

Sarasota County Schools

Tuttle Elementary School



2021-22 Schoolwide Improvement Plan

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Tuttle Elementary School

2863 8TH ST, Sarasota, FL 34237

www.sarasotacountyschools.net/tuttle

Demographics

Principal: Patti Folino

Start Date for this Principal: 7/9/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
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 Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: B (57%) 2016-17: B (57%)
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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Folino, Patti	Principal	Oversee the Leadership Team 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.
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.
Slane, MaryBeth	Other	Data Coach, MTSS Facilitator Monitor the progress of all students and ensure interventions are scheduled for students performing in the lowest 25% or lacking adequate progress. Monitor iReady progress and assist/train teachers to ensure fidelity of the program.
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.
Roberts, Annette	ELL Compliance Specialist	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.
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.
Urbanski, Beth	Behavior Specialist	Behavior Specialist. Supports the Social Emotional needs of our students. Helps provide interventions and strategies for supporting our students.
Goffinet, Lindsay	Instructional Coach	Coach and mentor teachers in best literacy practices. Support teachers in curriculum through planning and modeling.
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.

Demographic Information

Principal start date

Monday 7/9/2018, 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.*

8

Total number of teacher positions allocated to the school

11

Total number of students enrolled at the school

640

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

3

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

3

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	73	85	112	117	104	149	0	0	0	0	0	0	0	640
Attendance below 90 percent	1	24	27	25	15	29	0	0	0	0	0	0	0	121
One or more suspensions	0	1	2	2	0	3	0	0	0	0	0	0	0	8
Course failure in ELA	0	1	1	0	7	13	0	0	0	0	0	0	0	22
Course failure in Math	0	2	0	0	8	17	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	18	14	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	25	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	3	8	4	12	12	0	0	0	0	0	0	0	39

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	22	21	0	0	0	0	0	0	0	47

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	1	1	15	0	0	0	0	0	0	0	0	0	18
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 9/7/2021

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	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

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	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

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				48%	68%	57%	53%	66%	56%
ELA Learning Gains				53%	62%	58%	57%	57%	55%
ELA Lowest 25th Percentile				56%	53%	53%	58%	46%	48%
Math Achievement				53%	73%	63%	61%	72%	62%
Math Learning Gains				52%	67%	62%	60%	63%	59%
Math Lowest 25th Percentile				37%	53%	51%	46%	51%	47%
Science Achievement				50%	65%	53%	63%	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	46%	70%	-24%	58%	-12%
Cohort Comparison						
04	2021					
	2019	53%	67%	-14%	58%	-5%
Cohort Comparison		-46%				
05	2021					
	2019	44%	68%	-24%	56%	-12%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	73%	-22%	62%	-11%
Cohort Comparison						
04	2021					
	2019	56%	72%	-16%	64%	-8%
Cohort Comparison		-51%				
05	2021					
	2019	51%	70%	-19%	60%	-9%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	48%	65%	-17%	53%	-5%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Progress is monitored for students in grades 1-5 using iReady Diagnostics data for reading and math in the fall, winter, and spring. Teachers monitor students' daily practice and provide reteaching, coaching, and feedback to individual students as needed. Progress is monitored in Science using district Benchmark assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	25	58
	Economically Disadvantaged	13	52	91
	Students With Disabilities	4	11	21
	English Language Learners	19	14	35
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	17	43
	Economically Disadvantaged	8	26	86
	Students With Disabilities	0	0	11
	English Language Learners	5	7	21
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	34	54
	Economically Disadvantaged	18	23	51
	Students With Disabilities	8	4	13
	English Language Learners	7	14	41
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17	26	47
	Economically Disadvantaged	6	15	41
	Students With Disabilities	0	8	25
	English Language Learners	7	10	29

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	47	64
	Economically Disadvantaged	17	25	41
	Students With Disabilities	14	18	18
	English Language Learners	3	11	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	26	38
	Economically Disadvantaged	9	18	36
	Students With Disabilities	9	18	18
	English Language Learners	0	3	6
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	28	30
	Economically Disadvantaged	38	53	69
	Students With Disabilities	2	5	12
	English Language Learners	9	11	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	31	41
	Economically Disadvantaged	18	31	44
	Students With Disabilities	2	14	9
	English Language Learners	11	11	11

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	34	43
	Economically Disadvantaged	20	28	29
	Students With Disabilities	5	5	9
	English Language Learners	6	10	19
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	27	36
	Economically Disadvantaged	11	33	47
	Students With Disabilities	5	9	0
	English Language Learners	13	10	10
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	54	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	11	23	36	26	23		10				
ELL	34	45	65	38	49	61	43				
BLK	29	11		36	20		25				
HSP	35	45	67	39	44	57	40				
MUL	42			42							
WHT	44	71		43	40		42				
FRL	34	37	58	39	32	41	35				
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				

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
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				

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	364
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	50
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
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	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	48
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	43
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?

The 2020-2021 FSA data shows a decrease in proficiency amongst grades 3, 4, and 5 in areas of reading, math, and Science. The overall FSA proficiency scores in reading declined to an alarming 36% average, 40% in math, and 37% in Science. An area of pride is the learning gains of our lowest 25% showing 61% of students achieving gains.

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

Our greatest need for improvement is proficiency in reading for all grade levels. Increasing reading proficiency will result in increases across all content areas.

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

Factors contributed by the pandemic include: shutting down schools, students accessing remote learning, and limiting best practices to keep social distance during the 2020-21 school year. These factors resulted in the loss of explicit instruction that our students desperately need to achieve. This school year we have targeted small group interventions by adding eight reading-endorsed instructional support staff to provide an additional 30 minutes per day of explicit instruction to students one or more grade levels below.

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

Data from 2019 show that the Lowest 25% of students receiving interventions exceeded the district and state in ELA. Data from 2020-2021 proves this to be an area of strength amongst our school with our lowest 25% showing 61% of students achieving gains in ELA.

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

Intervention teachers, providing explicit instruction in specific areas of need, worked with below-grade level students daily in addition to the homeroom teacher's instruction and interventions. The groups were fluid with student groups being adjusted as students progressed. Ongoing progress monitoring occurred during weekly grade level CPT meetings.

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

In addition to differentiated Tier I instruction using the new Benchmark Advance, materials for Tier 2 and Tier 3 intervention will be aligned to student deficit areas needed to achieve proficiency.

Homeroom teachers will collaborate with Intervention and ESE Resource teachers to monitor the progress of our students performing below grade level and adjust instruction when a lack of progress is discovered. Use of the District Progress Monitoring Guidance Document and Decision Tree resources will be used to target students' deficit areas. Coaching and modeling will occur as requested and/or 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.

Professional Development opportunities will include:

- ~ Vocabulary Instruction to Impact Comprehension
- ~iReady Standards Mastery
- ~Benchmark Advance reading materials
- ~Use of myON digital readers and Accelerated Reader
- ~Vertical Standards Alignment
- ~MTSS, Maximizing Tier II and Tier III Instruction
- ~The Numeracy Project
- ~Maximizing Math Mentality

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

After-school support in reading and math will provide additional instruction and practice for students performing below grade level. Teachers will also have additional planning time to discuss the vertical alignment of standards and appropriate rigor at each level. A supplemental digital reading program with comprehension checks will be used as a motivational tool for students to spend more time reading.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	During the 2020-2021 school year, the overall FSA proficiency scores for math averaged 40%. Tuttle Elementary students targeted in the bottom 25% achieved 45% learning gains as measured on FSA. There was a 24% increase in grades K-5 proficiency as measured by iReady Diagnostic 1 to Diagnostic 3. However, we currently have 28% of our students in grades 1-5 performing more than 1 year below grade level as measure by the first iReady Diagnostic.
Measurable Outcome:	By the end of the 2021-2022 school year, 85% of students in grades K-5 will demonstrate 1 year's growth in math as measured by iReady Diagnostic Growth data. Additionally, 65% of students performing below grade level will demonstrate a minimum of 125% growth as measured by iReady Diagnostic 3 data. FSA data will reflect a 10% increase in proficiency in grades 3-5.
Monitoring:	All teachers K-5 will monitor progress in areas of number and operations, algebra, measurement and data, and geometry, using iReady daily pass rates, diagnostic and growth data. The Literacy Leadership Team will meet monthly to review the school-wide progress monitoring data and iReady daily pass rates. Data chats with teachers, instructional support staff, and administration will occur 3x per year.
Person responsible for monitoring outcome:	Scott Parrish (scott.parrish@sarasotacountyschools.net)
Evidence-based Strategy:	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. The Maximizing Math Mentality framework will be followed as part of the Math Block. Online math fluency programs such as Xtra Math will allow students to engage in extra practice of basic math facts both at school and at home.
Rationale for Evidence-based Strategy:	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. https://www.curriculumassociates.com/research-andefficacy

Action Steps to Implement

Intervention with lowest 30%

- 1) Students needing extra explicit instruction acquiring math skills will receive additional instruction during the Intervention Block. Ongoing collaboration between the Intervention Teachers and classroom teachers will occur during weekly CPT meetings 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 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.
- 3) 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)

Intervention with lowest 30%

- 1) Students performing in the Bottom 30% will receive interventions during the intervention block using iReady diagnostic progression Next Steps, instructional materials provided in the iReady toolbox, and

supplemental resources using Practice and Problem Solving from Curriculum Associates.

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 ELA

Area of Focus Description and Rationale:	During the 2020-2021 school year, Tuttle Elementary students made significant growth with 61% of our students targeted in the bottom 25% achieving learning gains as measured on FSA. There was a 21% increase in grades K-5 proficiency as measured by iReady Diagnostic 1 to Diagnostic 3. However, the overall FSA proficiency scores declined to an alarming 36% average. We currently have 32% of our students in grades 2-5 performing more than 1 year below grade level as measure by the first iReady Diagnostic.
Measurable Outcome:	By the end of the 2021-2022 school year, 85% of students in grades K-5 will demonstrate 1 year's growth in reading as measured by our school-wide progress monitoring data to include Reading Record and iReady Diagnostic data. Additionally, 65% of students performing below grade level will demonstrate a minimum of 125% growth as measured by iReady Diagnostic 3 Growth data. FSA data will reflect a 15% increase in proficiency in grades 3-5.
Monitoring:	All teachers K-5 will collect assessment data using school-wide progress monitoring forms. The Literacy Leadership Team will meet monthly to review the school-wide progress monitoring data and iReady daily pass rates. Data chats with teachers, instructional support staff, and administration will occur 3x per year.
Person responsible for monitoring outcome:	Patti Folino (patti.folino@sarasotacountyschools.net)
Evidence-based Strategy:	Students needing additional support in reading as identified through the MTSS process, receive intensive intervention using the Benchmark Supplemental Intervention materials targeted to students' areas of deficit. Classroom teachers differentiate their small group instruction to target grade-level standards until mastered.
Rationale for Evidence-based Strategy:	By providing a collaborative approach between the homeroom and intervention teacher, students' deficit areas will be addressed to ensure success with grade-level material. Continued problem-solving between staff will occur to ensure adequate progress is met. Use of the District Progress Monitoring Guidance Document and Decision Tree resources will be used to target students' deficit areas. All are research-based best practices as indicated in the What Works Database and the research documented by John Hattie.

Action Steps to Implement

1. Teachers will be trained throughout the school year on best practices for the ELA block and mastery of standards. The administration will attend, support, and reinforce the information presented.
2. Administration will monitor the use of our school-wide Visible Learning initiative (Clarity, Standards-Driven lessons, Student Interaction, Written Response, Intervention & Goal Setting) through observations & walkthroughs. Individual and ongoing feedback will be provided to staff based on observations.
3. Key members of the Literacy Leadership Team will meet with teachers individually and during CPT time to discuss data, observations, & instructional impact.
4. The Literacy Leadership Team will meet monthly to debrief instructional strategies that are working with intervention groups and common themes across the ELA block.
4. Coaching and modeling by Reading Recovery trained teachers and the Instructional Facilitator will support instructional staff in mastering best practices.
5. Administration will conduct data chats with grade-level teams and individual teachers.

Person Responsible Lindsay Goffinet (lindsay.goffinet@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 Benchmark Supplemental Intervention materials.

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)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus With increased social-emotional concerns related to the Pandemic and other economic factors of our students, responding to the social-emotional needs of our students is a focus area being considered to have a more positive impact on behavior improvement.

Description and Rationale:

Measurable Outcome: By the conclusion of the 2021-2022 school year, students' social-emotional needs will be supported to demonstrate a decrease in the number of discipline referrals by 4%.

Monitoring: The School-Wide Behavior Team (comprised of an administrator, behavior specialist, behavior tech, counselor, home school liaison, and mental health therapist) meets monthly to monitor discipline data and students who have needed extra support.

Person responsible for monitoring outcome: Scott Parrish (scott.parrish@sarasotacountyschools.net)

Evidence-based Strategy: A school-wide PBIS behavior management plan integrating CHAMPS will be implemented with fidelity in each classroom and common areas around the school. 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.

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

Action Steps to Implement

1. The PBIS Team will monitor Tier 1 and Tier II implementation and data.
2. As part of the MTSS process, teachers and support staff will meet to discuss students on the watch list: FBA/BIP, Tier III behaviors.
3. Classroom teachers and the Behavior Support Team will monitor the interventions and progress of our Tier II and Tier III students.
4. The Leadership Team will meet monthly to problem solve and share successes regarding student behavior.
5. Social Emotional Learning (SEL) Techniques for Classroom Success will be ongoing with monthly tips shared with staff.
6. Reinforcement of Tier I management and behavior expectations will occur consistently amongst all staff.

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

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus	Based on 2019 data, students in the following student groups did not meet the state goal of 41% Federal Index measure. Tuttle's SWD group earned 37%, Students in the Black race category earned 34% and students in the Multi-race category earned 40%.
Description and Rationale:	
Measurable Outcome:	Using iReady Diagnostic data and progress monitoring tools to include Reading Records and fluency assessments, students in the ESSA Students groups will demonstrate a minimum of one year's growth.
Monitoring:	Teachers and instructional support staff will monitor progress using iReady daily lessons, and the district progress monitoring tool.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Students needing additional support in reading and math as identified through the MTSS process, receive intensive intervention using the Benchmark Supplemental Intervention materials targeted to students' areas of deficit. Classroom teachers differentiate their small group instruction to target grade-level standards until mastered.
Rationale for Evidence-based Strategy:	By providing a collaborative approach between the homeroom and intervention teacher, students' deficit areas will be addressed to ensure success with grade-level material. Continued problem-solving between staff will occur to ensure adequate progress is met. Use of the District Progress Monitoring Guidance Document and Decision Tree resources will be used to target students' deficit areas. All are research-based best practices as indicated in the What Works Database and the research documented by John Hattie.

Action Steps to Implement

The Literacy Leadership Team will monitor low-performing students identified in the ESSA groups (Black and Multi-Racial) that need extra support.

Person Responsible MaryBeth Slane (marybethslane@sarasotacountyschools.net)

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)

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.

When comparing the data at Tuttle Elementary to the state, one can see that the number of incident reports is half that of the state average per 100 students. The state averages 1 referral for every 100 students while; Tuttle is averaging .5 per 100. The two areas of concern for Tuttle are Physical Aggression and students who are Out of their Assigned Area. We will monitor this data using incident reports, TPS data, and the office call log.

The school culture and environment will be monitored through formal and informal classroom observations, CPT notes, and input from our PBIS team during monthly meetings. Data from our PBIS team will be shared with grade-level PBIS representatives. The Behavior Team will formally meet monthly to discuss data and areas of concern; communication within the team is ongoing. Students with ongoing behavior concerns will be brought up by the teacher or the team to either SWST or CARE for additional support.

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.

Tuttle Elementary School provides Parent and Family Engagement materials and training 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 meetings promotes participation and awareness through live and recorded sessions to accommodate varying schedules. In addition, the district and school website contains 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.

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 students 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.

During the 2020-2021 school year, all staff was trained in Restorative Practices. School-wide use of restorative practices occur during Morning Meetings and as issues arise. Morning Meetings are allocated as part of every student's morning routine. Morning Meeting topics include character education, social-emotional topics, and/or specific scenarios that may occur during the school day.

The Parent & Family Engagement Committee works closely to gather input and plan parent and family engagement activities. Informational videos are created using parent input to provide key information parents need to support their child's educational growth. (<https://www.youtube.com/hashtag/tuttleelementaryschool>)

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

Families are 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 occurs every year to inform families of our resources. The meeting is recorded and posted on our Tuttle webpage. All parents are invited and encouraged to attend through a 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 parent's right to know will also be provided. Additionally, teachers meet with each family to share progress within the first semester of school. Translation is provided when needed.

Monthly family meetings are scheduled virtually and include topics such as Literacy Help at Home, Florida Standards, BEST Standards, Social Emotional Learning & Support, progress monitoring information, etc. Families have the opportunity to ask questions and provide input.

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	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00