

Sarasota County Schools

Tatum Ridge Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	17
Positive Culture & Environment	22
Budget to Support Goals	23

Tatum Ridge Elementary School

4100 TATUM RD, Sarasota, FL 34240

www.sarasotacountyschools.net/tatumridge

Demographics

Principal: Barry Dunn

Start Date for this Principal: 7/21/2015

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	23

Tatum Ridge Elementary School

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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>2020-21 Title I School</p> <p style="font-size: 2em;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.5em;">22%</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="font-size: 2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.5em;">23%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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 parent and family engagement and 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	Position Title	Job Duties and Responsibilities
Dunn, Barry	Principal	Instructional leader
Knouse, Sara	Assistant Principal	Instructional leader, ESE administrator

Demographic Information

Principal start date

Tuesday 7/21/2015, 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.*

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.*

8

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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	154	128	140	107	129	125	0	0	0	0	0	0	0	783
Attendance below 90 percent	1	10	17	8	13	12	0	0	0	0	0	0	0	61
One or more suspensions	0	0	1	2	1	2	0	0	0	0	0	0	0	6
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 FSA ELA assessment	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	5	23	24	0	0	0	0	0	0	0	0	0	52

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	0	0	0	0	0	0	0	0	0	0	

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	3	0	0	4	2	1	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				77%	68%	57%	77%	66%	56%
ELA Learning Gains				65%	62%	58%	53%	57%	55%
ELA Lowest 25th Percentile				51%	53%	53%	45%	46%	48%
Math Achievement				79%	73%	63%	81%	72%	62%
Math Learning Gains				69%	67%	62%	69%	63%	59%
Math Lowest 25th Percentile				48%	53%	51%	56%	51%	47%
Science Achievement				71%	65%	53%	68%	66%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	77%	70%	7%	58%	19%
Cohort Comparison						
04	2021					
	2019	80%	67%	13%	58%	22%
Cohort Comparison		-77%				
05	2021					
	2019	73%	68%	5%	56%	17%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	83%	73%	10%	62%	21%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	78%	72%	6%	64%	14%
Cohort Comparison		-83%				
05	2021					
	2019	76%	70%	6%	60%	16%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	71%	65%	6%	53%	18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Reading and Math for All Grade Levels, District Science Benchmark for 5th Grade

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	48	69
	Economically Disadvantaged	36	69	96
	Students With Disabilities	24	26	38
	English Language Learners	0	33	28
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	42	68
	Economically Disadvantaged	29	69	92
	Students With Disabilities	19	27	46
	English Language Learners	0	0	50

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	48	65
	Economically Disadvantaged	18	35	63
	Students With Disabilities	8	17	30
	English Language Learners	14	13	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	41	69
	Economically Disadvantaged	10	29	70
	Students With Disabilities	9	13	38
	English Language Learners	14	13	38

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64	71	80
	Economically Disadvantaged	19	30	50
	Students With Disabilities	22	32	42
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	48	64
	Economically Disadvantaged	14	30	50
	Students With Disabilities	11	13	29
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	61	72
	Economically Disadvantaged	61	68	85
	Students With Disabilities	19	28	46
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	55	76
	Economically Disadvantaged	23	24	56
	Students With Disabilities	12	20	47
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	58	66
	Economically Disadvantaged	27	30	52
	Students With Disabilities	21	24	27
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	52	71
	Economically Disadvantaged	23	39	60
	Students With Disabilities	18	24	37
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	61	70
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	61	61
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	44	30	27	44	27		26				
ELL	60			57			40				
HSP	67	67		49	36		42				
MUL	76			86							
WHT	76	51	42	80	52	53	74				
FRL	53	36	33	59	39		57				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
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	81
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	
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	61
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When looking at grade level data across subgroups, there are very distinctive trends. Overall our students have made 25% gains in reading and 40% gains in math (when comparing on-level percentages from the beginning of the year to the end of the year). Students in the Economically Disadvantaged group made the most gains: 37% in reading and 46% in math. Students with Disabilities rose 18% in reading and 26% in math. The population that is most concerning is our population of English Language Learners, this subgroup had the lowest improvement in both reading and math. Students in this subgroup improved 6% in reading and 15% in math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Bottom Quartile Learning Gains for Both ELA and Math

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Last year brought many challenges in the education setting. There was lack of small group instruction/interventions between teachers and students and inconsistent attendance from both parties as well. This year we are providing interventions for students, outside of their instructional blocks, by teachers who have volunteered to provide interventions during their day as part of the Jump Start Grant. This will ensure that students who fall into the bottom quartile in ELA and Math are receiving additional supports, based on needs. Another fact that important to make mention of, is that our students who fall in the bottom quartile often need more than twice the number of points as a student working on level in order to make a learning gain. These students need additional supports to make up for the additional points needed to make a learning gain. Students who make up our category of English Language Learners have been grouped with students in our bottom quartile to ensure they are receiving additional supports in language acquisition as well.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The area that showed the most improvement according to iReady data was in math. At the end of the 2019-2020 school year, Tatum students made 57% of their yearly iReady math gains and ended the year with 39% of our students considered 'On Level'. At the end of the 2020-2021 school year, Tatum students made 113% of their yearly iReady math gains and increasing our percentage of on level students to 55%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We started the implementation of the Sarasota Numeracy Initiative which provides targeted, individualized interventions for students at their level so they can learn the foundational skills in which the more complex skills build on.

What strategies will need to be implemented in order to accelerate learning?

Focus on providing effective interventions to students in need, teaching to the rigor of the standard, consistent exposure to FSA style questioning, enrichment opportunities to keep students challenged, continual progress monitoring and regrouping of students as needed.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Math interventions and enrichment using the Sarasota Numeracy Initiative, Word Work and Guided Reading, Reading Records, Standards-Based Instruction, Progress Monitoring

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Funds will provided with the Jump Start Grant will allow extra intervention time for indetified students by teachers during their planning time and after school (if needed). Services will include small group and/or one on one targeted interventions in both ELA and Math. A guided reading approach will be used for reading to move students forward in both fluency and comprehension. In math, small groups will use data collected using the GLOSS and JAM assessments to target student need and interventions to increase overall gains.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

ELA Bottom Quartile Learning Gains is our lowest scoring category in the makeup of our school grade. Our learning gains in ELA have dropped significantly in two years, 14 points, and our students in the bottom quartile are not making gains like the students who are in the other three quartiles. 40% of the students who scored in the bottom quartile in ELA made learning gains while 49% of the entire grade level made gains. By focusing on additional, targeted small group instruction for the students in the bottom quartile, using materials at the students' levels, students will be able to fill in the missing gaps and get caught up at an increase rate.

Measurable Outcome:

Concluding the 2021-2022 school year, Tatum Ridge will make a 4%-point increase in bottom quartile learning gains in ELA as measured by the Florida Standards Assessment. ELA bottom quartile learning gains will increase from 40% to 44%.

Monitoring:

District Progress Monitoring Spreadsheet, Data Chats, IPDP, Mid-Year Evaluations, Grade Level PLCs, Reviewed at Faculty Meetings

Person responsible for monitoring outcome:

Sara Knouse (sara.knouse@sarasotacountyschools.net)

Evidence-based Strategy:

Additional targeted reading interventions outside of students' literacy block using Guided Reading and Word Work models by Jan Richardson and Fountas and Pinnell, along with a reading interventions determined by the district created Reading Intervention Decision Tree. By having an 'outside' teacher provide the intervention, there will be less disruptions and more focus on the task that the students are focusing on.

Rationale for Evidence-based Strategy:

Sarasota County Schools came up with a Reading Decision Tree to use when students are struggling in the area of Reading. The decision tree has assessments embedded so teachers can determine the appropriate interventions needed according to the progression of learning that needs to take place in order to decode comprehend. According to Fountas and Pinnell, Guided Reading, using high-quality fiction and nonfiction leveled texts (selected by the teacher with specific instruction in mind), teaches all aspects of reading, explicitly comprehension, fluency, vocabulary, and word-solving strategies. This design deepens comprehension through discussion of a text that is more challenging than independent level. Students develop the ability to talk about texts.

Action Steps to Implement

Determine which students fall into the bottom quartile in grades 4th and 5th.

Person Responsible

Barry Dunn (barry.dunn@sarasotacountyschools.net)

Match tier 3 students to teachers who are contracted through the Jump Start Grant

Person Responsible

Sara Knouse (sara.knouse@sarasotacountyschools.net)

Ensure all students who fall in the bottom quartile are receiving additional support from a contracted intervention teacher or a Tatum teacher who is providing interventions through the Rise-Up Grant

Person Responsible

Sara Knouse (sara.knouse@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: According to FSA Math data, only 46% of students who fell in the bottom quartile made learning gains while 50% of the grade level made learning gains. Instruction in math interventions is needed so teachers have a tool to use to fill missing gaps in students' learning of math concepts so they can make their needed gains.

Measurable Outcome: Concluding the 2021-2022 school year, Tatum Ridge will make a 4%-point increase in bottom quartile learning gains in math as measured by the Florida Standards Assessment. Math bottom quartile learning gains will increase from 46% to 50%.

Monitoring: Response to Intervention data, iReady data, data chats, classroom walk-throughs, IPDP, involvement in professional learning activities

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

Evidence-based Strategy: Tatum teachers volunteered to attend a 2-hour professional development on the Sarasota Numeracy Initiative. This math program will be used to assess, teach and progress monitor our students so we can provide them with targeted, individualized interventions based on their needs.

Rationale for Evidence-based Strategy: The Sarasota Numeracy Initiative is an individualized math program which includes a diagnostic assessment, targeted interventions, and ongoing progress monitoring all built in. The program includes:
Systematically design instruction toward a specific learning goal.
Adapt curriculum tasks and materials for specific learning goals.
Use flexible grouping.
Use strategies to promote active student engagement.
Teach students to maintain and generalize new learning across time and settings.
Provide positive and constructive feedback to guide students' learning and behavior

Action Steps to Implement

Identify students in the bottom quartile for 4th and 5th grades

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

Train teachers in the Sarasota Numeracy Initiative if they are providing math interventions for tier 2 and 3 students.

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

Match tier 2 and 3 students to a teacher utilizing the Rise-Up Grant

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

Ensure all students in the bottom quartile in 4th and 5th grade are receiving formalized interventions through the MTSS process using the Sarasota Numeracy Initiative. Ensure remaining students who make up the bottom quartile are receiving an additional math group as a boost (if they are not already receiving math support from their ESE teacher).

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

#3. Instructional Practice specifically relating to Math**Area of****Focus****Description and****Rationale:**

The percentage of students who made learning gains in math dropped 21 percentage points from 2018-2019 school year to the 2020-2021 school year.

Measurable Outcome:

Concluding the 2021-2022 school year, Tatum Ridge will make a 4%-point increase in learning gains in Math as measured by the Florida Standards Assessment. Math learning gains will increase from 47% to 51%.

Monitoring:

Student data will be monitored through the Progress Monitoring Spreadsheet after each major assessment to determine which students are making adequate growth.

Person responsible for monitoring outcome:

Sara Knouse (sara.knouse@sarasotacountyschools.net)

Evidence-based Strategy:

Backwards planning using district math assessments

Rationale for Evidence-based Strategy:

By starting with the end goal, rather than starting with the first lesson chronologically delivered during a unit or course, helps teachers design a sequence of lessons, problems, projects, presentations, assignments, and assessments that result in students achieving the academic goals. Knowing what the goal 'looks like' ahead of time helps the teacher teach to the rigor of the standard as well.

Action Steps to Implement

Utilize Unit Assessments (found in the GPS)- This will start with the math committee and then be brought to teams via their grade level representative.

Person**Responsible**

Sherri Braunstein (sherri.braunstein@sarasotacountyschools.net)

Each grade level team will backwards plan from the unit assessments to determine which skills need to be taught; they will then determine an order to teach the necessary skills to master the standards

Person**Responsible**

Sherri Braunstein (sherri.braunstein@sarasotacountyschools.net)

Give common assessments across the grade levels, enter scores into the progress monitoring spreadsheet (done by classroom teachers)

Person**Responsible**

Sherri Braunstein (sherri.braunstein@sarasotacountyschools.net)

Compile grade level data to analyze mastery (or lack of) the skills taught. Determine which standards need to be retaught.

Person**Responsible**

Sara Knouse (sara.knouse@sarasotacountyschools.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The percentage of students who made learning gains in ELA dropped 15 percentage points from 2018-2019 school year to the 2020-2021 school year.

Measurable Outcome: Concluding the 2021-2022 school year, Tatum Ridge will make a 4%-point increase in learning gains in ELA as measured by the Florida Standards Assessment. ELA learning gains will increase from 51% to 55%.

Monitoring: Data will be collected and analyzed after each common assessment across grade levels to ensure students are making gains, and if they are not, that they are receiving additional support.

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

Evidence-based Strategy: Reading Records will be implemented 3x this school year to progress monitor and drive instruction.

Rationale for Evidence-based Strategy: Running Records allow you to find information about how a child sounds when they read (do they read in meaningful phrases, read punctuation marks, read using a good pace, use appropriate intonation), whether a child monitors and self-corrects their reading, whether a child uses each of the cueing systems (meaning, structure, and visual), what a child does when they come to a word they don't know (do they make an attempt, appeal, or stop reading altogether?) and how a child does with word work. Running Records also allow you to see if what you taught is being used by the student, give you immediate feedback that will inform your teaching decisions, allow you to work in a child's instructional level (your students aren't going to learn how to take on more complex text if they are consistently working in books that are too hard or too easy)

Action Steps to Implement

Collect grade level data

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

Compare previous scores with updated scores to determine growth of students, flagging students who are not making appropriate growth.

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

Determine appropriate interventions for students who are not making growth- this is discussed at team meetings and then goes through MTSS if interventions are unsuccessful.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Tatum Ridge Elementary falls into the high category for Student Incidents Ranking at 934 out of the 1,395 elementary schools statewide. In the district, Tatum has reported the most amount of violent incidents and we rank 1008 statewide. This is the only category that we have incidents reported in. Most of these incidents occur in our ESE Behavior Cluster. Students in the cluster all have behavior goals on an IEP and any incident of aggressive behavior is documented. Our school places a heavy emphasis on PBS and building character; we use Restorative Strategies and/or family conferences as an intervention to reteach behavior and expectations and ensure all stakeholders are on the same page. This allows students to remain in the classroom without a disruption to their academics.

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.

We have a comprehensive PBIS plan in place. This plan promotes character education through the civility squad – each month we focus on a different trait and talk about it on TNN where the students are recognized for exhibiting these traits. We encourage students with WOOT WOOT Wednesday – recognizing their efforts for following our eagle expectations, helping others, and spreading kindness around Tatum. Each classroom is encouraged to work together as a community of learners and are recognized on their success. There is a staff shout out wall so that we can build positive culture among staff and recognize the hard work they do. Grade level Teams are also recognized for working together and are provided the opportunity to build and bond through PBS incentives.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Staff- building and establishing meaningful, supportive relationships with students, families and each other; open lines of communication; keeping students' interests first
 Families- building supportive relationships with the school, staying involved in your child's education
 SAC- approval of our yearly focus, continues progress monitoring; involvement of safety and security of all students
 PTO- student-friendly activities and rewards for PBS and other initiatives
 Parent Café- Bridge the relationship between families and schools; inform parents of their rights as a parent

of a child who has a 504 or IEP; raise awareness of programs and supports the district has in place, inform parents of the process and importance of an IEP and 504; teach families how to advocate for their child

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		120-Classroom Teachers	1282 - Tatum Ridge Elementary School	Other Federal		\$25,000.00
			<i>Notes: Jump Start Grant will allow teachers to provide interventions during their duty day in exchange for their hourly rate.</i>			
			1282 - Tatum Ridge Elementary School			\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		120-Classroom Teachers	1282 - Tatum Ridge Elementary School	Other		\$25,000.00
			<i>Notes: Jump Start Grant will allow teachers to provide interventions during their duty day in exchange for their hourly rate.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$50,000.00