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Tuttle Elementary School

2863 8TH ST, Sarasota, FL 34237

www.sarasotacountyschools.net/tuttle

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	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

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

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 Tuttle Elementary is to provide a learning environment that gives each child the opportunity to reach his/her fullest potential while instilling a love for learning through the coordinated efforts of parents, teachers, support staff, 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 Leadership Team

Membership

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

Name	Title
Folino, Patti	Principal
Slane, MaryBeth	Other
Roberts, Annette	Other
Barcnas, Karen	Other
Mainberger, Joanne	School Counselor
Olson, Tunde	Teacher, K-12
Parrish, Scott	Assistant Principal
Cline, Lisa	Teacher, ESE

Duties

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

All members work as a collaborative team to support every student at Tuttle Elementary. The team analyzes data and monitors the progress of each student's academic achievement. Together, problem-solving practices are put in place to ensure all students have the support they need to grow in their academic performance. Members of the leadership team attend weekly School-Wide Support Team (SWST) meetings to ensure that effective, research-based interventions are in place for any student demonstrating an academic and/or behavioral need. Collaboration between the leadership team, grade level teams, the SAC/SDMT, and district teams guide school-wide instructional decisions. The team also determines additional curricular resources that may be necessary to support learning.

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	4	2	2	2	5	3	0	0	0	0	0	0	0	18
One or more suspensions	0	2	2	1	1	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	5	5	7	5	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	40	45	41	0	0	0	0	0	0	0	126

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	1	5	12	7	0	0	0	0	0	0	0	25

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	3	5	15	5	0	0	0	0	0	0	0	0	29
Retained Students: Previous Year(s)	21	29	30	22	0	0	0	0	0	0	0	0	0	102

Date this data was collected

Sunday 9/23/2018

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	8	7	6	8	4	9	0	0	0	0	0	0	0	42
One or more suspensions	2	5	5	8	3	3	0	0	0	0	0	0	0	26
Course failure in ELA or Math	1	9	6	19	7	11	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	39	30	35	0	0	0	0	0	0	0	104

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

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

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	8	7	6	8	4	9	0	0	0	0	0	0	0	42
One or more suspensions	2	5	5	8	3	3	0	0	0	0	0	0	0	26
Course failure in ELA or Math	1	9	6	19	7	11	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	39	30	35	0	0	0	0	0	0	0	104

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

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

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?

The ELA/reading proficiency of students in grade 3-5 continues to be a concern. In 2017-2018 only 53% of our students were reading at proficiency. There has been an increase, but ELA continues to be the lowest performing area.

Which data component showed the greatest decline from prior year?

Fourth-grade students showed a decline in reading and math dropping six percentage points from the year prior. Our students in the black ethnicity group declined from 2017 at 53% proficiency to 37% in 2018, however, the number of students in this group doubled.

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

ELA proficiency showed the biggest gap when compared to the state average.

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

Science continues to improve. There is increased ELA and Science improvement which correlates. We see a phenomenon in that the Science proficiency exceeds ELA in grade 5.

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

We credit a focus on academic vocabulary, a continuum of science instruction in each classroom and through Specials, and specific test-taking strategies provided to students.

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	53%	66%	56%	53%	65%	52%
ELA Learning Gains	57%	57%	55%	56%	54%	52%
ELA Lowest 25th Percentile	58%	46%	48%	55%	49%	46%
Math Achievement	61%	72%	62%	61%	70%	58%
Math Learning Gains	60%	63%	59%	53%	66%	58%
Math Lowest 25th Percentile	46%	51%	47%	28%	50%	46%
Science Achievement	63%	66%	55%	48%	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	4 (8)	2 (7)	2 (6)	2 (8)	5 (4)	3 (9)	18 (42)
One or more suspensions	0 (2)	2 (5)	2 (5)	1 (8)	1 (3)	1 (3)	7 (26)
Course failure in ELA or Math	0 (1)	0 (9)	5 (6)	5 (19)	7 (7)	5 (11)	22 (53)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	40 (39)	45 (30)	41 (35)	126 (104)

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	49%	68%	-19%	57%	-8%
	2017	45%	71%	-26%	58%	-13%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	51%	67%	-16%	56%	-5%
	2017	57%	69%	-12%	56%	1%
Same Grade Comparison		-6%				
Cohort Comparison		6%				
05	2018	50%	66%	-16%	55%	-5%
	2017	42%	66%	-24%	53%	-11%
Same Grade Comparison		8%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	58%	72%	-14%	62%	-4%
	2017	59%	71%	-12%	62%	-3%
Same Grade Comparison		-1%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	59%	71%	-12%	62%	-3%
	2017	65%	73%	-8%	64%	1%
Same Grade Comparison		-6%				
Cohort Comparison		0%				
05	2018	57%	72%	-15%	61%	-4%
	2017	50%	70%	-20%	57%	-7%
Same Grade Comparison		7%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	58%	67%	-9%	55%	3%
	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	16	42	50	23	40	37	21				
ELL	48	55	63	57	60	51	53				
BLK	37	57		45	58	40	63				
HSP	53	61	61	61	58	47	65				
MUL	47	42		73	58						
WHT	65	42		67	76		67				
FRL	51	57	58	59	58	46	59				

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	26	50	50	35	48	38	26				
ELL	46	55	67	59	61	55	48				
BLK	53	50		55	57		45				
HSP	50	55	63	61	67	51	54				
MUL	46			85							
WHT	59	59		60	54		63				
FRL	51	55	54	60	63	55	55				

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 FSA ELA PROFICIENCY

Rationale During the 2017-2018 school year, Tuttle Elementary students performed 13 percentage points below the district average in ELA proficiency.

Intended Outcome By the year 2019, there will be a minimum of a four percentage point increase in ELA for all students raising proficiency from 53% to 57% across grades 3-5.

Point Person Patti Folino (patti.folino@sarasotacountyschools.net)

Action Step

Description Train teachers, monitor implementation, and track progress on the use of research-based, high impact ELA strategies.

Person Responsible Patti Folino (patti.folino@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Classroom Instruction Observations, iReady data review and chats, classroom coaching from trained Reading Recovery Instructors

Person Responsible Patti Folino (patti.folino@sarasotacountyschools.net)

Activity #2

Title ELA LOWEST QUARTILE GOAL

Rationale During the 2017-2018 school year, only half of the students who make up our lowest-performing 25% in ELA, achieved the learning gains needed to increase their FSA score.

Intended Outcome By the year 2019, there will be a minimum of a four percentage point increase in ELA learning gains by students performing in the lowest quartile. Increase learning gains from 58% to 62%. Additionally, our student groups for black ethnicity students and students with disabilities will improve by at least 5% points.

Point Person Patti Folino (patti.folino@sarasotacountyschools.net)

Action Step

Description Leveled Literacy Intervention (LLI) groups are an additional instructional support for students performing in the lowest 30% in ELA.

Person Responsible Scott Parrish (scott.parrish@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Individual student data is displayed and monitored as assessments are given throughout the year. Progress monitoring assessments include Fountas and Pinnell's Benchmark Assessment System (BAS), Online Data Management System (ODMS), iReady Diagnostics and standard's mastery, and prior year's FSA score.

Person Responsible MaryBeth Slane (marybethslane@sarasotacountyschools.net)

Activity #3

Title MATH PROFICIENCY

Rationale During the 2017-2018 school year, Tuttle Elementary students performed 12 percentage points below the district average in math proficiency. Students dropped one percentage point last year when compared to the schools' data for the last two years.

Intended Outcome By the year 2019, there will be a minimum of a four percentage point increase in math proficiency for all students when less than 70% are currently demonstrating proficiency. Students will increase proficiency from 61% to 65% in grades 3-5.

Point Person Scott Parrish (scott.parrish@sarasotacountyschools.net)

Action Step

Description Teachers in grades K-5 will continue to utilize the Maximizing Math Mentality structure following the district's math standards guide for math instruction. Classes are departmentalized in grades 3-5 to allow for expertise teaching.

Person Responsible Scott Parrish (scott.parrish@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Individual student data is displayed and monitored as assessments are given throughout the year. Progress monitoring assessments include ongoing classroom assessments, pre/post standards assessments, iReady Diagnostics and standard's mastery, and prior year's FSA score.

Person Responsible MaryBeth Slane (marybethslane@sarasotacountyschools.net)

Activity #4	
Title	SCIENCE GOAL
Rationale	Tuttle Elementary's students have continued to improve in Science over the past three years. The goal is to maintain the steady improvement.
Intended Outcome	By the year 2019, there will be a minimum of a four percentage point increase for all students improving from 63% to 67% proficiency in Science.
Point Person	Patti Folino (patti.folino@sarasotacountyschools.net)

Action Step	
Description	Students will receive Science instruction at each grade level with their homeroom teacher as well as during Specials with a content area teacher. Science teachers in grades 3-5 will plan instruction with the Science Specials teacher to align the Science curriculum.
Person Responsible	Patti Folino (patti.folino@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	Student progress will be monitored through ongoing classroom assessments and district benchmark assessments.
Person Responsible	Patti Folino (patti.folino@sarasotacountyschools.net)

Activity #5	
Title	SUSPENSION GOALS:
Rationale	With increased behavior concerns, alternatives to suspension are being considered to have a more positive impact on behavior improvement.
Intended Outcome	By the year 2019, there will be a reduction of suspensions from the previous year. The school will reduce the percentage by 5%.
Point Person	Scott Parrish (scott.parrish@sarasotacountyschools.net)

Action Step	
Description	A school-wide PBS behavior management plan will be implemented with fidelity in each classroom. Students in need of Tier II or Tier III interventions will receive social-emotional lessons, behavior interventions or wrap-around support from the Behavior Team that includes administration, the Home School Liaison, Social Worker, Psychologist, Guidance Counselor, Behavior Specialist, and ESE Liaison.
Person Responsible	Kate Maccarone (katelyn.maccarone@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	Effectiveness will be monitored through TPS data, office calls for assistance, misconduct forms, and discipline referrals.
Person Responsible	Kate Maccarone (katelyn.maccarone@sarasotacountyschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Ongoing communication will be provided to families weekly and offered in both English and Spanish, written and voice calls. Community members can access school information through web access, the school marquee, and social media as events occur.

Multiple forms of communication will be used including Parent Link calls, fliers for students to take home, website updates, marquee messages, and peer to peer outreach strategies. Personal family calls are made daily for any student need, concern or reminders.

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 Informational Nights and student showcase opportunities.

All communications will share a common message targeting positive student work habits and their relationship to academic success.

PFEP Link

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

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 SWST 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 through timely and appropriate interventions that are progress monitored.

Through daily school-wide Inner Explorer sessions held on our morning news show, students learn to regulate their body and emotions.

Individual counseling, group counseling, mediation, restorative strategies and referrals to community agencies are some of the ways we would respond to emotionality.

On-site mental health therapists are available to work with students and families as the needs arise.

Teachers recognize proactively that students need to express themselves. This can be done through the use of restorative strategies, peer conflict mediation or through daily self-reflection.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Summer Learning Academy (SLA) hosts incoming Kindergarten, 1st, and 2nd-grade students to an eight-week instructional summer program that incorporates parent training. Students who participated in SLA made gains on the learning based on assessment results preparing them to be ready for school in August.

At the end of each school year, students transitioning from preschool to kindergarten are discussed at SWST/CARE team meetings to plan for their needs at local elementary schools.

Collaboration with feeder middle school occurs for students with an IEP through the Liaison at each school and the district. ESOL articulation files are completed and sent to the feeder middle school. School visits allow transitioning 5th graders to gain knowledge of middle school expectations and have their questions answered.

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.

As part of the Suncoast Campaign for Grade-Level Reading, ongoing district communications allow for community events and resources to share literacy and math strategies for families to use at home and to prepare young children to be ready for school.

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 provide 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 and 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.

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

Community partners such as Achieva Bank provide a school banking program and career information for students and families. Fifth-grade students are able to learn programs such as Word, PowerPoint, Excel, and Publisher through our technology special area. Fifth-grade students participate in Law Day to learn how the US legal system is implemented.

Part V: Budget

Total:	\$66,000.00
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