

Sarasota County Schools

# Tuttle Elementary School



## 2020-21 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: 7/21/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (50%) 2017-18: B (57%) 2016-17: B (57%) 2015-16: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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## Tuttle Elementary School

2863 8TH ST, Sarasota, FL 34237

www.sarasotacountyschools.net/tuttle

### 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	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	B

### School Board Approval

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

Tuttle Elementary School prepares all students to achieve the highest standards of learning by engaging a high quality staff, involved parents, and a supportive community.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities 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.
Villa, Anakaren	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.
Urbanski, Beth	Other	Behavior Specialist. Supports the Social Emotional needs of our students. Helps provide interventions and strategies for supporting our students.

## Demographic Information



**Principal start date**

Saturday 7/21/2018, Patti Folino

**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.*

3

**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.*

7

**Total number of teacher positions allocated to the school**

12

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (50%) 2017-18: B (57%) 2016-17: B (57%) 2015-16: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>

<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	79	107	102	116	147	124	0	0	0	0	0	0	0	675
Attendance below 90 percent	3	15	6	11	11	14	0	0	0	0	0	0	0	60
One or more suspensions	1	7	0	1	10	8	0	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	1	0	6	0	0	0	0	0	0	0	7
Course failure in Math	0	2	3	3	2	6	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	18	16	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	28	0	0	0	0	0	0	0	36

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	3	0	1	25	25	0	0	0	0	0	0	0	54

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	4	0	1	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 9/21/2020

### 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	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

**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	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

## 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	
	(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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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%	0
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%	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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
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%	0
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%	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	52
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.**

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. Based on data collected during the 2019-2020 school year, 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, math, and Science 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 2020-2021 school year. A contributing factor is the increase in disruptive behavior that occurred with 5th grade students during the 2018-2019 school year. This is why social emotional needs of students is being addressed as a SIP goal for the upcoming 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. The Lowest 25% Math students did not receive extra interventions in 2018-2019, but will in 2020-2021. 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. Also important to note is that the 4th grade students increased 2% from the previous year.

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

Our fourth grade students (current 5th grade) are highest in all grade levels 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 number of Discipline Referrals



## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** During the 2018-2019 school year (our last year of formal data), Tuttle Elementary students performed 20 percentage points below the district average in ELA proficiency. Data collected from iReady and running records indicate that 40% of students in grades 2-5 are performing below grade level.

**Measurable Outcome:** By the conclusion of the 2020-2021 school year, there will be a minimum of a seven-percentage point increase for all students demonstrating proficiency in ELA as measured on FSA.

**Person responsible for monitoring outcome:** Patti Folino (patti.folino@sarasotacountyschools.net)

**Evidence-based Strategy:** Classroom teachers will utilize iReady Language Arts Florida Standards (LAFS) books and Fountas & Pinnel leveled readers during small group instruction as a supplement to core curriculum. Standards Mastery assessments will guide teachers' instructional focus and complexity of the lessons. Ongoing training, monitor implementation, and tracking progress on the use of John Hattie's research-based, high impact Visible Learning strategies of focus implementing clarity, goal setting, and student interaction.

**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-andefficacy>  
 John Hattie's work proves the most effective instructional approaches that yield high achievement.

**Action Steps to Implement**

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)

**ESSA Student Group focus**

- 1) Teachers and Support Staff will identify the students in the low performing ESSA group that need extra support.
- 2) ESE Intervention teachers are assigned to a grade level team (grades 2-5) to support teachers and students with the highest need. ESE strategies will be shared during weekly CPT meetings along with any student-specific strategies that have been found to be successful with individual students.

**Person Responsible** Lisa Cline (dr.cline@sarasotacountyschools.net)

Intervention with lowest 30%

1) Students performing in the Bottom 30% 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.

2) 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.

**Person Responsible** MaryBeth Slane (marybethslane@sarasotacountyschools.net)

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	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.
<b>Measurable Outcome:</b>	By the conclusion of the 2020-2021 school year, there will be a minimum of a seven-percentage point increase for all students demonstrating proficiency in Math as measured by FSA.
<b>Person responsible for monitoring outcome:</b>	Scott Parrish (scott.parrish@sarasotacountyschools.net)
<b>Evidence-based Strategy:</b>	John Hattie's research-based, high impact Visible Learning strategies to include: Clarity, Standards-Driven lessons, Student Interaction, Written Response, Intervention & Goal Setting. iReady Mathematics Florida Standards (MAFS) will be used in small group instruction to supplement the core instruction. The Maximizing Math Mentality framework will be followed as part of the Math Block. 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.
<b>Rationale for Evidence-based Strategy:</b>	John Hattie's work proves the most effective instructional approaches that yield high achievement. 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. <a href="https://www.curriculumassociates.com/research-andefficacy">https://www.curriculumassociates.com/research-andefficacy</a>

**Action Steps to Implement**

Intervention with lowest 30%

- 1) 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.
  - 2) ESE Intervention teachers are assigned to a grade level team (grades 2-5) to support teachers and students with the highest need. ESE strategies will be shared during weekly CPT meetings along with any student-specific strategies that have been found to be successful with individual students.
- 30 Through the Maximizing Math Mentality framework, students will engage in Number Talks to share strategies and discuss the methods used to solve their problems.

**Person Responsible** MaryBeth Slane (marybethslane@sarasotacountyschools.net)

ESSA student group focus

- 1) Teachers and Support Staff will identify the students in the low performing ESSA group that need extra support.
- 2) ESE Intervention teachers are assigned to a grade level team (grades 2-5) to support teachers and students with the highest need. ESE strategies will be shared during weekly CPT meetings along with any student-specific strategies that have been found to be successful with individual students.

**Person Responsible** Lisa Cline (dr.cline@sarasotacountyschools.net)

**#3. Instructional Practice specifically relating to Science**

<b>Area of Focus Description and Rationale:</b>	Tuttle Elementary 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%.
<b>Measurable Outcome:</b>	By the conclusion of the 2020-2021 school year, there will be a minimum of a four-percentage point increase for all students demonstrating proficiency in Science as measured by the 5th grade Florida Science Standard Assessment (FSSA).
<b>Person responsible for monitoring outcome:</b>	Patti Folino (patti.folino@sarasotacountyschools.net)
<b>Evidence-based Strategy:</b>	All students receive Science curriculum through their Specials rotation. Ongoing assessments and progress monitoring occurs in grades 3- 5 to identify weaker Big Idea areas. The new Science adoption offers leveled text support and materials for hands-on learning. 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.
<b>Rationale for Evidence-based Strategy:</b>	Additional Science instruction for all students and hands-on learning will result in a deeper understanding and retention of the Science concepts.
	The Marzano Research Group proved that by using Study Island for just 30 minutes of practice a week, students show significant growth. <a href="https://www.studyisland.com/">https://www.studyisland.com/</a>

**Action Steps to Implement**

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.

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

Benchmark data from grade 3-5 will guide topic areas for Science instruction that will impact a school-wide focus.

**Person Responsible** MaryBeth Slane (marybethslane@sarasotacountyschools.net)

New resources and information focused on best practices will be provided by district Science Specialist during grade level CPT meetings.

**Person Responsible** MaryBeth Slane (marybethslane@sarasotacountyschools.net)

**#4. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus Description and Rationale:</b>	With increased behavior concerns, responding to the social emotional needs of our students is a focus area being considered to have a more positive impact on behavior improvement.
<b>Measurable Outcome:</b>	By the conclusion of the 2020-2021 school year, students' social emotional needs will be supported to demonstrate a decrease in the number of discipline referrals by 4%.
<b>Person responsible for monitoring outcome:</b>	Scott Parrish (scott.parrish@sarasotacountyschools.net)
<b>Evidence-based Strategy:</b>	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.
<b>Rationale for Evidence-based Strategy:</b>	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 Steps to Implement**

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 specialist 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 ongoing with weekly tips and quarterly Restorative Circle training and support.
5. Reinforcement of Tier I management and behavior expectations will occur consistently amongst all staff.

**Person Responsible** Beth Urbanski (elizabeth.urbanski@sarasotacountyschools.net)

**Additional Schoolwide Improvement Priorities**

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

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

**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.**

**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.**

**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: 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.

Tuttle Elementary School provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meeting programs promote participation and awareness through live and recorded sessions to accommodate varying schedules. In addition, the district

and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement. The full text and summary of this Schoolwide Improvement Plan can be found online or as a hard copy by request. The Summary is available in English and Spanish.

Parent and families are regularly invited to attend our School Advisory Committee meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Tuttle Elementary School responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this schoolwide improvement plan is not satisfactory to parents, parents/families are encouraged to submit such comments in writing so that the school can document and submit any parents' comments.

Furthermore, a Title I Annual Meeting is scheduled for parents and families at 3:30 on October 27, 2020. The meeting will be recorded and posted on our Tuttle webpage. All parents are invited and encouraged to attend through timely notice in English and Spanish. Additionally, Spanish interpretation is provided in an effort to remove barriers and increase participation. The purpose of the Title I Annual Meeting is to describe the school's participation in the Title I, Part A program and the rights of families to be involved. During the Title I Annual Meeting, information related to curriculum, the State's challenging academic standards, local and state assessments including alternative assessments, achievement levels, how to monitor progress, and parents right to know will also be provided.

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 Behavior Specialist supports students and staff in creating a cohesive and inclusive school community focusing on positive behavior supports and enhancing prosocial skills.

#### **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: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00