

Sarasota County Schools

Tuttle Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Tuttle Elementary School

2863 8TH ST, Sarasota, FL 34237

www.sarasotacountyschools.net/tuttle

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation 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.
Knouse, Sara	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.
Goffinet, Lindsay	Instructional Coach	Coach and mentor teachers in best literacy and math practices. Support teachers in curriculum through planning and modeling.
Gerst, Michelle	Other	MTSS Coordinator Monitor the progress of all students and ensure interventions are scheduled for students performing in the lowest 25% or lacking adequate progress. Ensure documentation is collected for students in the RtI process. Assist with monitoring progress of students and adjusting intervention/enrichment groups.
Counter, Michelle	Other	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.
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.
Villa, Anakaren	Other	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	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.
Bates, Amy	Instructional Coach	Coach and mentor teachers in best literacy practices. Support teachers in curriculum through planning and modeling.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Tuttle Elementary School Advisory Committee (SAC) meets monthly and includes all stakeholders. The most recent meeting in May 2023 focused on current FAST data and elicited discussion on goals for the 2023-2024 school year. The SIP is discussed, monitored, and amended as needed throughout the school year during venues such as SAC, Faculty Meetings, and Parent Informational sessions. The Tuttle Guiding Coalition meets monthly to specifically analyze school-wide data. It is determined during these meeting if adjustments are needed with intervention groups. Areas of focus for Tier I coaching and modeled instruction is also determined by the data being analyzed.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

In addition to the three cycles of FAST assessments, ongoing progress monitoring occurs and is discussed as part of SAC, Faculty Meetings, The Literacy Leadership Team, and Guiding Coalition. Students who are in Rtl or identified and with a disability receive intensive, more frequent instruction in addition to the core classroom instruction. More frequent progress monitoring occurs every 4-6 weeks to determine if the intervention is showing growth or needs to be adjusted. The School-Wide Support Team meets weekly to discuss students' needs. These discussions will prompt revisions to the plan if necessary.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	77%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)

	White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	10	25	21	30	16	18	0	0	0	120	
One or more suspensions	0	0	0	6	2	7	0	0	0	15	
Course failure in English Language Arts (ELA)	0	0	0	0	4	3	0	0	0	7	
Course failure in Math	0	0	1	1	2	14	0	0	0	18	
Level 1 on statewide ELA assessment	0	0	0	47	37	36	0	0	0	120	
Level 1 on statewide Math assessment	0	0	0	37	43	38	0	0	0	118	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	47	37	36	0	0	0	120	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	82	12	69	0	0	0	163

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	70	20	17	23	21	23	0	0	0	174	
One or more suspensions	1	1	0	2	2	4	0	0	0	10	
Course failure in ELA	0	0	0	5	1	2	0	0	0	8	
Course failure in Math	0	0	0	7	0	2	0	0	0	9	
Level 1 on statewide ELA assessment	0	0	0	18	22	36	0	0	0	76	
Level 1 on statewide Math assessment	0	0	0	13	32	38	0	0	0	83	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	18	29	19	54	0	0	0	123	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	2	2	21	49	51	0	0	0	127

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	3	30	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	70	20	17	23	21	23	0	0	0	174	
One or more suspensions	1	1	0	2	2	4	0	0	0	10	
Course failure in ELA	0	0	0	5	1	2	0	0	0	8	
Course failure in Math	0	0	0	7	0	2	0	0	0	9	
Level 1 on statewide ELA assessment	0	0	0	18	22	36	0	0	0	76	
Level 1 on statewide Math assessment	0	0	0	13	32	38	0	0	0	83	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	18	29	19	54	0	0	0	123	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	2	2	21	49	51	0	0	0	127

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	3	30	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	43	65	53	41	66	56	36		
ELA Learning Gains				55			41		
ELA Lowest 25th Percentile				48			61		
Math Achievement*	48	68	59	43	52	50	40		
Math Learning Gains				54			39		
Math Lowest 25th Percentile				53			45		
Science Achievement*	46	69	54	39	67	59	37		
Social Studies Achievement*					65	64			
Middle School Acceleration					51	52			
Graduation Rate					60	50			
College and Career Acceleration						80			
ELP Progress	72	68	59	72			65		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	249
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	1
ELL	43			
AMI				
ASN				
BLK	40	Yes	1	
HSP	45			
MUL	50			
PAC				
WHT	60			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	45			
AMI				
ASN				
BLK	44			
HSP	49			
MUL	61			
PAC				
WHT	55			
FRL	49			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	43			48			46					72
SWD	10			22			18				5	29
ELL	33			45			36				5	72
AMI												
ASN												
BLK	39			39			50				4	
HSP	39			45			38				5	72
MUL	43			57							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	58			59			56				5	63
FRL	41			47			43				5	72

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	41	55	48	43	54	53	39					72
SWD	13	41	44	23	40	52	11					50
ELL	32	51	46	34	51	51	26					72
AMI												
ASN												
BLK	37	50	45	37	45	60	33					
HSP	37	54	48	40	53	53	34					74
MUL	44	62		56	82							
PAC												
WHT	54	57		52	53		55					57
FRL	38	54	48	41	53	54	36					71

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	36	41	61	40	39	45	37					65
SWD	11	23	36	26	23		10					58
ELL	34	45	65	38	49	61	43					65
AMI												
ASN												
BLK	29	11		36	20		25					
HSP	35	45	67	39	44	57	40					64
MUL	42			42								
PAC												
WHT	44	71		43	40		42					
FRL	34	37	58	39	32	41	35					65

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	67%	-19%	54%	-6%
04	2023 - Spring	43%	67%	-24%	58%	-15%
03	2023 - Spring	38%	61%	-23%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	70%	-18%	59%	-7%
04	2023 - Spring	41%	70%	-29%	61%	-20%
05	2023 - Spring	46%	66%	-20%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	67%	-23%	51%	-7%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our data indicates that the 2022-2023 cohort of 3rd grade students performed with the lowest proficiency at 40% in reading. Incidentally, this grade level of students also demonstrated the most growth of all grade levels. The impact of the Pandemic continues to impact a lack of foundation skills these students encountered and will continue to need intervention.

The 2022-2023 cohort of 4th grade students demonstrated the lowest performance in math at 46%. Discussions with the 4th grade math teachers determined that a focus on math stages versus skills during the intervention block may have been a contributing factor. There was also discussion that FAST data during PM1 and PM2 didn't provide data to drive instructional decisions.

Our students receiving ESE services are those not making the progress we expect in both proficiency and learning gains.

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

The only area that showed a decline in proficiency from the year prior is the 2022-2023 cohort of 4th grade students. However, in looking at this cohort of students, there were gains. As third graders this cohort demonstrated 37% proficiency in math and increased to 46% this past school year. Discussions with the 4th grade math teachers determined that a focus on math stages versus skills during the intervention block may have been a contributing factor. There was also discussion that FAST data during PM1 and PM2 didn't provide data to drive instructional decisions due to standards not having been taught yet.

There was a slight decline in looking at cohorts of students from 4th to 5th grade where the previous year showed math proficiency at 53%, that same cohort demonstrated 50% proficiency in math as fifth graders. Discussions with key stakeholders led to a need for more in-depth instruction and practice with fractions and decimals.

Through our PLC work, grade level teams have determined essential standards. During designated weekly collaborative planning time, teachers will look at data and share instructional approaches to respond to the data. ESSR funds will be used for teachers to plan collaboratively after school hours weekly.

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.

Tuttle students performed an average of 7 percentage points below the state in reading proficiency. The 2022-2023 Cohort of third grade students demonstrated the greatest gap in reading with a proficiency rate of 10% lower than the state. The impact of the Pandemic continues to impact a lack of foundation skills these students encountered and will continue to need intervention. When analyzing PM 2 FAST data, third grade teachers restructured their ELA block to focus on more student interaction and accountability while monitoring accuracy.

In the area of math, our 2022-2023 cohort of fourth grade students were substantially lower in math proficiency when compared to state data (Tuttle: 46%, state 61%). It was determined that a focus on math stages versus skills during the intervention block may have been a contributing factor. There was also discussion that FAST data during PM1 and PM2 didn't provide data to drive instructional decisions.

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

The 2022-2023 cohort of fifth grade students showed the best gains in proficiency in reading as a cohort and grade level. Contributing factors include a PLC focus where the instructional team collaboratively planned both during and after school hours under the guidance of our Instructional Facilitator. Additionally, 1/2 hour of intervention was consistent in grades K-5 with fluid movement of students as progress was made. Data discussions occurred every 6 weeks to monitor the progress of students and adjust using data and teacher input.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance continues to be our main area of concern. Despite exhausting measure to ensure consistent attendance during school hours, we continue to have 25% of our students absent for 10% or more of the school year.

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

- 1) ATTENDANCE: The Home School Liaison will continue to monitor attendance making home visits after three consecutive absences or when chronic absenteeism occurs. In addition to letters sent by the principal, administration will call and arrange for a parent conference once a student has missed 10 days of school. Truancy measures will become more strict.
- 2) DATA DRIVEN INSTRUCTION: Using the PLC model, teachers will collaborate weekly to analyze common formative assessments and develop strategies to ensure all students reach the learning target. Plans for reteaching or extension will be discussed and implemented.
- 3) PROFESSIONAL LEARNING COMMUNITIES - All instructional staff will continue to work as a professional learning community. This will include weekly collaborative planning, ongoing professional learning for teachers and paraprofessionals, extended time during the school day for teachers to plan based on student data, and opportunities for teachers to plan after school hours. Instructional coaches will work in classrooms to coach and model in response to the outcome of the planning sessions. Grade levels teams will meet with facilitators every 6 weeks to analyze intervention data and adjust intervention groups as needed.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2022-2023 school year, Tuttle Elementary 3-5 grade students demonstrated proficiency growth in reading with an average of an 8% point increase. Our goal is to exceed the state goal which is 54% proficiency in reading.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the conclusion of the 2023-2024 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 Observation Data, STAR & FAST progress monitoring and iReady Diagnostic data. Additionally, 65% of students performing below grade level will demonstrate a minimum of 125% growth as measured by students' Reading Observation Data, STAR & FAST progress monitoring and iReady Diagnostic data.

STAR data will reflect a 10% point increase in proficiency in grades K-2, an increase from 60% to 70% as measured using the STAR assessment.

FAST data will reflect an 8 percentage point increase in proficiency in grades 3-5, an increase from 47% to 55% as measured using the Cambium FAST assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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 problem-solve areas of need. Data chats between administration and teachers/instructional support staff will occur 3x per year. The TES Guiding Coalition will meet monthly to monitor progress and problem-solve challenging areas.

Person responsible for monitoring outcome:

Patti Folino (patti.folino@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students needing additional support in reading as identified through the MTSS process, receive intensive intervention using the district Decision Tree, Benchmark Supplemental Intervention materials and FLDOE Reading Intervention Resources targeted to students' areas of deficit.. A 30 minute intervention block is part of the daily schedule for grades K-5. During this intervention block, teacher's model Collective Efficacy through Collaborative Planning Time to plan lessons targeting student need using current student data. During the 120 minute ELA Block, classroom teachers differentiate their small group instruction to target grade-level standards until mastered. Support staff to include ESE teachers and ESE/ESOL paras will support students needing additional explicit instruction to master grade level material. Teachers will utilize the Best Practices for Inclusive Education (BPIE) to ensure students in ESE programs have appropriate accommodations to ensure success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By providing a collaborative approach between the homeroom and intervention teacher and/or paraprofessional, 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2022-2023 school year, Tuttle Elementary students increased in math proficiency by 18 percentage points in grade 3 and 16 percentage points in Grade 5. The only decrease in proficiency was Grade 4 with a 7% drop in percentage points. The student cohort did increase by 9 percentage points. Although proficiency scores increased from last year, we continue to work toward closing the achievement gaps and strive to meet state and district averages for proficiency. Additionally, we will closely monitor the 4th grade cohort of students as they become 5th graders.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the conclusion of the 2023-2024 school year, 85% of students in grades K-5 will demonstrate 1 year's growth in math as measured by our school-wide progress monitoring data. Additionally, 65% of students performing below grade level will demonstrate a minimum of 125% growth.

STAR data will reflect a 5% point increase in proficiency in grades K-2, an increase from 65% to 70% as measured using the STAR assessment.

F.A.S.T. data will reflect a 5% increase in proficiency in grades 3-5, an increase from 50% to 55%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

All teachers K-5 will collect assessment data using school-wide progress monitoring forms. Ongoing formative assessments will be used for planning purpose during Collaborative Planning Time as part of our Professional Learning Commitment.

The TES Guiding Coalition will meet monthly to review the school-wide progress monitoring data and problem-solve areas of need. Data chats between administration and teachers/instructional support staff will occur 3x per year.

Person responsible for monitoring outcome:

Lindsay Goffinet (lindsay.goffinet@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students needing additional support in reading as identified through the MTSS process, receive intensive intervention using the Numeracy Project resources for intervention. During the 60/90 minute Math Block, classroom teachers differentiate their small group instruction to target grade-level standards until mastered.

Teachers will utilize the Best Practices for Inclusive Education (BPIE) to ensure students in ESE programs have appropriate accommodations to ensure success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 district 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Tuttle Elementary School's Science scores increased by 10% proficiency when comparing 2022 data to 2023. Although this is impressive, there is still work to be done to meet the state and district average.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the conclusion of the 2023-2024 school year, there will be a minimum of a 10% percentage point increase for all students demonstrating proficiency in Science as measured by the 5th grade Florida Science Standard Assessment (FSSA). With this improvement, Tuttle's Science proficiency will increase from 46% to 56% proficiency.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

All K-5 teachers will spend one Collaborative Planning Time per month to discuss formative Science assessments. During this time discussions regarding instructional adjustments and/or reteaching needs will be addressed. The Instructional Facilitator will attend the grade level CPT meetings and share information with the TES Guiding Coalition to problem-solve challenging areas.

Person responsible for monitoring outcome:

Lindsay Goffinet (lindsay.goffinet@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collaborative Planning Time discussions regarding student need, data and progress will determine if instructional changes or reteaching is needed. During the designated Science Block, classroom teachers differentiate their small group instruction to target grade-level standards until mastered.

At the conclusion of the second Science Benchmark assessment, 5th grade teachers will analyze the data to differentiate target areas amongst all students in Grade 5. Data chats with students to target areas of need will occur.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By providing a collaborative approach between teachers, 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. All are research-based best practices as indicated in the What Works Database and the research documented by John Hattie.

Teachers will utilize the Best Practices for Inclusive Education (BPIE) to ensure students in ESE programs have appropriate accommodations to ensure success.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2022-2023 school year, 62 discipline referrals were written. There were 16 Out of School Suspension incidents and 6 In-School Suspension incidents. The Early Warning data shows that 10 students were the recipients of these disciplinary events.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the conclusion of the 2023-2024 school year, there will be a 5% decrease in the number of discipline referrals written from 62 to 59.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Tuttle staff will consult with the Student Support Team comprised of the Behavior Specialist, Behavior Tech, Guidance Counselor, and Assistant Principal to create a Positive Behavior Support & classroom management plan. As behavioral concerns arise, the Student Support Team will determine the supports needed to prevent continued concern. Monthly meetings will occur to monitor the progress of students needing additional support.

Person responsible for monitoring outcome:

Sara Knouse (sara.knouse@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

Returning Tuttle staff members have been trained in Restorative Practices. School-wide use of restorative practices occur during Morning Meetings and as concerns arise. Morning Meetings are allocated as part of every student's morning routine. Morning Meeting topics include resiliency education and/or specific scenarios that may occur during the school day.

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. Alternatives to Out of School Suspension will be considered when an infraction occurs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#5. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities (SWD) - current performance is 38%. This is the only subgroup identified as not meeting state expectation.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the conclusion of the 2023-2024 school year, students with disabilities will demonstrate a 5% increase in proficiency from 38% to 43% as measured by the Florida Assessment of Student Thinking.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Using ongoing progress monitoring to include reading observations, fluency and phonics probes, iReady Diagnostic data, and STA/FAST progress monitoring, students in the ESSA Student groups will be monitored and discussed during monthly Guiding Coalition meetings.

Person responsible for monitoring outcome:

Sara Knouse (sara.knouse@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. ESE Resource teachers will work with students in their ELA and Math block to support grade level curriculum and use of their appropriate accommodations. Additionally the ESE resource teachers will meet with the ESE students during their 30 minute intervention block to address IEP goals.

All classroom teachers will utilize the Best Practices for Inclusive Education (BPIE) to ensure students in ESE programs have appropriate accommodations to ensure success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Tuttle's Shared Decisions-Making Team, Guiding Coalition, and School Advisory Committee meet to analyze student data to determine if professional learning, or additional staff or resources are needed to address areas of need. As progress monitoring data becomes available, these teams will meet to determine if progress is adequate in all SIP target areas. If not, a discussion will ensure for a plan of action to respond to the data.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Grades 3-5 Measurable Outcomes**Monitoring****Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

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

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>).

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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.

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>)

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.

Continuous messaging in our office lobby and on our school marquee provide up-to-date communication in English and Spanish as related to Parent and Family Engagement and Title I information.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

As part of the master schedule, students will receive intervention or enrichment 30 minutes each day based on data. This will be in addition to the Tier I instruction occurring in the ELA, Math and Science Block. ESE and Instructional Support Teachers and Paras will continue professional learning to ensure students with deficits make continued growth to close the achievement gap.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Counseling:

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.

Restorative Practices:

Returning Tuttle staff members have been trained in Restorative Practices. School-wide use of restorative practices occur during Morning Meetings and as concerns arise. Morning Meetings are allocated as part of every student's morning routine.

Mentors:

Fifth grade students are paired with younger students to serve as mentors throughout the school year. Training for the students is provided month through the Lean on Me project.

Tuttle staff also volunteer to serve as mentors to students throughout the school year. This serves as a lunch buddy, morning check-in and support system for students needing extra support with attendance, resiliency, and/or academics.

Community mentors from Truly Valued are paired up with fifth grade students that show leadership potential and meet every Friday for 50 minutes.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Through PBIS initiatives, students will earn incentives based on meeting the expectations. Through collective efforts of the Behavior Special, Behavior Tech, Guidance Counselor, and Home School Liaison students needing extra support in this area will be provided explicit intervention. Additionally, the team will support teachers with implementations in the classroom.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Our Literacy Coach and Instructional Facilitator will serve as ongoing support once Professional Learning occurs. They will serve to support staff with planning, implementation, coaching support and with analyzing data to determine effectiveness.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our school has increased to six classrooms of preschool students ages 3-5. These are students that will remain at Tuttle. The fact that they are part of our school serves as a fluid transition. Those deemed to need more support for the school-age years will meet through our Children At-Risk in Education (CARE) process.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes