

Sarasota County Schools

Tatum Ridge Elementary School



2020-21 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: 8/7/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2019-20 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%)
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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Tatum Ridge Elementary School

4100 TATUM RD, Sarasota, FL 34240

www.sarasotacountyschools.net/tatumridge

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	24%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities 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
		<p>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>Kaliher, Eileen</p>	<p>Teacher, K-12</p>	<p>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.</p>
<p>Trivino, Margaret</p>	<p>Teacher, K-12</p>	<p>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.</p>

Demographic Information

Principal start date

Friday 8/7/2020, Barry Dunn

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

<p>2020-21 Status (per MSID File)</p>	<p>Active</p>
<p>School Type and Grades Served (per MSID File)</p>	<p>Elementary School KG-5</p>
<p>Primary Service Type (per MSID File)</p>	<p>K-12 General Education</p>
<p>2019-20 Title I School</p>	<p>No</p>

2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2019-20 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%)
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 .	

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	121	129	85	123	103	116	0	0	0	0	0	0	0	677
Attendance below 90 percent	1	3	2	8	4	7	0	0	0	0	0	0	0	25
One or more suspensions	0	3	2	14	10	7	0	0	0	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	3	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	3	0	0	0	0	0	0	0	5

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	5	4	6	0	0	0	0	0	0	0	18

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 9/15/2020

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	
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	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

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	
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	2	1	5	4	6	0	0	0	0	0	0	0	18

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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 was on ELA and that is where we focused our resources and training. Training and collaboration on effective math interventions began in 2019-2020 as a team of our teachers collaborated in the Sarasota Numeracy Project. We will continue to use the progress monitoring and identification of skill gaps provided through this project and are confident that the work we have done and continue to do will prove to be valuable. Without FSA data for 2019-2020, we were unable to track our progress at the end of the school year.

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. One factor in this decline is that we focused on ELA and guided reading groups in the 2017-2018 school year, along with implementing appropriate reading interventions to struggling readers. More training is necessary to truly address math Teachers have began training in 2019-2020 on appropriate math interventions and will continue to use the district GPS, align teaching with standards, using formative assessment, and progress monitoring. We also have a team participating in the Sarasota Numeracy project and have used the Gloss and Ikan assessments for progress monitoring and identifying gaps in learning.

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. Tatum's focus was on ELA. More training is needed to provide appropriate Math interventions and continue to effectively progress monitor as referenced in 1b.

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

Our ELA Learning Gains improved by 14%. ELA Learning Gains were our focus for the 2018-2019 and 2019-2020 school years. We hired a teacher to provide contract services 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 for the last two years was on guided reading strategies and fidelity to interventions.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

We currently have 25 students who have less than 90% attendance and we have 18 students who are high risk due to having 2 or more indicators.

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

1. Math Learning Gains
2. Reading Learning Gains
3. Science Proficiency
4. Staff Mental Health

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our math bottom quartile learning gains were 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 affected along with the area of intervention 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.

Measurable Outcome: Our bottom quartile learning gains for math from the 2018-2019 school year were 48%. Because FSA was cancelled last year, we will use iReady to progress monitor our learning gains in math for this year's School Improvement Plan. Our goal is that 73% of our student population will make at least a year's worth of growth, according to iReady's AP3 assessment data; this is a 4% increase from our math learning gains from the 2018-2019 FSA. Because we are measuring learning gains, we will not have any data until AP2, at which time we anticipate at least 73% of all students improve by half of their yearly target; and at least 52% of our students in the bottom quartile improve by half their yearly target.

Person responsible for monitoring outcome: Sara Knouse (sara.knouse@sarasotacountyschools.net)

Evidence-based Strategy: Bottom quartile students will be identified. Data collection and ongoing progress monitoring to ensure the students are working at their level and that they are continuing to grow. Teachers will use the Sarasota Numeracy Project to work with student who are below level in math and receiving math interventions to help close the learning gaps. Teachers will monitor iReady lessons to make sure students are passing their lessons and progressing through the program. Teachers and admin will have data chats throughout the year, discussing students who are low performing and/or not making academic gains.

Rationale for Evidence-based Strategy: By using the assessments from the Sarasota Numeracy Project, teachers will identify specific deficits in student learning and be provided the intervention lessons and assessments for progress monitoring. Once we can develop the foundational skills of math, students will also develop the skills needed to solve more advanced concepts.

Action Steps to Implement

1. Identify bottom quartile students in all grade levels, as well as students who fall on the cusp, in all grade levels according to 2018-2019 FSA data and current iReady diagnostic data from AP1. Ensure students who are in the bottom quartile are receiving additional support. Use the district provided GPS, align all teaching and learning with standards, use formative assessments, and ongoing progress monitoring to ensure all student needs are being met.

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

2. Ensure teachers know how many points each 5th grade student and retained 4th grade students need for a learning gain according to FSA.

Person Responsible Barry Dunn (barry.dunn@sarasotacountyschools.net)

3. Professional development in the Sarasota Numeracy Project, Instructional Focus Guide and iReady for all grade levels.

Person Responsible Joy Myers (joy.myers@sarasotacountyschools.net)

4. Implementation of the Sarasota Numeracy Project for our students who fall in the bottom quartile in math and are working below grade level.

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

5. Progress monitor data from the following sources: Sarasota Numeracy Project, iReady, benchmark assessments, MTSS, and other teacher assessments to ensure students in each profile are making accurate gains.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to ELA**Area of****Focus****Description****and****Rationale:**

Our 2018-2019 FSA ELA Learning Gains were 65%. Concluding the 2020-2021 school year, we will show a 4% point increase in ELA learning gains making our goal 69%.

Measurable Outcome:

Our learning gains for ELA improved 12% from the 2017-2018 to 2018-2019 school year, leaving us with 65% of our students making a learning gain. Our bottom quartile learning gains improved by 6%, leaving us with 51% of our students making a learning gain. Because FSA was cancelled last year, we will use iReady to progress monitor our learning gains in reading for this year's School Improvement Plan. Our goal is that 69% of our student population will make at least a year's worth of growth, according to iReady's AP3 assessment data; this is a 4% increase from our reading learning gains from the 2018-2019 FSA. Because we are measuring learning gains, we will not have any data until AP2, at which time we anticipate at least 69% of all students improve by half of their yearly target; and at least 55% of our students in the bottom quartile improve by half their yearly target (it was 51% on the 2018-2019 FSA).

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 would like to continue our plan from the last two years by hiring someone for contracted services to provide additional guided reading to our students in the bottom quartile. 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; we hope to be able to utilize outside people for volunteering soon. Thinking Maps training is available to all Tatum staff.

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. Thinking Maps and interventions both have high effect sizes: Thinking Maps- .87 and interventions-1.09. We know that when students think about their thinking and work on their deficits, students will grow.

Action Steps to Implement

1. Identify bottom quartile students in all grade levels, as well as students who fall on the cusp, in all grade levels according to 2018-2019 FSA data and current iReady diagnostic data from AP1. Ensure students who are in the bottom quartile are receiving additional support if needed.

Person Responsible

Sara Knouse (sara.knouse@sarasotacountyschools.net)

2. Ensure teachers know how many points each 5th grade student and retained 4th grade students need for a learning gain according to FSA.

Person Responsible Barry Dunn (barry.dunn@sarasotacountyschools.net)

3. Professional development in guided reading, word work, Balanced Literacy Approach, and Thinking Maps for all levels.

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

4. Progress monitor iReady data, benchmark assessments, MTSS data, and teacher assessments to ensure students in each profile are making accurate gains.

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

#3. Instructional Practice specifically relating to Science

Area of Focus
Description and 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.

Measurable Outcome: 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: 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

Rationale for Evidence-based Strategy: 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

Action Steps to Implement

1.) Complete beginning of the year Science Benchmark assessment (5th graders)

Person Responsible Cynthia Denton (cynthia.denton@sarasotacountyschools.net)

2. Analyze data and determine standards that need to be taught and standards that can just be reviewed.

Person Responsible Cynthia Denton (cynthia.denton@sarasotacountyschools.net)

3. Utilize IXL to help fill in or reteach remedial skills and standards.

Person Responsible Cynthia Denton (cynthia.denton@sarasotacountyschools.net)

4. Collaborate with Sheri Dame, the district's science specialist, on planning and assessments.

Person Responsible Cynthia Denton (cynthia.denton@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

[We currently have 25 students who have less than 90% attendance and we have 18 students who are high risk due to having 2 or more indicators.] Attendance: Students who are having issues with attendance will be brought to SWST. The SWST team includes: school counselor, truancy worker, social worker, teacher, assistant principal, psychologist and ESE liaison. Interventions will be implemented. If the problem persist, we will write a service referral for our truancy worker. We have 18 students at Tatum who are deemed high risk; these students will be identified, and teachers will be notified. After identifying the students who are at high risk, we will see what services are in place for that student. If the student does not have any services, we will bring them up to SWST. If they already have something in place, we will revisit the plan and determine if new interventions/goals are needed. Together the team will determine appropriate interventions and services for that student. Individualized plans will be put in place and monitored for each student, and we will revise as needed. Developing a relationship between home and school is imperative for these 18 students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Tatum Ridge Elementary is a community school with a high percentage of parent and staff involvement. Each grade level and department at Tatum has a 'Team Leader'. Team Leaders meet with administration every other week to receive updates and to problem solve. Team Leaders go back to their teams to discuss options and then speak on behalf of their team. Our School-Wide Support Team is paired up with our School Advisory Council. This team consists of staff, parents and community members. Together we discuss things that affect the school community as a whole, school grade, school improvement plan, student progress, and operational updates. Tatum's Parent Teacher Organization is one of the strongest in the district. The PTO board meets with administration every month to provide us updates on fund raising and events, and we keep them abreast of notes and things that pertain to them from our SAC and Team Leader committees. The Lean on Me Project will be utilized to help provide self-care strategies and opportunities to our staff; along with book studies and other learning opportunities that relate to compassion fatigue and how we can combat it.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1142		1282 - Tatum Ridge Elementary School	Other		\$3,000.00
			<i>Notes: Thinking Maps Training for Interested Staff</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
					Total:	\$3,000.00