

Sarasota County Schools

Tuttle Elementary School



2019-20 Schoolwide Improvement Plan

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Tuttle Elementary School

2863 8TH ST, Sarasota, FL 34237

www.sarasotacountyschools.net/tuttle

Demographics

Principal: Patti Folino

Start Date for this Principal: 7/9/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: B (57%) 2016-17: B (57%) 2015-16: C (51%) 2014-15: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School 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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	B	C

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<https://www.floridacims.org>.

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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	Job Duties and Responsibilities
Folino, Patti	Principal	Oversee the Leadership Team by meeting weekly to facilitate ongoing collaboration allowing for problem-solving and clear, consistent communication with staff. The role of the leadership team is to support all school staff to achieve our vision and ensure the highest level of student achievement for all students at Tuttle Elementary School..
Slane, MaryBeth	Other	Monitor the progress of all students and ensure interventions are scheduled for students performing in the lowest 25%. Monitor iReady progress and assist/train teachers to ensure fidelity of the program.
Roberts, Annette	Other	English Language Learner (ELL) Liaison - monitor the progress of our ELL students while ensuring proper placement and educational support throughout the school day. Coordinate meetings with families to discuss progress and strategies to support the child at home.
Barcenas, Karen	Other	English Language Learner (ELL) Liaison - monitor the progress of our ELL students while ensuring proper placement and educational support throughout the school day. Coordinate meetings with families to discuss progress and strategies to support the child at home.
Mainberger, Joanne	School Counselor	Assist and advise students by providing Kelso choices, promote Civility Squad, facilitate restorative circles, and counsel students as needed. Implements and reinforces PBIS school-wide expectations.
Olson, Tunde	Teacher, K-12	Coach and mentor teachers in best literacy practices as a trained Reading Recovery teacher.
Parrish, Scott	Assistant Principal	Assist the principal in leading the school toward meeting the educational and social-emotional needs of all students. Support instructional goals through classroom observations and teacher feedback.
Cline, Lisa	Teacher, ESE	Exceptional Student Education (ESE) Liaison - schedule and facilitate Children At-Risk in Education (CARE) meetings to best meet the needs of students in need of specialized instruction and accommodations. Support the instructional practices of the ESE team.
Cox, Kenny	Attendance/ Social Work	Home School Liaison - provide wrap-around services for families in need to ensure students attend school regularly, on-time, and have all needs met to ensure successful learning.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	101	100	121	137	136	119	0	0	0	0	0	0	0	714
Attendance below 90 percent	1	17	13	17	18	5	0	0	0	0	0	0	0	71
One or more suspensions	0	0	2	2	4	3	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	2	1	1	2	9	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	24	34	40	0	0	0	0	0	0	0	98

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	5	17	13	0	0	0	0	0	0	0	37

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	2	18	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	1	2	3	2	0	0	0	0	0	0	0	8

FTE units allocated to school (total number of teacher units)

71

Date this data was collected or last updated

Friday 8/16/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	5	12	7	0	0	0	0	0	0	0	25

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	5	12	7	0	0	0	0	0	0	0	25

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	68%	57%	52%	68%	55%
ELA Learning Gains	53%	62%	58%	55%	63%	57%
ELA Lowest 25th Percentile	56%	53%	53%	55%	54%	52%
Math Achievement	53%	73%	63%	62%	72%	61%
Math Learning Gains	52%	67%	62%	64%	68%	61%
Math Lowest 25th Percentile	37%	53%	51%	55%	57%	51%
Science Achievement	50%	65%	53%	55%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	101 (0)	100 (0)	121 (0)	137 (0)	136 (0)	119 (0)	714 (0)
Attendance below 90 percent	1 (4)	17 (2)	13 (2)	17 (2)	18 (5)	5 (3)	71 (18)
One or more suspensions	0 (0)	0 (2)	2 (2)	2 (1)	4 (1)	3 (1)	11 (7)
Course failure in ELA or Math	0 (0)	2 (0)	1 (5)	1 (5)	2 (7)	9 (5)	15 (22)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	24 (40)	34 (45)	40 (41)	98 (126)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	70%	-24%	58%	-12%
	2018	49%	68%	-19%	57%	-8%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	53%	67%	-14%	58%	-5%
	2018	51%	67%	-16%	56%	-5%
Same Grade Comparison		2%				
Cohort Comparison		4%				
05	2019	44%	68%	-24%	56%	-12%
	2018	50%	66%	-16%	55%	-5%
Same Grade Comparison		-6%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	73%	-22%	62%	-11%
	2018	58%	72%	-14%	62%	-4%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	56%	72%	-16%	64%	-8%
	2018	59%	71%	-12%	62%	-3%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				
05	2019	51%	70%	-19%	60%	-9%
	2018	57%	72%	-15%	61%	-4%
Same Grade Comparison		-6%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	48%	65%	-17%	53%	-5%
	2018	58%	67%	-9%	55%	3%
Same Grade Comparison		-10%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	20	39	42	32	40	40	29				

2019 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 2017-18	C & C Accel 2017-18
ELL	43	53	70	51	53	41	41				
BLK	25	38	42	30	36	25	45				
HSP	50	56	65	55	52	38	47				
MUL	33			47							
WHT	63	55		66	62		77				
FRL	45	54	58	51	50	38	47				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The ELA/reading proficiency of students in grade 3-5 continues to be a concern. In 2018-2019 only 48% of our students were reading at proficiency. ELA proficiency continues to be the lowest performing area and is believed to impact proficiency in math and science. Contributing factors include students entering Kindergarten with limited English and/or exposure to a literacy-rich home environment. This results in a gap in achievement with students reaching third grade below level in reading, unable to attain standards at the level of complexity necessary for proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Fifth-grade students showed a decline in reading and math dropping six percentage points from the year prior. The data in the prior year for this cohort was similar. Strategic planning of the ELA block with a concentrated focus on reading volume in all grade levels is planned for the 2019-2020 school year. A contributing factor is the increase in disruptive behavior that occurred with 5th grade students during the 2018-2019 school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap occurred with our Lowest 25% in math. Our Lowest 25% ELA students receiving interventions exceeded the district and state. The Lowest 25% Math students did not receive extra interventions in 2018-2019, but will in 2019-2020. A factor that contributed was the focus on reading interventions and not as much support with math.

Which data component showed the most improvement? What new actions did your school take in this area?

Our Lowest 25% ELA students receiving interventions exceeded the district and state. Intervention teachers trained in Leveled Literacy Interventions (LLI) worked with these students daily in addition to the homeroom teacher's instruction and interventions. The groups were fluid with student groups being adjusted as students progressed.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our fourth grade students are highest in all grade levels (17) with more than two early warning indicators. This is a group we need to focus more attention on techniques to increase attendance and instructional time. We continue to experience many behavioral issues that occur on the bus which impacts the students' social-emotional readiness for the school day and attendance.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase overall ELA proficiency for ALL students
2. Increase Lowest 25% of student proficient in Math and Reading
3. Increase overall attendance
4. Increase Science Proficiency
5. Decrease Out of School Suspensions

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA PROFICIENCY
Rationale	During the 2018-2019 school year, Tuttle Elementary students performed 20 percentage points below the district average in ELA proficiency.
State the measurable outcome the school plans to achieve	By the year 2020, there will be a minimum of a seven percentage point increase in ELA for all students, raising proficiency from 48% to 55% across grades 3-5.
Person responsible for monitoring outcome	Patti Folino (patti.folino@sarasotacountyschools.net)
Evidence-based Strategy	<p>Train teachers, monitor implementation, and track progress on the use of John Hattie's research-based, high impact Visible Learning strategies to include: Clarity, Standards-Driven lessons, Student Interaction, Written Response, Intervention & Goal Setting.</p> <p>Classroom teachers will utilize iReady Language Arts Florida Standards (LAFS) books during small group instruction as a supplement to core curriculum. Standards Mastery assessments will guide teachers' instructional focus and complexity of the lessons.</p> <p>Students in Kindergarten and Second grade will participate in the Volunteers Improving Proficiency (VIP) program four days per week. These are students in need of extra skill practice to perform at grade level.</p> <p>John Hattie's work proves the most effective instructional approaches that yield high achievement.</p>
Rationale for Evidence-based Strategy	Materials used by Curriculum Associates have been proven to correlate with the Florida Standards Assessment. This research meets the criteria for "evidence-based" as defined by ESSA, qualifying these programs for School Improvement funding. https://www.curriculumassociates.com/research-and-efficacy
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will be trained throughout the school year on best practices for the ELA block and mastery of standards (school & district training). Administration will attend, support, and reinforce the information presented. 2. Administration will monitor the use of our school-wide Visible Learning initiatives through observations & walkthroughs. Individual and ongoing feedback will be provided to staff based on observations. 3. The Leadership Team will meet with teachers individually and during CPT time to discuss data, observations, & instructional impact. 4. Coaching and modeling by Reading Recovery trained teachers will support instructional staff in mastering best practices. 5. Administration will conduct quarterly data chats with grade level teams and individual teachers. 6. Students in grades 2-5 will complete iReady Standards Mastery following the district scope and sequence. Grade level teams will discuss the standards mastery assessment results, reteach and/or extend based on the data.
Person Responsible	Patti Folino (patti.folino@sarasotacountyschools.net)

#2	
Title	LOWEST 25% GROWTH in ELA
Rationale	During the 2018-2019 school year, 56% of the students who make up our lowest-performing 25% in ELA achieved learning gains.
State the measurable outcome the school plans to achieve	At the conclusion of the 2019-2020 school year, there will be a minimum of a four percentage point increase in ELA learning gains by students performing in the lowest 25%. Additionally, our student groups (Black/African American, Multiracial and SWD), will improve by at least 5% points.
Person responsible for monitoring outcome	Patti Folino (patti.folino@sarasotacountyschools.net)
Evidence-based Strategy	<p>Students performing in the Bottom 25% will receive interventions from trained Title I teachers using iReady diagnostic progression Next Steps, instructional materials provided in the iReady toolbox, Reading Recovery, and the Leveled Literacy Intervention (LLI) program.</p> <p>Ongoing collaboration between the Intervention Teachers and classroom teachers will occur to ensure continuous improvement. If progress is not showing growth, groups will be adjusted and/or interventions changed.</p> <p>Classroom teachers in grades 3-5 will tutor students after school to remediate skills and mastery of standards.</p> <p>The Leveled Literacy Intervention (LLI) program. The approach was used last year and the results exceeded both the district and state.</p>
Rationale for Evidence-based Strategy	Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI). 2009-2010. Center for Research in Educational Policy (CREP) https://eric.ed.gov/?id=ED544374
Action Step	
Description	<ol style="list-style-type: none"> 1. Student data to include the prior year's FSA score, iReady diagnostic 3, and running record, will be analyzed at the beginning of the school year to determine students performing in the bottom 25%. 2. Intervention groups will be created and scheduled to provide additional instruction for students performing in the lower 25%. These students will continue to receive grade-level instruction by their classroom teacher during the ELA block. 3. Progress will be monitored and groups will be adjusted as needed to ensure continued growth and mastery of standards and reading skills. 4. Guided Reading Assessments and iReady daily instruction, growth monitoring, and standards mastery will be sources of data collected throughout the year. 5. Ongoing collaboration between support staff and grade level teachers will occur during CPT time using Striving Reader & the MTSS Decision Tree. 6. Reading Recovery teachers will work 1:1 or in small groups to support current and former Reading Recovery students performing below grade level in grades 1-3.
Person Responsible	MaryBeth Slane (marybethslane@sarasotacountyschools.net)

#3	
Title	MATH PROFICIENCY
Rationale	During the 2018-2019 school year, Tuttle Elementary students performed 20 percentage points below the district average in math proficiency. Students dropped eight percentage points last year when compared to the schools' data from the year prior.
State the measurable outcome the school plans to achieve	By the year 2020, there will be a minimum of a seven percentage point increase in math proficiency for all students. Students will increase FSA Math proficiency from 53% to 60% in grades 3-5.
Person responsible for monitoring outcome	Scott Parrish (scott.parrish@sarasotacountyschools.net)
Evidence-based Strategy	<p>John Hattie's research-based, high impact Visible Learning strategies to include: Clarity, Standards-Driven lessons, Student Interaction, Written Response, Intervention & Goal Setting.</p> <p>iReady Mathematics Florida Standards (MAFS) will be used in small group instruction to supplement the core instruction. Online math fluency programs such as Xtra Math and Prodigy will allow students to engage in extra practice of basic math facts both at school and at home.</p> <p>John Hattie's work proves the most effective instructional approaches that yield high achievement.</p>
Rationale for Evidence-based Strategy	Materials used by Curriculum Associates have been proven to correlate with the Florida Standards Assessment. This research meets the criteria for "evidence-based" as defined by ESSA, qualifying these programs for School Improvement funding. https://www.curriculumassociates.com/research-and-efficacy
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will be trained throughout the school year (school & district training). Departmentalized math teachers will attend district-provided training on the New Zealand Numeracy Approach. 2. Administration will monitor the use of our school-wide Visible Learning instructional methods through observations & walkthroughs. 3. Administration and the School Leadership Team will meet with teachers individually and during CPT time to discuss observations & implementation. 4. Administration will conduct quarterly data chats with grade level teams and individual teachers. 5. Students in grades 2-5 will complete iReady Standards Mastery following the district scope and sequence. Grade level teams will discuss the standards mastery assessment results, reteach and/or extend based on the data. 6. After-school programs will provide students extra time to practice basic math facts.
Person Responsible	Scott Parrish (scott.parrish@sarasotacountyschools.net)

#4	
Title	LOWEST 25% Growth in MATH
Rationale	During the 2018-2019 school year, 37% of students who make up our lowest-performing 25% in Math, showed learning gains.
State the measurable outcome the school plans to achieve	At the conclusion of the 2019-2020 school year, there will be a minimum of a thirteen percentage point increase in Math learning gains by students performing in the lowest 25%. Additionally, our student groups (Black/African American, Multiracial and SWD), will improve by at least 5% points.
Person responsible for monitoring outcome	Scott Parrish (scott.parrish@sarasotacountyschools.net)
Evidence-based Strategy	<p>Math interventions for students performing in the lowest 25% will receive targeted instruction focused on math computation and number sense. Math teachers in grades 3-5 will be trained to use the New Zealand Numeracy approach.</p> <p>Classroom teachers in grades 4 and 5 will tutor students after school to remediate math skills that are showing to be weak.</p> <p>Our students performing in the lowest 25% will need explicit instruction and practice with math facts.</p>
Rationale for Evidence-based Strategy	Findings from the Ministries of Education shows the success and impact of the New Zealand Numeracy Project. https://nzmaths.co.nz/sites/default/files/Numeracy/References/Comp09/NumeracyCompendium09.pdf
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will be trained throughout the school year (school & district training). Departmentalized math teachers will attend district-provided training on the New Zealand Numeracy Approach. 2. Students performing in the lowest 25% in math: numbers & operations will be identified and provided with math interventions during intervention time or the math block. 3. Additional intervention time before, during, and/or after school will be provided. 4. After-school tutoring will be offered to focus on automaticity of math facts.
Person Responsible	Scott Parrish (scott.parrish@sarasotacountyschools.net)

#5	
Title	SCIENCE PROFICIENCY
Rationale	Tuttle Elementary's students had been improving in Science over the past three years. This past year proficiency dropped from 63% to 50%. The state average is 53%.
State the measurable outcome the school plans to achieve	By the year 2020, there will be a minimum of a four percentage point increase for all students improving from 50% to 54% proficiency in Science, above the state average.
Person responsible for monitoring outcome	Patti Folino (patti.folino@sarasotacountyschools.net)
Evidence-based Strategy	<p>All students receive Science curriculum through their Specials rotation. Ongoing assessments and progress monitoring occurs in grade 5 to identify weaker Big Idea areas. The new Science adoption offers leveled text support and materials for hands-on learning.</p> <p>Students in fifth grade will have the opportunity to attend open lab time before and/or after school. The Study Island program will be a daily aspect of classroom instructional rotations for 5th grade students. Community Explorations such as Water Works, Mote Marine, and Circus Machine programs are scheduled to allow for hands-on relevant Science application.</p>
Rationale for Evidence-based Strategy	<p>Additional Science instruction for all students and hands-on learning will result in a deeper understanding and retention of the Science concepts.</p> <p>The Marzano Research Group proved that by using Study Island for just 30 minutes of practice a week, students show significant growth. https://www.studyisland.com/</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. The 5th grade team leader will share results of the Science pre-assessment to determine school-wide areas of focus. 2. All grade levels will utilize lab materials and leveled text to deepen Science concepts. 3. Flocabulary will be used as part of the Science Specials rotation. 4. Study Island, an online Science program will be used as additional Science support for students in grade 5. 5. Community Explorations such as Water Works, Mote Marine, and Circus Machine programs are scheduled to allow for hands-on relevant Science application.
Person Responsible	Patti Folino (patti.folino@sarasotacountyschools.net)

#6	
Title	ATTENDANCE
Rationale	During the 2018-2019 school year, 81% of students were reported as having 'Satisfactory Attendance' according to the district Attendance Works report.
State the measurable outcome the school plans to achieve	By the year 2020, there will be an increase of 5% of students with 'Satisfactory Attendance' according to the district Attendance Works report.
Person responsible for monitoring outcome	Scott Parrish (scott.parrish@sarasotacountyschools.net)
Evidence-based Strategy	<p>Through the continued efforts of our Home School Liaison, Truancy Worker, and Social Worker, students exhibiting chronic absenteeism will receive ongoing support and education on the importance of school attendance.</p> <p>The Attendance Works Committee will meet monthly to include school staff and the Patterson Foundation with a focus on supporting families of students with chronic or severe attendance concerns.</p> <p>Teachers will monitor attendance, contact families when a child is out of school for more than 3 days, and notify support staff when attendance concerns arise. School communication will emphasize that every minute matters: be at school, on time, every day.</p>
Rationale for Evidence-based Strategy	Wrap around support and continuous communication with families of students with chronic absenteeism will yield positive results. The Attendance Works resources prove to show positive results in improving student attendance: https://www.attendanceworks.org/research/
Action Step	
Description	<ol style="list-style-type: none"> 1. The Staff Handbook updates reflect a teacher's responsibility to contact the family when a student is absent 3+ days. 2. The Attendance Committee will meet bi-monthly to monitor students attendance especially those students with chronic absenteeism. 4. Support staff will mentor specific students on the chronic list to motivate and support consistent attendance. 5. School programs and messaging will promote attendance (Attendance BINGO, daily attendance board, marquee messages, principal calls, etc.) 5. Consultation with the District Truancy worker to follow-through with parental responsibilities when needed.
Person Responsible	Kenny Cox (kenny.cox@sarasotacountyschools.net)

#7

Title OUT of SCHOOL SUSPENSION**Rationale** With increased behavior concerns, alternatives to suspension are being considered to have a more positive impact on behavior improvement.**State the measurable outcome the school plans to achieve**

A reduction of suspensions will occur during the 2019-2020 school year when compared with data from the previous year. The school will reduce the percentage by 3%.

Person responsible for monitoring outcome

Scott Parrish (scott.parrish@sarasotacountyschools.net)

Evidence-based Strategy

A school-wide PBIS behavior management plan integrating CHAMPS 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, and/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. Alternatives to Out of School Suspension will be considered when an infraction occurs.

Rationale for Evidence-based Strategy

Continuous collaboration to best meet the social-emotional and behavioral needs of our students is the research-based best practice. Source: A JOINT REPORT BY THE CENTER FOR CIVIL RIGHTS REMEDIES OF UCLA'S CIVIL RIGHTS PROJECT.

Action Step**Description**

1. As part of the MTSS process, teachers and support staff will meet to discuss students on the watch list: FBA/BIP, Tier II behaviors.
2. Classroom teachers and the behavior teacher will monitor interventions and progress.
3. The Leadership Team will meet weekly to problem solve and share successes regarding student behavior.
4. Social Emotional Learning (SEL) techniques for Classroom Success will be presented during the October Professional Day to educate staff.
5. Reinforcement of Tier I management and behavior expectations will occur consistently amongst all staff.
6. Alternatives to Out of School Suspension will be considered when an infraction occurs.

Person Responsible

Kate Maccarone (katelyn.maccarone@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities (optional)**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Student groups performing below 41% (Black/African American, Multiracial, and SWD) will receive interventions during the school day and free after school tutoring.

Students with Disabilities (SWD) - current performance is 37%. To meet ESSA standards, ESE teachers

will work more closely with the classroom teachers to target specific deficit skills in reading and math, in addition to the IEP goals. iReady Next Steps will guide the instructional focus to help close the achievement gap with this student group.

Black/African American students - current performance 34%. To meet ESSA standards, intervention teachers will work more closely with the classroom teachers to target specific deficit skills in reading and math. iReady Next Steps will guide the instructional focus to help close the achievement gap with this student group. Teachers will monitor the progress of these students through iReady lessons, ongoing running records, WriteScore, and math fluency tests.

Multiracial students - current performance 40%. To meet ESSA standards, intervention teachers will work more closely with the classroom teachers to target specific deficit skills in reading and math. iReady Next Steps will guide the instructional focus to help close the achievement gap with this student group. Teachers will monitor the progress of these students through iReady lessons, ongoing running records, WriteScore, and math fluency tests.

Parent Teacher conferences will communicate a partnership between home and school allowing families to share specific culturally relevant information to help motivate and positively impact learning.

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 Schoolwide Improvement Plan 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, Spanish, and Portuguese. Communications will be available in written format through email, social media and text as well as voice calls. Community members can access school information through flyers, web access, the school marquee, and social media as events occur.

Multiple forms of communication will be used including Parent Link calls, flyers 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.

Family events will be scheduled at a minimum once per month.

Feedback is provided by parents during School Advisory Meetings and surveys. Parental involvement will focus on increasing the number of parents attending grade level curriculum/performance events, Parent Informational Nights, and student showcase opportunities.

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.

Tuttle has a full-time Mental Health therapist and guidance counselor on campus daily. Additionally, Forty Carrots provides part-time mental health services for Tuttle students in need. As the need arises, the School-Wide Support Team meets to identify student who have social-emotional needs that are not being met in the general classroom. Recommendations are made for the level of therapy needed.

A full time Home School Liaison and part-time Social Worker offer wrap-around services to the families as needed to ensure students attend school in a positive mental state.

The Civility Squad initiative is integrated as part of the everyday curriculum.

Tuttle Elementary will host a Social Emotional Learning (SEL) Techniques for Classroom Success training for all staff on the October Professional Day. The Florida Center school Mental Health Therapist, Guidance Counselor and Home School Liaison will present to the staff.

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

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, 2nd, and 3rd grade students with an eight-week instructional summer program that incorporates parent training. Students who participated in SLA made gains in Reading and Math based on assessment results which prepares them to be ready for school in August and prevents the Summer Slide.

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 schools 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 Spring, Tuttle Elementary School hosts two Kindergarten Round-Up events to familiarize incoming Kindergartners and their families with the campus, as well as the Kindergarten curriculum.

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. 1) Individual student data is compared to state benchmarks and average peer performance to identify the specific skill or performance deficits. 2) Analyze the problem to determine why it may be occurring. 3) Identify instructional strategies, curriculum resources and/or environmental factors that can be put in to place to help. 4) Monitor the response to intervention to determine 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.

Title I, Part C – Migrant – The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families.

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.

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 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.

Nutrition Programs–The District FNS has implemented the Universal Free Breakfast program at Tuttle Elementary. All students can receive free breakfast provided by the cafeteria each school day. Students participating in after school tutoring or clubs are able to obtain a free meal after school.

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

All Tuttle students participate in Career Technology & Citizenship (CTC) classes as part of their Exploratory experiences. Fifth grade students participate in Law Day where community lawyers visit and prepare a mock trial. Community partners such as Achieva Bank provide a school banking program and career information for students and families.

As part of the Suncoast Campaign for Grade-Level Reading, ongoing district communications allow for community events and resources that promote career clusters.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA PROFICIENCY	\$0.00
2	III.A.	Areas of Focus: LOWEST 25% GROWTH in ELA	\$0.00
3	III.A.	Areas of Focus: MATH PROFICIENCY	\$0.00
4	III.A.	Areas of Focus: LOWEST 25% Growth in MATH	\$0.00
5	III.A.	Areas of Focus: SCIENCE PROFICIENCY	\$0.00
6	III.A.	Areas of Focus: ATTENDANCE	\$0.00
7	III.A.	Areas of Focus: OUT of SCHOOL SUSPENSION	\$0.00
Total:			\$0.00