend meetings twice a month with administration to discuss pressing school issues and academic needs. When decisions need to be made, team leaders discuss the options with their teams and report back to the leadership team to voice their teams' opinions.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	10	8	5	10	12	0	0	0	0	0	0	0	57
One or more suspensions	2	2	2	6	1	2	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	22	15	0	0	0	0	0	0	0	48

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	2	1	1	1	14	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	3	9	4	8	0	0	0	0	0	0	0	27
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Thursday 9/20/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	11	8	7	10	10	0	0	0	0	0	0	0	52
One or more suspensions	1	6	6	1	2	2	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	12	10	0	0	0	0	0	0	0	33
	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	0	0	2	5	5	0	0	0	0	0	0	0	12

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	11	8	7	10	10	0	0	0	0	0	0	0	52
One or more suspensions	1	6	6	1	2	2	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	12	10	0	0	0	0	0	0	0	33
	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	0	0	2	5	5	0	0	0	0	0	0	0	12

Part II: Needs Assessment/Analysis

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

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

ELA lowest quartile learning gains, was the lowest last year as well.

Which data component showed the greatest decline from prior year?

ELA lowest quartile learning gains, decreased 19%

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

Positive Gap: ELA Achievement, 21 point difference
Negative Gap: Lowest ELA Learning Gains, 3 point difference

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

none. This is not a trend because last year we increased in 6 out of 7 components.

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

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	77%	66%	56%	79%	65%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	53%	57%	55%	57%	54%	52%
ELA Lowest 25th Percentile	45%	46%	48%	46%	49%	46%
Math Achievement	81%	72%	62%	81%	70%	58%
Math Learning Gains	69%	63%	59%	76%	66%	58%
Math Lowest 25th Percentile	56%	51%	47%	56%	50%	46%
Science Achievement	68%	66%	55%	80%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12 (6)	10 (11)	8 (8)	5 (7)	10 (10)	12 (10)	57 (52)
One or more suspensions	2 (1)	2 (6)	2 (6)	6 (1)	1 (2)	2 (2)	15 (18)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (11)	22 (12)	15 (10)	48 (33)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	79%	68%	11%	57%	22%
	2017	81%	71%	10%	58%	23%
Same Grade Comparison	-2%					
Cohort Comparison						
04	2018	72%	67%	5%	56%	16%
	2017	83%	69%	14%	56%	27%
Same Grade Comparison	-11%					
Cohort Comparison	-9%					
05	2018	76%	66%	10%	55%	21%
	2017	83%	66%	17%	53%	30%
Same Grade Comparison	-7%					
Cohort Comparison	-7%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	82%	72%	10%	62%	20%
	2017	82%	71%	11%	62%	20%
Same Grade Comparison	0%					
Cohort Comparison						
04	2018	75%	71%	4%	62%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	78%	73%	5%	64%	14%
Same Grade Comparison		-3%				
Cohort Comparison		-7%				
05	2018	80%	72%	8%	61%	19%
	2017	87%	70%	17%	57%	30%
Same Grade Comparison		-7%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	69%	67%	2%	55%	14%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	34	25	22	55	45	42	29				
ASN	75			83							
HSP	82	59		84	68		43				
MUL	78	50		67	50						
WHT	77	52	42	82	70	59	71				
FRL	62	49	39	67	62	54	51				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	50	59	59	55	64	63	42				
ELL	35	55		47	58						
ASN	73			67	40						
HSP	78	79	73	76	76	69	63				
MUL	83	67		72	92						
WHT	84	70	67	86	68	75	82				
FRL	68	67	63	72	59	72	63				

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Learning Gains for English Language Arts
Rationale	We had a 17% drop in learning gains from the 2016/2017 school year to the 2017/2018 school year. Our bottom quartile learning gains dropped by 19%. We believe our focus needs to be on learning gains across ELA so that we are continuing to challenge our high achieving students while providing support to our developing learners. By working with each student at their instructional level, and building upon that foundation, students will continue to make learning gains as their instructional levels increase.
Intended Outcome	By the spring of 2019, there will be a minimum of a four-percentage point increase in our learning gains, aiming for at least 56% of our students earning learning gains.
Point Person	Barry Dunn (barry.dunn@sarasotacountyschools.net)

Action Step	
Description	Lowest Quartile: Mentor for students in the lowest quartile who are not receiving accommodations and/or interventions. Tutoring program that trained our volunteers in guided reading strategies and utilizes the leveled texts. Strategic training in guided reading from our Reading Recovery teacher. Additional data analysis of students in the lowest quartile. Additional guided reading groups for students in the bottom quartile provided by a contracted person. ESE Students: Students with disabilities will be served in an inclusion setting with the support of the classroom teacher, an ESE teacher, and an aide. Teachers will differentiate their instruction to meet the needs of all students by working in small groups at their level, peer-tutoring, and continual progress monitoring of IEP goals. All Students: School-wide implementation of Lucy Calkins Writing Workshop. Contract services for additional guiding reading support across all grade levels. High Expectations Teaching book study. Analyzing student data within our Professional Learning Communities to ensure students are making expected growth. Professional Development that encompasses learning intentions, success criteria, clarity and how to provide relevant and personalized feedback. Professional Development in iReady (standards mastery and other district-chosen topics regarding iReady). Analysis of grade level data. Monthly/ Continual running records. ELA learning night for our families.
Person Responsible	Barry Dunn (barry.dunn@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	Administration will collect teachers' data spreadsheets and combine grade level data so we can discuss students across the grade level. Data collected will include iReady diagnostics, iReady standards mastery, Fountas and Pinnell Running Records, Dolch Words and Letter/ Sound ID (primary). Administration will be involved in SWST meetings to ensure students' needs are being addressed. Mentors will be trained in trauma informed care and data chats so they can help students create academic goals and monitor those goals throughout the year.
Person Responsible	Barry Dunn (dunnb@manateeschools.net)

Activity #2	
Title	Learning Gains for Mathematics
Rationale	Learning Gains in Math dropped by 1% in 2017-2018. Bottom Quartile Learning Gains in Math dropped 15%. WE believer our focus needs to be on learning gains across Math so that we are continuing to challenge our high achieving students while providing support to our developing learners. By working with each student at their instructional level and building upon that foundation, students will continue to make learning gains as their instructional levels increase.
Intended Outcome	By the Spring 2019 , there will be minimum of a four-percentage point increase in our learning gains, aiming for at least 73% of our students earning learning gains in Mathematics.
Point Person	Barry Dunn (barry.dunn@sarasotacountyschools.net)
Action Step	
Description	Bottom quartile: Mentors for students in the Bottom Quartile who are not receiving accommodations and/or interventions. Additional data analysis of students in the bottom quartile who are not scoring proficient. ESE Students: Students with disabilities will be served in an inclusion setting with the support of the classroom teacher, an ESE teacher, and an aide. Teachers will differentiate their instruction to meet the needs of all students by working in small groups at their level, peer-tutoring, and continual progress monitoring of IEP goals. All: Continuing the Maximizing Math Mentality PD offered by the School District and having conversations at CPT meetings regarding this training and teaching to the standards. Data will be collected throughout the year and teachers will monitor the progress during weekly CPT meeting in addition to monthly PLC meetings with administration. Teachers will attend district iReady trainings and utilize the Standards mastery assessments from iReady.
Person Responsible	Barry Dunn (barry.dunn@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Administration will collect teachers' data spreadsheets and combine grade level data so we can discuss students across the grade level. Data collected will include iReady diagnostics and iReady Standards Mastery. Administration will be involved in SWST meetings to ensure students' needs are being addressed. Mentors will be trained in trauma informed care and data chats so they can help students create academic goals and monitor those goals throughout the year.
Person Responsible	Barry Dunn (barry.dunn@sarasotacountyschools.net)

Activity #3	
Title	Science Proficiency
Rationale	We have been on a steady decline in the area of proficiency according to Science FCAT. We are currently at 68% proficiency, which was a drop from from 77% proficiency the year before.
Intended Outcome	By spring 2019, there will be a minimum of a four-percentage point increase in your proficiency level, aiming for at least 72% of our students meeting proficiency.
Point Person	Barry Dunn (barry.dunn@sarasotacountyschools.net)

Action Step	
Description	All: Grade level Science data will be collected and analyzed to identify areas of needs and improvements in our teaching. Lesson plans will reflect reteaching of unmastered standards. IXL lessons will be monitored by teachers in grades 2 thru 5. Lesson plans and observations will reflect the school-wide focus for each month. Specials teachers are going to incorporate Science FCAT tested standards in their lessons. Teachers will utilize the standards based assessments that the district created to monitor the understanding and mastery of each tested Science standard. Teachers will attend the district trainings (Science bootcamps) offered by Cheri Dame. Science lab teacher will work one on one with Cheri Dame in addition to district Science lab roundings. The Science committee will work on revamping our Science instructional calendar so that all grade levels are focused on the same topics at the same time so that we can incorporate those topics in our school-wide monthly STEM projects and include them in our daily morning news show. Students 2-5 will work on Science IXL which was purchased by our PTO. Hands on application of skills. Incorporating writing in with our Science processes. Science academic evening for our families. ESE Students: Students with disabilities will be served in an inclusion setting with the support of the classroom teacher, an ESE teacher, and an aide. Teachers will differentiate their instruction to meet the needs of all students by working in small groups at their level, and peer-tutoring.
Person Responsible	Barry Dunn (barry.dunn@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	Science Benchmark Assessments across all grade levels, scores input on their data spreadsheets. District Standards Assessments for grades 3-5 that focus on mastery of standards. District Science benchmark assessment for 5th grade.
Person Responsible	Barry Dunn (barry.dunn@sarasotacountyschools.net)

Activity #4	
Title	Social Studies Participation
Rationale	Social Studies Curriculum is a vital part of student learning. It can be effectively integrated with ELA instruction in the areas of Non-Fiction text. Because Social Studies is not a tested area, it is important to ensure that standards are taught in meaningful way giving students context for our community, country, and world.
Intended Outcome	By the end of 2019, 100% of Tatum Ridge Students will be exposed to all Social Studies standards by grade level.
Point Person	Barry Dunn (barry.dunn@sarasotacountyschools.net)

Action Step	
Description	Students will be exposed to whole school learning experiences and interactive participation in specific topics via morning news including, but not limited to: 1.American Founders Month (September) including 9/11 2. Celebrate Freedom Week (September 24-28) 3. The US Constitution 4. Veteran's Day 5. Black History Month 6. President's Day 7. Earth Day 8. Memorial Day
Person Responsible	Sara Knouse (sara.knouse@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	Pre-determined calendar is set to address each of these topics on morning news with facts, trivia, and Question of the Day.
Person Responsible	Sara Knouse (sara.knouse@sarasotacountyschools.net)

Part V: Budget

Total:	**$2,500.00**