

Sarasota County Schools

Tatum Ridge Elementary School



2019-20 Schoolwide Improvement Plan

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Tatum Ridge Elementary School

4100 TATUM RD, Sarasota, FL 34240

www.sarasotacountyschools.net/tatumridge

Demographics

Principal: Barry Dunn

Start Date for this Principal: 6/19/2019

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	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (64%) 2016-17: A (74%) 2015-16: A (68%) 2014-15: A (83%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">27%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">21%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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SIP Authority

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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	Job Duties and Responsibilities
Dunn, Barry	Principal	<ul style="list-style-type: none"> * (1) Develop, implement and assess the academic program leading to student success. * (2) Develop and implement an annual School Improvement Plan. * (3) Coordinate program planning with District staff. * (4) Interview and select qualified employees to be recommended for employment. * (5) Monitor and conduct personnel evaluations and take appropriate action. * (6) Develop an annual assessment for inservice needs leading to faculty improvement. * (7) Provide leadership and vision to the School Improvement Process and changes leading to improvement. * (8) Develop a positive teaching / learning environment leading to teacher and student success. * (9) Develop and implement a safe and orderly school plan. * (10) Develop and implement a successful discipline plan promoting a safe teaching / learning environment. * (11) Promote a positive school image through appropriate communication and community involvement. * (12) Develop high expectations for teachers and students and promote this vision to the community. * (13) Develop and maintain the school budget by involving appropriate input and by meeting local and state guidelines.
Knouse, Sara	Assistant Principal	<p>MTSS facilitator, testing coordinator, behavior</p> <ul style="list-style-type: none"> * (1) Assist in the development, implementation and evaluation of the instructional program, including the use of technology. * (2) Supervise curricular and extracurricular activities as assigned. * (3) Provide recommendations to the Principal regarding curriculum improvement. * (4) Supervise textbook and equipment selection, acquisition and inventory. * (5) Assist the Principal in the administration of the summer school program. * (6) Assist with coordinating student field trips. * (7) Assist in developing the master schedule and assignment of students and staff. * (8) Assist in the administration of the testing program. * (9) Assist in gathering, analyzing and interpreting data related to student performance. * (10) Assist in coordinating the School Accreditation Program and School Improvement Program. * (11) Assist with the supervision of personnel, including orientation of new employees as assigned. * (12) Assist the Principal in developing personnel assignments and duty rosters. * (13) Assist in implementing and administering negotiated employee contracts.

Name	Title	Job Duties and Responsibilities
		<p>*(14) Assist in the coordination of the school's inservice program.</p> <p>*(15) Assist teachers in developing professional development plans and activities.</p> <p>*(16) Assist in monitoring and assisting substitute teachers.</p>
Howard, Diana	Teacher, K-12	<p>Team Leader, Grade 2</p> <p>As a part of Team Leaders, teachers will engage in conversations that have an impact on the whole school (resources, professional development, family engagement, SDMT decisions, students receiving interventions, and other topics that come to team leaders throughout the year). Team Leaders may be asked to make decisions on behalf of their team or asked to poll their teammates and report back.</p>
McAnarney, Cami	Teacher, K-12	<p>Team Leader, Grade 3</p> <p>As a part of Team Leaders, teachers will engage in conversations that have an impact on the whole school (resources, professional development, family engagement, SDMT decisions, students receiving interventions, and other topics that come to team leaders throughout the year). Team Leaders may be asked to make decisions on behalf of their team or asked to poll their teammates and report back.</p>
Kannaday, Tori	Teacher, K-12	<p>Team Leader, Kindergarten</p> <p>As a part of Team Leaders, teachers will engage in conversations that have an impact on the whole school (resources, professional development, family engagement, SDMT decisions, students receiving interventions, and other topics that come to team leaders throughout the year). Team Leaders may be asked to make decisions on behalf of their team or asked to poll their teammates and report back.</p>
Wiebke, Heather	Teacher, ESE	<p>ESE Liaison, Team Leader</p> <p>As a part of Team Leaders, teachers will engage in conversations that have an impact on the whole school (resources, professional development, family engagement, SDMT decisions, students receiving interventions, and other topics that come to team leaders throughout the year). Team Leaders may be asked to make decisions on behalf of their team or asked to poll their teammates and report back.</p> <p>Liaison meets with ESE teachers (inclusion, pullout, behavior) to relay information and/or gain input from the ESE team regarding data and support needs.</p>
Gomez, Jessica	School Counselor	<p>CAARS, class lessons, individual counseling, group counseling, behavior, SWST, attendance</p>
Houghton- Brown, Holly	Teacher, K-12	<p>4th Grade Team Leader</p> <p>As a part of Team Leaders, teachers will engage in conversations that have</p>

Name	Title	Job Duties and Responsibilities
		an impact on the whole school (resources, professional development, family engagement, SDMT decisions, students receiving interventions, and other topics that come to team leaders throughout the year). Team Leaders may be asked to make decisions on behalf of their team or asked to poll their teammates and report back.
Kaliher, Eileen	Teacher, K-12	Team Leader, Grade 1 As a part of Team Leaders, teachers will engage in conversations that have an impact on the whole school (resources, professional development, family engagement, SDMT decisions, students receiving interventions, and other topics that come to team leaders throughout the year). Team Leaders may be asked to make decisions on behalf of their team or asked to poll their teammates and report back.
Trivino, Margaret	Teacher, K-12	Team Leader, Grade 5 As a part of Team Leaders, teachers will engage in conversations that have an impact on the whole school (resources, professional development, family engagement, SDMT decisions, students receiving interventions, and other topics that come to team leaders throughout the year). Team Leaders may be asked to make decisions on behalf of their team or asked to poll their teammates and report back.

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	115	98	121	108	116	101	0	0	0	0	0	0	0	659
Attendance below 90 percent	1	4	8	6	5	5	0	0	0	0	0	0	0	29
One or more suspensions	0	4	5	4	3	2	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	1	5	11	0	0	0	0	0	0	0	17

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	0	2	2	0	0	0	0	0	0	0	4

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	7	2	14	1	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

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

49

Date this data was collected or last updated

Tuesday 9/10/2019

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

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	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 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	2	1	1	1	4	0	0	0	0	0	0	0	9

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	77%	68%	57%	83%	68%	55%
ELA Learning Gains	65%	62%	58%	70%	63%	57%
ELA Lowest 25th Percentile	51%	53%	53%	64%	54%	52%
Math Achievement	79%	73%	63%	83%	72%	61%
Math Learning Gains	69%	67%	62%	70%	68%	61%
Math Lowest 25th Percentile	48%	53%	51%	72%	57%	51%
Science Achievement	71%	65%	53%	77%	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	115 (0)	98 (0)	121 (0)	108 (0)	116 (0)	101 (0)	659 (0)
Attendance below 90 percent	1 (12)	4 (10)	8 (8)	6 (5)	5 (10)	5 (12)	29 (57)
One or more suspensions	0 (2)	4 (2)	5 (2)	4 (6)	3 (1)	2 (2)	18 (15)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	0 (0)	2 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (11)	5 (22)	11 (15)	17 (48)

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	77%	70%	7%	58%	19%
	2018	79%	68%	11%	57%	22%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	80%	67%	13%	58%	22%
	2018	72%	67%	5%	56%	16%
Same Grade Comparison		8%				
Cohort Comparison		1%				
05	2019	73%	68%	5%	56%	17%
	2018	76%	66%	10%	55%	21%
Same Grade Comparison		-3%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	83%	73%	10%	62%	21%
	2018	82%	72%	10%	62%	20%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	78%	72%	6%	64%	14%
	2018	75%	71%	4%	62%	13%
Same Grade Comparison		3%				
Cohort Comparison		-4%				
05	2019	76%	70%	6%	60%	16%
	2018	80%	72%	8%	61%	19%
Same Grade Comparison		-4%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	71%	65%	6%	53%	18%
	2018	69%	67%	2%	55%	14%
Same Grade Comparison		2%				
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	45	48	45	56	64	48	45				
ELL	64			93							
BLK	50			50							
HSP	85	68		80	54		87				
MUL	69	64		77	82						
WHT	78	65	49	79	69	43	72				
FRL	68	58	48	73	72	62	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	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				

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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	460
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	79
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	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	75
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	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - 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	61
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.

Math bottom quartile: 48% School focus on ELA; not enough attention to math interventions; teachers used the math model that the district provided training in and found they didn't have enough time to pull small groups

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

Math bottom quartile: 11% decrease from prior year; not enough focus on math interventions- instead teachers are spending time reteaching grade level material instead of filling in needed gaps; teachers used the math model that the district provided training in and found they didn't have enough time to pull small groups to differentiate their math instruction

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.

Math bottom quartile: Tatum Ridge was 3% points below the state. School focus on ELA; not enough attention to math interventions; teachers used the math model that the district provided training in and found they didn't have enough time to pull small groups

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

ELA Learning Gains improved by 14%. ELA learning gains were our focus for the 2018-2019 school year. We hired a teacher to provide contract services to provide additional support to our bottom quartile students in the form of guided reading. We revamped our volunteer program so that volunteers were trained in guided reading. We purchased leveled readers with guided reading lesson plans. PD focus last year was on guided reading strategies and fidelity interventions.

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

We currently have 29 students who have less than 90% attendance. We know that if students are not in school they are not learning.

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

1. Math Learning Gains
2. ELA Learning Gains
3. Science Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Learning Gains
Rationale	Our math bottom quartile learning gains was our largest drop from the prior school year and now our lowest performing area. By focusing on learning gains in general, our bottom quartile will be positively effected along with learning gains across the board. If we provide additional support and focus in the area of interventions and additional teaching resources, teachers will be able to meet students where they are, teaching remedial or enrichment skills, so that all students can make the needed gains.
State the measurable outcome the school plans to achieve	Concluding the 2019-2020 school year, Tatum Ridge will make a 4% point increase in learning gains in math as measured by the Florida Standards Assessment. Math overall learning gains will increase from 69% to 73% and our bottom quartile learning gains will increase from 48% to 53%.
Person responsible for monitoring outcome	Sara Knouse (sara.knouse@sarasotacountyschools.net)
Evidence-based Strategy	Data collection and ongoing monitoring multiple times per year to ensure the students in the bottom quartile needs are being met; facilitating MTSS meetings to ensure proper math interventions are being implemented and observations to ensure the interventions are being provided with fidelity; work with district math specialists to provide additional math PD in the areas of interventions, remediation, and enrichment; reworking our math blocks to provide small group instruction at students' levels to ensure growth, provided an additional 30-minute intervention/enrichment period (in addition to the daily 30 minute computer lab) to provide small group interventions, reteaching and/or enrichment.
Rationale for Evidence-based Strategy	When working with students at their level to fill the missing concepts in number sense, students will develop the necessary skills needed when solving more advanced concepts that build from number sense. The evidence and data used will come from iReady, classroom assessments, math benchmark assessments, classroom and intervention observations and Tiered documentation and discussions during MTSS meetings. Teachers will collect data on their students throughout the year to ensure students are meeting their yearly growth on iReady, intervention progress, standards mastery and grade level benchmark assessments.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify bottom quartile students in all grade levels, in addition to the students who may need enrichment opportunities to maintain their FSA scores 2. Ensure teachers know how many points each student needs to make a learning gain 3. Analyze beginning of the year data to ensure students are receiving additional support in the areas of interventions and/or enrichment 4. Provide PD in the area of math interventions 5. Progress monitor iReady data, standards mastery, benchmark assessments and intervention data of students who are in the each profile.
Person Responsible	Barry Dunn (barry.dunn@sarasotacountyschools.net)

#2	
Title	ELA Learning Gains
Rationale	By focusing on learning gains, our bottom quartile will be positively effected along with learning gains in general. If we provide additional support and focus in the area of interventions and additional teaching resources, teachers will be able to meet students where they are, teaching remedial or enrichment skills, so that all students can make the needed gains.
State the measurable outcome the school plans to achieve	Concluding the 2019-2020 school year, Tatum Ridge will make a 4% point increase in learning gains in ELA as measured by the Florida Standards Assessment. ELA overall learning gains will increase from 65% to 69% and our bottom quartile learning gains will increase from 51% to 55%.
Person responsible for monitoring outcome	Sara Knouse (sara.knouse@sarasotacountyschools.net)
Evidence-based Strategy	Continue our work in differentiated instruction, guided reading, Balanced Approach to Reading, using Fountas & Pinnell Benchmark Assessment Systems to find instructional reading levels, and using research-based interventions. In addition to all of the work we are continuing from last year, we are adding a focus in teacher clarity and standards-based planning so that students' can self-monitor their learning. We continued our plan from last year by hiring a teacher on leave for contracted services; she provides additional guided reading and instruction outside of the ELA block to our students in the bottom quartile for students in 3rd, 4th and 5th and grades. Tatum Ridge trains our volunteers in guided reading so that they can work one on one with students who are below level to get yet additional support.
Rationale for Evidence-based Strategy	When working with the students at their instructional level, students will develop the necessary skills needed to become independent reading. The goal of guided reading is for students to use these strategies independently on their way to becoming fluent, skilled readers. The steps for a guided reading lesson are: Before reading: Set the purpose for reading, introduce vocabulary, make predictions, talk about the strategies good readers use. By starting at students' instructional levels, students will make quicker growth than they would if they were only provided grade level materials that they cannot read.
Action Step	
Description	<ol style="list-style-type: none"> 1. Collect and analyze students' Fountas and Pinnell Benchmark Assessment levels for each student, along with beginning of the year iReady data to determine students' needs. 2. Work with teachers to group their students based by ability for small group instruction 3. Assign our students in the bottom quartile additional guided reading support from our contracted teacher 4. Provide a refresher PD on guided reading groups and introduce the new guided reading materials we purchased over the summer for teachers to use with all of their students 5. Provide PD in Balanced Approach to Literacy 6. Ensure teachers know how many points each student needs in order to make a learning gain 7. Progress monitor throughout the year to analyze growth or lack of to make instructional decisions (Rtl interventions or additional support if needed) using Fountas and Pinnell BAS, running/reading records, iReady, standards mastery, intervention data and benchmark assessments.

Person Responsible Sara Knouse (sara.knouse@sarasotacountyschools.net)

#3	
Title	Science Achievement
Rationale	In terms of the percentage of students at or above grade level, Science is our lowest area. Up until last year, our Science proficiency scores were on a steep decline. We improved 2% last year.

State the measurable outcome the school plans to achieve	Concluding the 2019-2020 school year, Tatum Ridge will make a 2% point increase in Science Proficiency as measured by the Florida Standards Science Assessment. Science proficiency will increase from 71% to 73%.
Person responsible for monitoring outcome	Sara Knouse (sara.knouse@sarasotacountyschools.net)
Evidence-based Strategy	<p>Redistributing teacher placement, progress monitoring in the form of pre and post assessments in Science across grade levels, creating a STEM lab in addition to a Science lab on our specials rotation, PD in our new Science Series, working with district specialist to help guide our instruction, and analyzing 5th grade Benchmark results to determine standards that were not mastered in previous grade levels</p> <p>Because our Science proficiency scores were on a steep decline, we determined that we needed to make some adjustments. We created a STEM lab so that students could learn Science and Engineering skills that are built on the Nature of Science. Our Science lab and grade levels are following the district IFG for Science so that the labs that are provided in Science enhance the topic that teachers are teaching in their classrooms. The Science committee analyzed the 5th grade Benchmark scores and determined better ways we could teach the previously learned standards that are not taught again to the level of transfer knowledge. The team also decided it would be best for our Science and STEM labs focus on remediating the previous learned skill deficits during their lab times so that 5th grade teachers could focus on grade level standards. PD in the new Science series provides teachers with additional tools they can use in their classrooms in terms of curriculum and enhancement opportunities. Students will continue to use IXL for additional Science support</p>
Rationale for Evidence-based Strategy	

Action Step	
Description	<ol style="list-style-type: none"> 1. Analyze FSSA scores from the prior year along with the beginning of the year Benchmark assessment to determine standards that are not yet mastered 2. Science Committee will organize Benchmark assessments for each grade level to determine growth in grade level standards and will also ensure that teachers are teaching those standards 3. Organize support from our Science Specialist from the district 4. Progress monitor benchmark assessments, mastery of Science standards across grade level, and the usage of IXL 5. Provide a family engagement night based on Science skills 6. Provide additional resources and lab materials to teachers so that they can do appropriate labs in their classrooms 7. Contact outside services to support our Science instruction in our classrooms (mobile labs, FAB lab..., field trips)

Person Responsible Sara Knouse (sara.knouse@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).

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.

This year we are focusing on building our PTO and SAC so that we have more outside voices and input regarding school initiatives and events. We continue to grow our business partners and increase the number of events in which stakeholders participate as active members of our school community. We are focusing on using the Tatum Facebook page to engage students and families in all of the amazing things we do at school each day, in addition to live evening read alouds for our families.

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.

Teachers have been trained in Restorative Strategies in addition to SEDNET training. Behavior specialist and assistant principal continue to take professional development in SEL and provide training to the staff based on our learning. CPI will be provided during our professional development day in October so teachers will have strategies on preventing crisis in their classrooms and also learn how to react to students when they are in a crisis situation. Students of concern are brought to our SWST team to discuss options/strategies the students will benefit from. Tatum also implements an in-school mentoring program that matches our social emotional learners to a staff member for additional support.

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

Teachers create classes for the next year based on academics and behavioral concerns. The ESE team is provided a day at the end of the year to develop a plan for their incoming students for the following year- doing this ensures ESE teachers at each grade level are collaborating about students needs. Teachers complete an information card on each student regarding grades and behaviors so the next year's teacher has information regarding their students upon the beginning of the year.

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.

During the summer, administration analyzes all available data (iReady, FSA, Benchmarks) and identify the students who fell in the bottom quartile in each tested subject. Our Reading Recovery teachers are used to meet the needs of our Kindergarten, First grade and Second grade in ELA. We hired a teacher for contracted services, using local funds to work with the students in our bottom quartile students in 3rd grade, fourth grade, and 5th grade. We used local funds to build a guided reading library for our staff. Every month, administration meets with academic committees to analyze data, discuss available resources and determining appropriate interventions for our students who demonstrate a need. Grade levels meet with administration once a month for progress monitoring and student needs. Administration meets with each individual teachers at least twice a year to review data and discuss plans of action. Our SWST team meets weekly regarding students in need academically and or emotionally so that we can come up with collective plans to increase the learning in individual students.

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

We use our STEM lab, which is on the specials wheel, to introduce types of industry positions/jobs to our students. This includes bringing in community members to speak to our students regarding the education needed and the requirements and responsibilities of their jobs.

Part V: Budget

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

1	III.A.	Areas of Focus: Math Learning Gains				\$0.00
2	III.A.	Areas of Focus: ELA Learning Gains				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1282 - Tatum Ridge Elementary School	General Fund		\$15,000.00
3	III.A.	Areas of Focus: Science Achievement				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1282 - Tatum Ridge Elementary School	General Fund		\$2,000.00
					Total:	\$17,000.00