

Tuttle Elementary School

2863 8TH ST, Sarasota, FL 34237

www.sarasotacountyschools.net/tuttle

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School KG-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Tuttle Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 potential by the coordinated efforts of parents, teachers, and students.

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Tuttle Elementary builds rapport with students through ongoing formal and informal processes aligned with our Community of Caring model at the school. We practice and put in place outreach programs to students and families such as Meet Your Teacher, Parent Conferences, and Family Nights. Our Volunteer program has increased parent participation with the reading proficiency program. The SAC/SDMT has increased parent participation by including various times for parental input. Cultural celebrations are planned for Hispanic and Black History.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Tuttle Elementary has built a safe and respectful environment for students with the ongoing implementation of the Positive Behavior Support program. Students are supported with consistent and school wide positive expectations for all areas of school, including the classroom, hallways, cafeteria, and common areas. All staff are assigned arrival and dismissal duties to maximize supervision for student safety. Students can voice their concerns with staff, and staff are trained in PBS responses as well as guidance counselor support to address student concerns.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At the beginning of the school , the PBS team provided the staff with an orientation of our PBS core program of behavior support. This training included a review of last year's data and expectations as well as the introduction of new areas of focus for this school year. A CPT will be presented to all staff regarding the Rtl process (academics and behavior) including the new forms for this school year. Staff will be provided with samples of the new forms and provided step by step training on how to complete the forms as part of the Rtl process. In addition we have hired a behavior specialist to support our teachers with behavior interventions.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social-emotional needs of the students are met with ongoing support from both the MTSS process as well as trained staff in the areas of School Guidance, Social Work, and School

Psychologist. Data is shared at weekly meetings to identify ongoing student social-emotional needs and address these thru timely and appropriate interventions that are progress monitored. School staff outreach to include parent/families in order to plan for action steps to improve a student's social-emotional gap from identified data.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

We use Attendance Works to update us on Attendance and Suspensions every 2 weeks. The support team analyzes the data and works with our MTSS team to provide interventions to students exhibiting early warning indicators. We also utilize CPT time and Data chats to review student data and help support students in danger of failing or receiving a level 1.

b. Provide the following data related to the school's early warning system

1. 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
Attendance below 90 percent	8	7	6	8	4	9	0	0	0	0	0	0	0	42
One or more suspensions	2	5	5	8	3	3	0	0	0	0	0	0	0	26
Course failure in ELA or Math	1	9	6	19	7	11	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	39	30	35	0	0	0	0	0	0	0	104

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	0	1	2	4	1	0	0	0	0	0	0	0	9

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Continued implementation of the Positive Behavior System and the Community of Caring model. Behavior/Attendance Expectations are reinforced with the Positive Behavior Support program's curriculum.

Attendance expectation is that students will be in school every day and on time. Each day a class has perfect attendance (no absences and no tardies), the class will receive a Tuttle Dollar. PBS expectations are taught in class and highlighted each Friday on our school-wide morning news program. Our Behavior specialist will work with students exhibiting early warning indicators. If attendance is a concern our attendance monitor will reach out to the family and if necessary put them in touch with our Home School Liaison.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/440063>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Tuttle Elementary actively seeks community relationships and supports existing partnerships through our Business Partner School-Community Liaison. Administration works with the liaison to identify school need, plan for upcoming events, and prioritize school-community plans for successful implementation. Tuttle will maintain a record of meetings with community partners, email and letter communications, and an updated spreadsheet of community contacts. These will be revised and updated monthly with monitoring documentation of different programs such as Volunteer hours, participation in fundraising, and Parent Academy business partnering.

Sarasota County Schools has funded a full time Home School Liaison to provide support for families in the 2 Generation Model, including offering parenting classes at the school, linking families to continuing education courses in the community, and completing home visits to address individual family needs.

This year the school is working with PTHV.org to organize Parent Teacher Home Visits. The program trains both our teachers and families to participate in Home Visits.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Dinverno, Tomas	Principal
Slane, MaryBeth	Other
Roberts, Annette	Other
Barcnas, Karen	Other
Mainberger, Joanne	Guidance Counselor
Hinds, Laurel	Other
Olson, Tunde	Teacher, K-12
Parrish, Scott	Assistant Principal
Cline, Lisa	Teacher, ESE

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Joanne Mainberger (Guidance Counselor) – Ms. Mainberger does KBIT testing. In addition, she provides support to teachers for students demonstrating focusing and attention issues including classroom strategies, parent resources and Conner’s Rating Scales. She also does classroom observations for academic and behavioral concerns. She participates in FBA development, provides behavioral support to students and staff and does Tier 2 and Tier 3 Personal/Social Development interventions. In addition to this support Ms. Mainberger meets with groups weekly to practice Social Skills. Ms. Mainberger is also available to teach classroom lessons and model Restorative Circles.

Mary Beth Slane (RtI Facilitator / Data Specialist) – Ms. Slane facilitates MTSS meetings and takes notes at our CARE weekly meetings. She collects the paperwork, schedules and facilitates our weekly MTSS meetings to review and discuss the academic and behavioral needs of our students. She assists teachers with developing interventions and completing the necessary documentation/paperwork. Mrs. Slane also provides parents with notice of prescriptive assessments, submits service referrals, and facilitates all of our MTSS meetings. She works with teachers to review progress monitoring data and determine appropriate academic and behavioral interventions. She assists teachers in completing the necessary documentation/paperwork. She also does classroom observations for academic and behavioral concerns. She participates in FBA development and provides behaviors support to students and staff along with academic Tier 2 and Tier 3 interventions. At the culmination of Tier 3, Mrs. Slane is responsible for compiling all of the intervention documentation and completing the MTSS Summary Sheet to submit to the ESE Liaison.

Lisa Cline (ESE Liaison) – As a member of the team, Dr. Cline participates in the discussions and assists the team in identifying appropriate strategies and interventions. She also helps to ensure that the team is gathering any necessary documentation should the portfolio progress to a CARE team level. She also does classroom observations for academic and behavioral concerns. She participates in FBA development and provides behaviors support to students and staff.

Annette Roberts (ESOL Liaison) - As a member of the team, Mrs. Roberts participates in the discussions and assists the team in identifying appropriate strategies and interventions. She also provides the team with information regarding a student’s ESOL status and what additional steps need to be taken in order to meet ESOL requirements along with academic Tier 2 and Tier 3 interventions.

Sarah Swasey (School Psychologist) – Dr. Swasey participates in MTSS and CARE meetings and assists the team with identifying skill gaps and areas of need. She administers prescriptive testing and provides a detailed summary and report the team to assist with the decision making process. She also identifies additional strategies and recourses to address areas of deficit.

Dawn Clements (Social Worker) – Mrs. Clements provides student, staff and parent support with attendance issues and behavioral concerns. She assists the team with identifying appropriate community agencies and resources that might further support the student. She participates in any behavior or FBA meetings and helps the team brainstorm and identify why the behaviors might be occurring and what strategies could be implemented.

Kenny Cox (Home School Liaison) -- Mr. Cox coordinates the service referrals for students/families and coordinates the two generation model.

Mary Beth LaPerriere, Beth McCurdy (Speech/Language Pathologists) - Mrs. LaPerriere helps the team determine if a student is demonstrating speech or language concerns that warrant an observation, specific interventions, or additional testing. She also test student’s hearing.

Kathy James (Occupational Therapist) -- Mrs. Karp supports students that need occupational therapy.

Classroom Teacher – The classroom teacher provides the team with the background information, gap analysis, explicit instruction, practice and progress monitoring strategies and tools that are being utilized to provide small group and/or individualized instruction (academic and behavior). The teacher’s input is a critical piece when determining what resources are in place, what additional support is needed and what the next steps should be.

Tomas Dinverno / Scott Parrish (Adminstration) - Mr. Dinverno and Mr. Parrish oversee the MTSS

team and monitor the fidelity of interventions. They provide input on a case by case basis and help the team identify what resources and options are available in order to provide additional support to teachers and students as part of the MTSS process. They also observe differentiation, small group instruction and individualized student support in the classroom setting (academic and behavioral). Other – – Based on the individual needs of the student, other staff members (OT, PT, School Nurse, Consultant or Specialist from the Landings, etc.) are invited to attend. Desiree Wilson or our substitute nurse also attend MTSS when needed to share important information regarding student's Health Care Plans. They also test student's vision when there is a concern or if it needs updating. In addition, the parent is invited to attend if the meeting so warrants their participation at this early level of intervention. All parents are notified if their student is receiving MTSS support directly from the student's teacher via parent conference so they are aware that their child is receiving academic or behavioral support. Special teachers also attend if there is a concern or they have information to help support the student.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Tuttle uses the 4 step problem solving process to develop, implement and evaluate interventions. First, individual student data is compared to state benchmarks and average peer performance (gap analysis) to identify the specific skill or performance deficits. Next, we analyze the problem to determine why it may be occurring. Then we identify instructional strategies, curriculum resources and/or environmental factors that we can put in to place to help address the problem. Finally, we monitor the response to intervention to determine if the learner's response was good, questionable or poor in order to determine the next steps.

Title I - Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the State's high standards, particularly in the areas of Reading , Writing, Science, and Mathematics. The district coordinates with Title II in ensuring staff development needs are provided and with Title IV 21st Century Community Learning Center grants to provide after school programs.

Title I, Part C – Migrant – The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ID&R representative coordinates with the Title I and other programs to ensure student and family needs are met.

Title II – Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals, and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified and highly effective.

Title III – Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Title X – Homeless – Homeless education case managers provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Programs provide on-going outreach,

training, and tutoring.

Supplemental Academic Instruction (SAI) – SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

Violence Prevention Programs – The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional an unintentional injury prevention programs are provided.

Nutrition Programs – The District Food and Nutrition Services has implemented the Universal Free Breakfast program at Tuttle Elementary for 2014-15. All students, regardless of free/reduced lunch status, can receive free breakfast provided by the cafeteria each school day. In addition, students participating in afterschool tutoring are able to obtain a meal after school thru the Sarasota County Supper Club program. FNS maintains records of student participation in these meal programs. All students receive a fresh fruit or vegetable daily via the Fresh Fruit and Vegetable Program offered by FNS.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Gwen Chambers	Teacher
Tomas Dinverno	Principal
Tunde Olson	Teacher
Donnet Brown	Parent
Ruth Rubenstein	Business/Community
Jennifer Hart	Education Support Employee
Marcy Kennelly	Teacher
MaryBeth Slane	Education Support Employee
Achieva	Business/Community
Lisa Cline	Teacher
Grace Madden	Teacher
Laura Cadenas	Parent
Daymi Quintero	Parent
Maria Rodriguez	Parent
Vianey Briceno	Student
Victoria Schreiber	Parent
Felicia Williams	Parent
Scott Parrish	Teacher
Victoria Schreiber	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC evaluation of the School Improvement Plan included a review of data from the 2016-17 school year. Members discussed and provided suggestions on the goals and plans for the SIP as well as the follow up on the action steps of the SIP. SAC members voted on the changes and provided suggestions for the 2017-18 SIP.

b. Development of this school improvement plan

A subcommittee appointed by SAC was involved in the following process to assist in the development of the School Improvement Plan:

1. Identify Goals to Help Achieve Targets
2. Brainstorm Available Resources and Potential Barriers
3. Choose Barrier to Address Bases on Elements of Curriculum, Instruction, Environment, Organizational Systems, and Actionable Impact.
4. Brainstorm and Prioritize Strategies
5. Identify Action Steps to Implement Strategies
6. Determine How Strategies Will Be Monitored For Fidelity of Implementation
7. Determine How Strategies will Be Monitored For Effectiveness
8. Determine How Progress Toward Each Goal Will Be Monitored.

c. Preparation of the school's annual budget and plan

SAC members voted on the school's annual budget and plan including Parental Involvement funds, SAC funds for school improvement, and proposed Title I budget plans including professional development for teachers. SAC members provided input on training proposed for both parental and teacher success.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Activity Sponsor Dates Hours Supplement Amount (approved by SAC/SMT sub-committee and approved by SAC/SDMT on 9/26/17)

Activity Sponsor Dates Hours Supplement Amount

Grant Coordinator Kim Ramhit 8/22 - 6/6 30 \$559.78
Year Book Coordinator TBD 10/3 - 5/30 30 \$559.78
SAC Secretary Grace Madden 8/20 - 6/20 16 \$298.55
SAC Chair Gwen Chambers 8/20 - 6/20 16 \$298.55
SAC Co-Chair Lisa Cline 8/20 - 6/20 16 \$298.55
Tuttle Chorus Ellen Wittman 9/26 - 6/5 77 \$1,436.77
Recorder Ensemble Ellen Wittman 9/20 - 5/31 80 \$1,492.75
Lead Mentor Tunde Olson 7/1 - 6/31 50 \$932.97
Science Fair Coordinator Tara Green 10/6 - 12/8 30 \$559.78
Walk-A-Thon Coordinator Julie Miller 9/12 - 11/28 40 \$746.38
Safety Patrols Justine Holcomb 8/23 - 6/6 73.5 \$1,371.47
Student Run Bookstore Amy Edelkind 9/6 - 5/29 26.5 \$494.47
Student Run Bookstore Julia Alvarez 9/6 - 5/29 21.5 \$401.18
Cooking Basics for Kids Eileen Daidone 9/16 - 5/30 24 \$447.83
Dance / Movement Club Rebecca Simon 10/9 - 12/21 15 \$279.89
Sports Club Kate Maccarone 10/23 - 4/3 32 \$597.10
Sports Club Amy Bates 10/23 - 4/3 32 \$597.10
Sports Club Glenn Trinder 10/23 - 4/3 32 \$597.10

Totals 641.5 \$11,970.00

Hourly Rate 18.7

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dinverno, Tomas	Principal
Slane, MaryBeth	Other
Roberts, Annette	Other
Barcenas, Karen	Other
Olson, Tunde	Other
Hinds, Laurel	Other
Petti, Deborah	Teacher, K-12
Parrish, Scott	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Tuttle Elementary School's LLT simultaneously supports learning and teaching for the entire school community-students, teachers, administration, families, and volunteers. The LLT meets on a monthly basis.

Functions include but are not limited to:

- Analyzing and reviewing data to maximize human resources to service students demonstrating academic deficits
- Providing intensive remedial services
- Enhancing literacy environment
- Building a literacy culture through collegiality and collaboration
- Engaging in peer coaching
- Conducting CPTs throughout the year
- Researching strategies to address the concern
- Providing materials, resources, assistance to address concerns
- Collecting and analyzing additional data on subjects
- Sharing and reporting data

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Tuttle Elementary focuses on sustained teamwork during the school year to promote collaboration between teachers. Weekly collaborative planning meetings are facilitated by team leaders using discussion points related to planning for student success, data review, and sharing best practices.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Tuttle Elementary School has a proactive recruiting strategy for attracting highly qualified teacher candidates to our school. In addition to offering one of the most competitive salaries in the state, there is also consideration for supplements and other incentives to recruit and retain high quality and highly qualified candidates. Additionally, The Sarasota County Teacher Induction Program (SCIP) at Tuttle Elementary School provides new teachers with support, coaching and mentoring to ensure that our students receive a high quality education. The administration at Tuttle firmly believes in "setting our new teachers up for success." Mentors help their mentees set up their classrooms and make sure that each teacher has the supplies necessary for a successful year. Additionally, new teachers meet weekly with their mentors to collaborate. Furthermore, all teachers are provided with opportunities for professional growth to help ensure a high quality of instruction in all classrooms.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

In Sarasota County all new hires receive 1 year of support at the district and school levels known as SCIP. The level of support is based on the need of the mentee. Many first year educators need support and guidance in the area of classroom management and as well as professional development on school programs. The PRIDE document in which educators are evaluated is taught throughout the year so our new hires understand the high expectations of the District and the school. It is expected that both mentor and mentee work daily and weekly as the year progresses to assist the new hire with acclimating to the school's procedures and expectations.

The lead mentor is responsible for contacting all the mentors and assisting in the assigning of mentors to new hired mentees. There is consideration for the mentee to be paired with a mentor in a like grade level and/or similar support for increased success. The lead mentor is required to hold 8 cohort meetings based on the needs of the new hires throughout the 1 year induction program. Many of the cohort meetings provide professional development needs such as classroom management, instructional practices, and allows time for collaborative discussions on best practices, differentiating and curriculum support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Tuttle Elementary has included whole and small group professional learning related to aligning instruction to the Florida Standards. Pre-week staff meetings included overviews of the Florida Standard assessment timeframe, and teams received the LAFS and MAFS toolkit in order to review the updated standards related to I-Ready. Administration will utilize data from ongoing observations using the Instructional Improvement System to monitor Teacher proficiency in Domain II on PRIDE, Planning for Instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Tuttle uses the 4 step problem solving process to develop, implement and evaluate interventions. First, individual student data is compared to state benchmarks and average peer performance (gap analysis) to identify the specific skill or performance deficits. Next, we analyze the problem to determine why it may be occurring. Then we identify instructional strategies, curriculum resources and/or environmental factors that we can put in to place to help address the problem. Finally, we monitor the response to intervention to determine if the learner's response was good, questionable or poor in order to determine the next steps.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 108,000

The after school program will provide learning opportunities in the following areas.

- Project Based Learning incorporating Reading, Math, Science, Technology
- Homework Help
- Computer Time- Reading, Math, Science, Games
- Physical Fitness and Nutrition Lessons
- Enrichment Activities
- Social Skills and Character Education Lessons

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dinverno, Tomas, tomas.dinverno@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected three times per year utilizing i-Ready Reading and Mathematics scale score growth. Analyzing student's performance, specifically student growth, is used to determine the effectiveness of the strategy as well as utilized to plan future programming.

Strategy: After School Program

Minutes added to school year: 21,600

Small group instruction for ELL students afterschool in small groups.

Strategy Rationale

Students needing additional language acquisition support in K-1.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Olson, Tunde, tunde.olson@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

WIDA ESOL Testing data and amount of students in LY status K-1

Strategy: Extended School Day

Minutes added to school year: 21,600

The FAST (Focus After School Tutoring) tutoring program will provide 3 hours of intensive Reading and Math instruction per week. Teachers and students will use researched based materials (CARS, FOCUS, CAMS, STAMS, SOLVE) to supplement classroom instruction as well as fill any skills gaps identified.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dinverno, Tomas, tomas.dinverno@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A pre, mid, and post assessment will be administered to determine the effectiveness of the program as well as to plan for future instruction.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Each year, Tuttle Elementary School opens its doors to local preschools for visitation to our campus. Tuttle Elementary School also visits each of the two Children's First locations to inform parents

about Tuttle Elementary School, the registration process, and activities parents can implement at home to assist in their child's transition from early childhood programs to Tuttle Elementary School. Each Spring, Tuttle Elementary School holds a Kindergarten Round-Up to familiarize incoming Kindergarteners and their families with the campus, as well as the Kindergarten curriculum. In the summer of 2017, Tuttle implemented a Summer Learning Academy for 53 incoming Kindergarten students and 52 incoming 1st grade students. Early data indicates that all students in the SLA made gains on the learning based on assessment results.

Tuttle Elementary School will incorporate a professional development course designed to articulate curriculum needs between VPK and Kindergarten teachers. Working with the Early Learning Coalition, Tuttle Elementary will have a Fall and Spring course at the school. Local providers and Kindergarten teachers will share curriculum, best practices in early childhood learning, and plan for closing gaps in articulation between VPK and Kindergarten.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

TuttleSIPShortSheet1718.pdf

Tuttle SIP Short Sheet

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Based on Previous Years' data Tuttle has identified Math as an area of strength. Last year our Math Proficiency and Math Learning Gains were both significantly higher than our ELA Scores. As a result of this Tuttle has decided to focus primarily on ELA for the 2017-2018 School year.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

For the past several years we have focused on increasing math achievement. The focus has paid off with the increase in math scores. Based on those results we have focused on more ELA this year for professional development and have expanded departmentalization to 4th grade.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary


- G1.** By the year 2018, there will be a minimum of a 5% point increase for all student groups grades 3-5 demonstrating proficiency at level 3 and above on spring assessments in the Florida Standards Assessment in English Language Arts.
- G2.** By the year 2018, there will be a minimum of a 5% point increase of learning gains for students in the lowest 25% in grades 3-5 on spring assessments in the Florida Standards Assessment in Language Arts.
- G3.** By the year 2018, there will be a minimum of a 5% point increase for all student groups grades 3-5 demonstrating proficiency at level 3 and above on spring assessments in the Florida Standards Assessment in Mathematics.
- G4.** By the year 2018, there will be a minimum of a 5% point increase of learning gains for students in the lowest 25% in grades 3-5 on spring assessments in the Florida Standards Assessment in Mathematics.
- G5.** By the year 2018, there will be a minimum gain of 5% of all student groups K-5 demonstrating 1 years' worth of learning gains as evidenced by scale score growth from the fall to spring i-Ready reading diagnostic assessment in comparison to prior year data.
- G6.** By the year 2018, there will be a minimum gain of 5% of all student groups K-5 demonstrating 1 years' worth of learning gains as evidenced by scale score growth from the fall to spring i-Ready mathematics diagnostic assessment in comparison to prior year data.
- G7.** By the year 2018, there will be a minimum of a 5% point increase for all student groups at 5th grade in demonstrating proficiency at level 3 and above on the Statewide Science Assessment.
- G8.** By the year 2018, there will be an increase of 2% in our student population that are classified as having "satisfactory" attendance, according to attendance works, (Students who miss less than 5% of total school days) for all student groups K-5 in comparison to prior year data.

- G9.** By the year 2018, there will be a decrease of 5% in the total number of suspensions for student population.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the year 2018, there will be a minimum of a 5% point increase for all student groups grades 3-5 demonstrating proficiency at level 3 and above on spring assessments in the Florida Standards Assessment in English Language Arts. **1a**

 G088919

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	57.0
FSA Mathematics Achievement	67.0

Targeted Barriers to Achieving the Goal **3**

- Students demonstrating grade level standards in English Language Arts

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Students will receive targeted reading instruction in pull out groups with ESE Teacher.
- Identified Students in 1st Grade will receive support with the Reading Recovery program.
- Students identified as below grade level in the bottom quartile will receive remedial reading support in Title I groups both push in and pull out.
- Students in K-5 will have opportunities for extended learning beyond the school day in 2 tutoring programs.
- Instructional steps for students below grade level will be identified in each classroom using data from progress monitoring tools.

Plan to Monitor Progress Toward G1. **8**

Percentage of students meeting learning goals based on iReady data

Person Responsible

Tomas Dinverno

Schedule

Semiannually, from 8/22/2017 to 5/24/2018

Evidence of Completion

iReady Data

G2. By the year 2018, there will be a minimum of a 5% point increase of learning gains for students in the lowest 25% in grades 3-5 on spring assessments in the Florida Standards Assessment in Language Arts.

1a

G088920

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Amount of students below or significantly below grade level K-5
- Time to provide Tier II and Tier III interventions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Push in Support K-5
- Additional staff for attendance and behavior Tier III interventions

Plan to Monitor Progress Toward G2. 8

Student gains on ELA assessments and learning gains compared to grade level peers

Person Responsible

Scott Parrish

Schedule

Quarterly, from 8/29/2017 to 5/24/2018

Evidence of Completion

ELA Grades, I-Ready AP1-3 growth of learning gains

G3. By the year 2018, there will be a minimum of a 5% point increase for all student groups grades 3-5 demonstrating proficiency at level 3 and above on spring assessments in the Florida Standards Assessment in Mathematics. 1a

G088921

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	67.0

Targeted Barriers to Achieving the Goal 3

- Student application of learning with math standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development for faculty with math instruction

Plan to Monitor Progress Toward G3. 8

Student data on math assessments including I-Ready

Person Responsible

Tomas Dinverno

Schedule

Triannually, from 8/29/2017 to 5/24/2018

Evidence of Completion

AP1-AP3 growth

G4. By the year 2018, there will be a minimum of a 5% point increase of learning gains for students in the lowest 25% in grades 3-5 on spring assessments in the Florida Standards Assessment in Mathematics. 1a

G088922

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Students demonstrating proficiency on grade level standards in mathematics

Resources Available to Help Reduce or Eliminate the Barriers 2

- Extra lessons on foundational skills in mathematics to scaffold towards proficiency on grade level standards

Plan to Monitor Progress Toward G4. 8

I-Ready growth of bottom quartile between monthly growth monitoring and tri-annual assessments

Person Responsible

Tomas Dinverno

Schedule

Triannually, from 9/6/2017 to 5/24/2018

Evidence of Completion

I-Ready report on student growth disaggregated for bottom quartile students

G5. By the year 2018, there will be a minimum gain of 5% of all student groups K-5 demonstrating 1 years' worth of learning gains as evidenced by scale score growth from the fall to spring i-Ready reading diagnostic assessment in comparison to prior year data. **1a**

G088923

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
Statewide Science Assessment Achievement	60.0
Attendance rate	97.0
AMO Math - African American	
AMO Math - SWD	
AMO Reading - SWD	

Targeted Barriers to Achieving the Goal **3**

- Difficulty allotting additional time for intensive remedial services during the school day.
- Ability of parents to provide academic support.
- Need for Professional Development in the areas of Florida Standards for English Language Arts and Mathematics

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Additional staff members funded through Title I funds (Progress Monitoring Specialist, Reading Specialist, VIP Teacher, .6 Reading Teacher)
- Volunteers Improving Proficiency Program
- Reading Recovery
- ESOL Tutoring
- I-Ready
- Power Hour
- ESOL Tutoring
- Tier II and Tier III Remediation
- FAST Tutoring Program
- 21st Century Program

Plan to Monitor Progress Toward G5. 8

Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers. Collaboration will include review of progress, instructional strategies, adjustment of students to be served as applicable.

Person Responsible

Tomas Dinverno

Schedule

Quarterly, from 10/5/2017 to 5/24/2018

Evidence of Completion

Assessment Results

G6. By the year 2018, there will be a minimum gain of 5% of all student groups K-5 demonstrating 1 years' worth of learning gains as evidenced by scale score growth from the fall to spring i-Ready mathematics diagnostic assessment in comparison to prior year data. 1a

G088924

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	69.0

Targeted Barriers to Achieving the Goal 3

- Providing timely progress monitoring and remediation for students
- Professional development in Mathematics instruction K-5

Resources Available to Help Reduce or Eliminate the Barriers 2

- Tier I, Tier II and Tier III Remediation with Teachers
- District and School Professional Development in Mathematics

Plan to Monitor Progress Toward G6. 8

School level data on targeted growth in mathematics

Person Responsible

Tomas Dinverno

Schedule

Annually, from 9/6/2017 to 5/24/2018

Evidence of Completion

Student achievement data on diagnostic compared with district growth target

G7. By the year 2018, there will be a minimum of a 5% point increase for all student groups at 5th grade in demonstrating proficiency at level 3 and above on the Statewide Science Assessment. 1a

G088925

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Providing opportunities for students to develop proficiency in Science
- Students understanding and application of scientific vocabulary

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use of standards based instruction and WriteScore assessment at 5th grade
- Scheduling science during specials with an instructional certified teacher
- Project Based Learning activities for students in Science
- Professional development in vocabulary instruction
- Interactive online vocabulary repository

Plan to Monitor Progress Toward G7. 8

Review of science assessment scores at 5th grade compared to previous years

Person Responsible

Tomas Dinverno

Schedule

Quarterly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Assessment data growth from one year to the next

G8. By the year 2018, there will be an increase of 2% in our student population that are classified as having "satisfactory" attendance, according to attendance works, (Students who miss less than 5% of total school days) for all student groups K-5 in comparison to prior year data. 1a

G088926

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	36000.0
Attendance rate	73.0

Targeted Barriers to Achieving the Goal 3

- Students absent from school over 10 days per semester.
- Lack of resources for families including transportation, health care, childcare, adequate nutrition

Resources Available to Help Reduce or Eliminate the Barriers 2

- Tier I, Tier II, Tier III Interventions
- Positive Behavior Support program including PBS Express Newsletter, Zoo Zingo attendance program, attendance incentives
- Attendance data tracker in student notebooks
- Restorative Circles
- Attendance Task Force including administration, guidance, social worker, support staff

Plan to Monitor Progress Toward G8. 8

Attendance Works Data

Person Responsible

Tomas Dinverno

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Comparison on Attendance Works Data from last year to this year.

G9. By the year 2018, there will be a decrease of 5% in the total number of suspensions for student population. 1a

G091326

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	55.0

Targeted Barriers to Achieving the Goal 3

- Students Social Emotion Needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Home School Liaison, and our new Parent Teacher Home Visits
- Behavior Specialist

Plan to Monitor Progress Toward G9. 8

TPS Data, Referral Data, and School Misconduct Forms

Person Responsible

Scott Parrish

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Mr. Parrish will monitor all PBS data sources to ensure that students are making growth in Social Emotion Skills as evidenced by reduced suspensions.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By the year 2018, there will be a minimum of a 5% point increase for all student groups grades 3-5 demonstrating proficiency at level 3 and above on spring assessments in the Florida Standards Assessment in English Language Arts. **1**

 G088919

G1.B1 Students demonstrating grade level standards in English Language Arts **2**

 B236701

G1.B1.S1 Identifying instructional best practices to provide support in and out of the classroom for students below grade level in English Language Arts. **4**

 S249425

Strategy Rationale

Provide individualized instruction based on learning goals of students.

Action Step 1 **5**

Reviewing student learning on grade level standards

Person Responsible

Scott Parrish

Schedule

Quarterly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Student proficiency on grade level standards

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review of student gains on learning targets

Person Responsible

Scott Parrish

Schedule

Quarterly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Student academic grades at each quarter

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review of iReady Data

Person Responsible

Scott Parrish

Schedule

Quarterly, from 8/22/2017 to 5/24/2018

Evidence of Completion

iReady Data

G2. By the year 2018, there will be a minimum of a 5% point increase of learning gains for students in the lowest 25% in grades 3-5 on spring assessments in the Florida Standards Assessment in Language Arts. 1

G088920

G2.B1 Amount of students below or significantly below grade level K-5 2

B236702

G2.B1.S1 Title I support K-5 both push in during ELA and pull out Tier III intervention during remediation time. 4

S249426

Strategy Rationale

1-1 intervention needs more frequency and duration, Title I staff able to provide this so that more students are supported.

Action Step 1 5

Title I Support for students during ELA and intervention time

Person Responsible

MaryBeth Slane

Schedule

Daily, from 8/29/2017 to 5/24/2018

Evidence of Completion

Rtl documentation

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review of tier intervention and response to intervention

Person Responsible

MaryBeth Slane

Schedule

Weekly, from 8/29/2017 to 5/24/2018

Evidence of Completion

Graphs, MTSS documentation, meeting notes, student data on assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Team meetings to review student response to intervention

Person Responsible

MaryBeth Slane

Schedule

Monthly, from 8/29/2017 to 5/24/2018

Evidence of Completion

Students gain on ELA curriculum assessments and I-Ready monitoring assessments

G2.B1.S2 Provide inclusion model for students in 4th and 5th that have active Individual Education Plan.

4

 S249427

Strategy Rationale

National research indicates that inclusion model helps students with IEP's increase their achievement in content area learning.

Action Step 1 5

Co-Teaching teams provide instruction in 4th and 5th grade inclusion classrooms

Person Responsible

Lisa Cline

Schedule

Daily, from 8/22/2017 to 5/24/2018

Evidence of Completion

iReady Data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Review of inclusion student learning with grade level standards

Person Responsible

Scott Parrish

Schedule

Monthly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Student I-Ready growth monitoring report

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Review of student diagnostic information

Person Responsible

Scott Parrish


Schedule

Triannually, from 8/22/2017 to 5/24/2018

Evidence of Completion

Comparison of AP1-AP3 I-ready progress toward making learning gains

G2.B2 Time to provide Tier II and Tier III interventions **2**

 B236703

G2.B2.S1 Title I staff providing additional Tier II and Tier III remediation **4**

 S249428

Strategy Rationale

Ability to maximize intervention time for students

Action Step 1 **5**

Tier II and Tier III academic, attendance, and behavior intervention

Person Responsible

Scott Parrish

Schedule

Daily, from 8/22/2017 to 5/24/2018

Evidence of Completion

Tier II and Tier III documentation

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Weekly review of interventions

Person Responsible

Scott Parrish

Schedule

Weekly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Graphs, Tier II and Tier III documentation

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Review of student data including grades, attendance, behavior

Person Responsible

Scott Parrish

Schedule

Monthly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Student grades, attendance, behavior forms

G3. By the year 2018, there will be a minimum of a 5% point increase for all student groups grades 3-5 demonstrating proficiency at level 3 and above on spring assessments in the Florida Standards Assessment in Mathematics. 1

G088921

G3.B1 Student application of learning with math standards 2

B236704

G3.B1.S1 Various professional development for teachers regarding math instruction 4

S249429

Strategy Rationale

Providing applicable training will enhance delivery of instruction of math standards

Action Step 1 5

District Math rounds training

Person Responsible

Scott Parrish

Schedule

Biweekly, from 9/13/2017 to 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Class visits by teams to reflect on lesson delivery

Person Responsible

Scott Parrish

Schedule

Biweekly, from 9/27/2017 to 5/24/2018

Evidence of Completion

Team reflection notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Team discussion of standards and lesson development

Person Responsible

Tomas Dinverno

Schedule

Biweekly, from 9/13/2017 to 5/24/2018

Evidence of Completion

K-5 Math data for students from AP1-AP2 on I-Ready

G4. By the year 2018, there will be a minimum of a 5% point increase of learning gains for students in the lowest 25% in grades 3-5 on spring assessments in the Florida Standards Assessment in Mathematics. 1

G088922

G4.B1 Students demonstrating proficiency on grade level standards in mathematics 2

B236705

G4.B1.S1 Inclusion model for students in 4th and 5th grade. 4

S249430

Strategy Rationale

Students receiving inclusion education make learning gains based on national research.

Action Step 1 5

Inclusion co-teaching

Person Responsible

Lisa Cline

Schedule

Monthly, from 9/6/2017 to 5/24/2018

Evidence of Completion

Student math i-Ready data

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review of student attendance and development of proficiency on math standards

Person Responsible

Scott Parrish

Schedule

Biweekly, from 9/6/2017 to 5/24/2018

Evidence of Completion

Bottom quartile growth of students in mathematics assessments

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Data review of students in bottom quartile in mathematics

Person Responsible

Tomas Dinverno


Schedule

Monthly, from 9/6/2017 to 5/24/2018

Evidence of Completion

Grades in mathematics, extra lesson completion in I-Ready

G4.B1.S2 All students with active IEP scheduled with co-teaching model on 4th and 5th grade inclusion team. 4

 S249431

Strategy Rationale

Students need to develop proficiency of the below grade level standards in order to make learning gains toward grade level standards.

Action Step 1 5

I-Ready computer lab

Person Responsible

MaryBeth Slane

Schedule

Daily, from 9/12/2017 to 5/24/2018

Evidence of Completion

I-Ready student individual reports

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Review of student extra lessons on I-Ready

Person Responsible

MaryBeth Slane

Schedule

Weekly, from 9/12/2017 to 5/24/2018

Evidence of Completion

Lesson completion of students based on specific standard

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

I-Ready diagnostic report

Person Responsible

Tomas Dinverno

Schedule

Triannually, from 9/12/2017 to 5/24/2018

Evidence of Completion

Student scale score comparison between diagnostic windows.

G5. By the year 2018, there will be a minimum gain of 5% of all student groups K-5 demonstrating 1 years' worth of learning gains as evidenced by scale score growth from the fall to spring i-Ready reading diagnostic assessment in comparison to prior year data. 1

G088923

G5.B1 Difficulty allotting additional time for intensive remedial services during the school day. 2

B236706

G5.B1.S1 Title I Remedial Groups 4

S249432

Strategy Rationale

K-5 Students have been identified for intervention support based on the LLI/BASC Reports.

Action Step 1 5

Title I Intervention Groups

Person Responsible

MaryBeth Slane

Schedule

Weekly, from 9/6/2017 to 5/24/2018

Evidence of Completion

Progress Monitoring sheets, Tier II and III documentation

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers. Collaboration will include review of progress, instructional strategies, adjustment of students to be served as applicable.

Person Responsible

Scott Parrish

Schedule

Quarterly, from 9/6/2017 to 5/24/2018

Evidence of Completion

Growth monitoring data on LLI

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers. Collaboration will include review of progress, instructional strategies, adjustment of students to be served as applicable.

Person Responsible

Scott Parrish

Schedule

Quarterly, from 9/6/2017 to 5/24/2018

Evidence of Completion

Assessment results

G5.B1.S2 Students chosen to participate in the VIP (Volunteers Improving Proficiency) will be remediated during power hour instruction utilizing instructional materials and participating in activities aligned with the science curriculum. 4

 S249433

Strategy Rationale

1-1 reading support with trained volunteers.

Action Step 1 5

Students chosen to participate in the VIP (Volunteers Improving Proficiency) will be re mediated during the day utilizing instructional materials and participating in activities aligned with the science curriculum.

Person Responsible

Laurel Hinds

Schedule

Daily, from 9/12/2017 to 5/24/2018

Evidence of Completion

Progress Monitoring sheets, lesson plans, Tier II and III documentation

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Tuttle Administration will collaborate and observe the instruction provided in the VIP classroom.

Person Responsible

Tomas Dinverno

Schedule

Biweekly, from 9/12/2017 to 5/24/2018

Evidence of Completion

Observation documentation, review of instructional plans, instructional materials.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Review progress monitoring documents to determine effectiveness of VIP program.

Person Responsible

Laurel Hinds

Schedule

Weekly, from 9/12/2017 to 5/24/2018

Evidence of Completion

Progress monitoring sheets

G5.B1.S3 Students needing remedial services will be invited to participate in the FAST, ESOL, and 21st Century Tutoring Program. 4

S249434

Strategy Rationale

Additional support for students that are in lower quartile of reading at grade level K-5.

Action Step 1 5

Students needing remedial services will be invited to participate in the FAST Tutoring Program.

Person Responsible

Laurel Hinds

Schedule

Weekly, from 9/12/2017 to 5/24/2018

Evidence of Completion

Student performance on lessons in FAST program

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Review of benchmark assessments (three administrations) to determine fidelity of implementation, ongoing observation, and frequent collaboration with program coordinator.

Person Responsible

Laurel Hinds

Schedule

Weekly, from 9/12/2017 to 5/24/2018

Evidence of Completion

Observation notes, benchmark assessment results

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Review of benchmark assessments (three administrations) to determine fidelity of implementation, ongoing observation, and frequent collaboration with program coordinator.

Person Responsible

Laurel Hinds

Schedule

Weekly, from 9/12/2017 to 5/24/2018


Evidence of Completion

Benchmark assessment results, observation notes.

G5.B6 Ability of parents to provide academic support. 2

 B236711

G5.B6.S1 Teacher Parent Home Visits / 2 Generation Approach 4

 S249436

Strategy Rationale

Providing parent support to help with student success as well as individual parental goals.

Action Step 1 5

Parents will be invited to participate in Teacher Parent Home Visits. The visits will focus on empowering parents with the tools needed to support their child's academic success, and to provide support for individually selected goals.

Person Responsible

Kenny Cox

Schedule

Monthly, from 10/5/2017 to 5/24/2018

Evidence of Completion

Monthly workshop agendas, sign-in sheets, presentation materials.

Plan to Monitor Fidelity of Implementation of G5.B6.S1 6

Administration will meet with Teacher Parent Home Visit staff members to reflect on the success/ areas in need of attention at the conclusion of each Parent Academy session.

Person Responsible

Kenny Cox

Schedule

Monthly, from 10/15/2017 to 5/24/2018

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G5.B6.S1 7

Parent Surveys

Person Responsible

Kenny Cox

Schedule

Monthly, from 10/15/2017 to 5/24/2018

Evidence of Completion

Survey Results

G5.B6.S2 Grade Level Curriculum/Performance Nights 4

S249437

Strategy Rationale

Action Step 1 5

Parents will be invited and encouraged to attend Grade Level Curriculum/Performance Nights

Person Responsible

Tomas Dinverno

Schedule

Monthly, from 1/19/2017 to 5/24/2018

Evidence of Completion

Sign-In Sheets, Invitations, Presentation materials

Plan to Monitor Fidelity of Implementation of G5.B6.S2 6

Administration will meet with grade level teams to discuss plans of action, progress, and will attend scheduled events.

Person Responsible

Tomas Dinverno

Schedule

Monthly, from 1/19/2017 to 5/24/2018

Evidence of Completion

CPT meeting minutes

Plan to Monitor Effectiveness of Implementation of G5.B6.S2 7

Administration will meet with grade level teams to discuss plans of action, progress, and will attend scheduled events.

Person Responsible

Tomas Dinverno

Schedule

Monthly, from 1/19/2017 to 5/24/2018

Evidence of Completion

Observation notes.

G5.B8 Need for Professional Development in the areas of Florida Standards for English Language Arts and Mathematics 2

 B236713

G5.B8.S1 Provide Professional Development Opportunities to address areas of need. 4

 S249438

Strategy Rationale

In year 3 of I-Ready implementation, our school theme is Goal Setting or "Know Thy Impact" based on the data in order to differentiate for students based on their I-Ready information.

Action Step 1 5

PD will be provided in the following areas:
I-Ready ELA and Mathematics
Vocabulary instruction in the content areas

Person Responsible

Tomas Dinverno

Schedule

Monthly, from 10/5/2016 to 5/18/2017

Evidence of Completion

Classroom Observations, Progress Monitoring Sheets

Plan to Monitor Fidelity of Implementation of G5.B8.S1 6

Tuttle Administration will attend PD opportunities and planning sessions to monitor fidelity of implementation.

Person Responsible

Tomas Dinverno

Schedule

Semiannually, from 10/5/2016 to 5/18/2017

Evidence of Completion

Observation/participant documentation

Plan to Monitor Effectiveness of Implementation of G5.B8.S1 7

Tuttle Administration will attend PD opportunities and planning sessions to monitor fidelity of implementation.

Person Responsible

Tomas Dinverno

Schedule

Semiannually, from 10/5/2016 to 5/18/2017

Evidence of Completion

Observation notes and presentation documents.

G6. By the year 2018, there will be a minimum gain of 5% of all student groups K-5 demonstrating 1 years' worth of learning gains as evidenced by scale score growth from the fall to spring i-Ready mathematics diagnostic assessment in comparison to prior year data. 1

G088924

G6.B1 Providing timely progress monitoring and remediation for students 2

B236715

G6.B1.S1 Updating progress monitoring information for interventions 4

S249439

Strategy Rationale

Providing feedback in an effective and timely fashion

Action Step 1 5

Identifying and utilizing progress monitoring and growth data from I-Ready

Person Responsible

MaryBeth Slane

Schedule

Weekly, from 9/6/2017 to 5/24/2018

Evidence of Completion

Excel sheet with progress monitoring data from I-Ready reports

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Grade level team data review of I-Ready Math instructional reports

Person Responsible

Scott Parrish

Schedule

Monthly, from 9/6/2017 to 5/24/2018

Evidence of Completion

I-Ready growth data between diagnostics.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

School wide review of diagnostic growth on I-Ready

Person Responsible

Tomas Dinverno

Schedule

Quarterly, from 9/6/2017 to 5/24/2018

Evidence of Completion

School wide, grade level, and individual student growth between AP1, AP2, AP3 on I-Ready

G6.B2 Professional development in Mathematics instruction K-5 2

 B236716

G6.B2.S1 Professional Development courses at the state, district and school level 4

 S249440

Strategy Rationale

Staff will have the opportunity to learn about best practices in math instruction and practice implementing strategies into instructional planning.

Action Step 1 5

Professional Development courses in Mathematics

Person Responsible

Scott Parrish

Schedule

Monthly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Professional Development calendar of offerings

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Review of professional development courses attended

Person Responsible

Scott Parrish

Schedule

Monthly, from 9/12/2017 to 5/24/2018

Evidence of Completion

Professional development log for staff

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Professional Development completed in mathematics

Person Responsible

Scott Parrish

Schedule

Annually, from 9/12/2017 to 5/24/2018

Evidence of Completion

Review of total courses per staff in mathematics completed.

G7. By the year 2018, there will be a minimum of a 5% point increase for all student groups at 5th grade in demonstrating proficiency at level 3 and above on the Statewide Science Assessment. 1

G088925

G7.B1 Providing opportunities for students to develop proficiency in Science 2

B236717

G7.B1.S1 Students will receive science instruction at each grade level with a homeroom teacher as well as during specials with an instructional teacher. 4

S249441

Strategy Rationale

Students need practice with science standards at each grade level.

Action Step 1 5

Science instruction for K-5 on grade level standards

Person Responsible

Tomas Dinverno

Schedule

Monthly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Classroom observations and feedback on Science Instruction

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Student demonstration of increased proficiency on science standards

Person Responsible

Tomas Dinverno

Schedule

Quarterly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Student achievement increase in science proficiency as evidenced on report card progress quarterly

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Ongoing data review of science growth on benchmark assessments

Person Responsible

Tomas Dinverno

Schedule

Semiannually, from 8/22/2017 to 5/24/2018

Evidence of Completion

Quarterly review of student data on benchmark assessments in science.

G7.B2 Students understanding and application of scientific vocabulary 2

 B236718

G7.B2.S1 Professional development for faculty on vocabulary instruction, and depth of knowledge and application of science standards 4

 S249442

Strategy Rationale

K-5 vertical articulation and collaboration on the instruction of science standards and vocabulary application

Action Step 1 5

Marzano Vocabulary Instruction

Person Responsible

Tomas Dinverno

Schedule

Monthly, from 9/15/2016 to 5/25/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Class observations of science instruction

Person Responsible

Tomas Dinverno

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Observation notes

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

Admin Observations of Training and Instruction

Person Responsible

Tomas Dinverno

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

CPT Notes and Science Scores

G8. By the year 2018, there will be an increase of 2% in our student population that are classified as having "satisfactory" attendance, according to attendance works, (Students who miss less than 5% of total school days) for all student groups K-5 in comparison to prior year data. 1

G088926

G8.B1 Students absent from school over 10 days per semester. 2

B236719

G8.B1.S1 Identifying student absences and establishing interventions to involve all stakeholders in the improving of student attendance. 4

S249443

Strategy Rationale

Combined efforts to increase student attendance need to include identification, communication, problem/solution steps, and interventions.

Action Step 1 5

Tier I, Tier II, Tier III Interventions with attendance

Person Responsible

Tomas Dinverno

Schedule

Weekly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Quarterly attendance data

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Identify attendance data at individual and school level

Person Responsible

Tomas Dinverno

Schedule

Monthly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Increase of students in attendance

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Tier III MTSS Data on student attendance

Person Responsible

Tomas Dinverno

Schedule

Weekly, from 8/22/2017 to 5/24/2018


Evidence of Completion

MTSS Attendance documentation

G8.B2 Lack of resources for families including transportation, health care, childcare, adequate nutrition 2

 B236720

G8.B2.S1 School based Attendance Task force focused on chronic student absences. 4

 S249444

Strategy Rationale

Provide a targeted approach to identify and providing support to those families with non-attendance patterns.

Action Step 1 5

Attendance Task Force

Person Responsible

Tomas Dinverno

Schedule

Daily, from 8/22/2017 to 5/24/2018

Evidence of Completion

Attendance data

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Review of weekly, monthly, and quarterly attendance data

Person Responsible

Tomas Dinverno

Schedule

Weekly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Attendance data

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

Student attendance

Person Responsible

Tomas Dinverno

Schedule

Biweekly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Reduction of number of absences for targeted students

G9. By the year 2018, there will be a decrease of 5% in the total number of suspensions for student population.

1

G091326

G9.B2 Students Social Emotion Needs 2

B244239

G9.B2.S1 Behavior Specialist and Guidance Counselor working with students to increase their Social Emotional skills. 4

S257410

Strategy Rationale

As students learn to control their Emotions, disruptions will be minimized.

Action Step 1 5

Teach and Monitor Social Emotional Skills of Students

Person Responsible

Kate Maccarone

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Number of Discipline actions that lead to a Suspension

Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

Monitor TPS Data, Misconduct Forms, and Referrals

Person Responsible

Scott Parrish

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Number of Discipline events that lead to a Suspension

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7

TPS Data, Referral Data, and Misconduct Data

Person Responsible

Scott Parrish

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Mr. Parrish will monitor all data sources from PBS including TPS Data, Referral Data, and Misconduct Forms

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G5.B8.S1.MA1 M340168	Tuttle Administration will attend PD opportunities and planning sessions to monitor fidelity of...	Dinverno, Tomas	10/5/2016	Observation notes and presentation documents.	5/18/2017 semiannually
G5.B8.S1.A1 A325470	PD will be provided in the following areas: I-Ready ELA and Mathematics Vocabulary instruction in...	Dinverno, Tomas	10/5/2016	Classroom Observations, Progress Monitoring Sheets	5/18/2017 monthly
G5.B8.S1.MA1 M340169	Tuttle Administration will attend PD opportunities and planning sessions to monitor fidelity of...	Dinverno, Tomas	10/5/2016	Observation/participant documentation	5/18/2017 semiannually
G7.B2.S1.A1 A325474	Marzano Vocabulary Instruction	Dinverno, Tomas	9/15/2016		5/25/2017 monthly
G7.B2.S1.MA1 M340179	Class observations of science instruction	Dinverno, Tomas	9/6/2016	Observation notes	5/26/2017 weekly
G8.B2.S1.MA1 M340183	Student attendance	Dinverno, Tomas	8/22/2017	Reduction of number of absences for targeted students	5/24/2018 biweekly
G7.MA1 M340180	Review of science assessment scores at 5th grade compared to previous years	Dinverno, Tomas	8/22/2017	Assessment data growth from one year to the next	5/24/2018 quarterly
G8.MA1 M340185	Attendance Works Data	Dinverno, Tomas	8/21/2017	Comparison on Attendance Works Data from last year to this year.	5/24/2018 monthly
G5.B1.S3.A1 A325467	Students needing remedial services will be invited to participate in the FAST Tutoring Program.	Hinds, Laurel	9/12/2017	Student performance on lessons in FAST program	5/24/2018 weekly
G1.B1.S1.MA1 M340138	Review of iReady Data	Parrish, Scott	8/22/2017	iReady Data	5/24/2018 quarterly
G1.B1.S1.MA1 M340139	Review of student gains on learning targets	Parrish, Scott	8/22/2017	Student academic grades at each quarter	5/24/2018 quarterly
G1.B1.S1.A1 A325458	Reviewing student learning on grade level standards	Parrish, Scott	8/22/2017	Student proficiency on grade level standards	5/24/2018 quarterly
G2.B1.S1.MA1 M340141	Team meetings to review student response to intervention	Slane, MaryBeth	8/29/2017	Students gain on ELA curriculum assessments and I-Ready monitoring assessments	5/24/2018 monthly
G2.B1.S1.MA1 M340142	Review of tier intervention and response to intervention	Slane, MaryBeth	8/29/2017	Graphs, MTSS documentation, meeting notes, student data on assessments	5/24/2018 weekly
G2.B1.S1.A1 A325459	Title I Support for students during ELA and intervention time	Slane, MaryBeth	8/29/2017	Rtl documentation	5/24/2018 daily
G2.B2.S1.MA1 M340145	Review of student data including grades, attendance, behavior	Parrish, Scott	8/22/2017	Student grades, attendance, behavior forms	5/24/2018 monthly
G2.B2.S1.MA1 M340146	Weekly review of interventions	Parrish, Scott	8/22/2017	Graphs, Tier II and Tier III documentation	5/24/2018 weekly
G5.B6.S2.MA1 M340167	Administration will meet with grade level teams to discuss plans of action, progress, and will...	Dinverno, Tomas	1/19/2017	CPT meeting minutes	5/24/2018 monthly
G3.B1.S1.MA1 M340148	Team discussion of standards and lesson development	Dinverno, Tomas	9/13/2017	K-5 Math data for students from AP1-AP2 on I-Ready	5/24/2018 biweekly
G3.B1.S1.MA1 M340149	Class visits by teams to reflect on lesson delivery	Parrish, Scott	9/27/2017	Team reflection notes	5/24/2018 biweekly






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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1 A325462	District Math rounds training	Parrish, Scott	9/13/2017		5/24/2018 biweekly
G4.B1.S1.MA1 M340151	Data review of students in bottom quartile in mathematics	Dinverno, Tomas	9/6/2017	Grades in mathematics, extra lesson completion in I-Ready	5/24/2018 monthly
G4.B1.S1.MA1 M340152	Review of student attendance and development of proficiency on math standards	Parrish, Scott	9/6/2017	Bottom quartile growth of students in mathematics assessments	5/24/2018 biweekly
G4.B1.S1.A1 A325463	Inclusion co-teaching	Cline, Lisa	9/6/2017	Student math i-Ready data	5/24/2018 monthly
G5.B1.S1.MA1 M340156	Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers....	Parrish, Scott	9/6/2017	Assessment results	5/24/2018 quarterly
G5.B1.S1.MA1 M340157	Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers....	Parrish, Scott	9/6/2017	Growth monitoring data on LLI	5/24/2018 quarterly
G5.B1.S1.A1 A325465	Title I Intervention Groups	Slane, MaryBeth	9/6/2017	Progress Monitoring sheets, Tier II and III documentation	5/24/2018 weekly
G5.B6.S1.MA1 M340164	Parent Surveys	Cox, Kenny	10/15/2017	Survey Results	5/24/2018 monthly
G5.B6.S1.MA1 M340165	Administration will meet with Teacher Parent Home Visit staff members to reflect on the...	Cox, Kenny	10/15/2017	Meeting notes	5/24/2018 monthly
G5.B6.S1.A1 A325468	Parents will be invited to participate in Teacher Parent Home Visits. The visits will focus on...	Cox, Kenny	10/5/2017	Monthly workshop agendas, sign-in sheets, presentation materials.	5/24/2018 monthly
G1.MA1 M340140	Percentage of students meeting learning goals based on iReady data	Dinverno, Tomas	8/22/2017	iReady Data	5/24/2018 semiannually
G5.MA1 M340170	Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers....	Dinverno, Tomas	10/5/2017	Assessment Results	5/24/2018 quarterly
G4.MA1 M340155	I-Ready growth of bottom quartile between monthly growth monitoring and tri-annual assessments	Dinverno, Tomas	9/6/2017	I-Ready report on student growth disaggregated for bottom quartile students	5/24/2018 triannually
G6.B1.S1.MA1 M340171	School wide review of diagnostic growth on I-Ready	Dinverno, Tomas	9/6/2017	School wide, grade level, and individual student growth between AP1, AP2, AP3 on I-Ready	5/24/2018 quarterly
G6.B1.S1.MA1 M340172	Grade level team data review of I-Ready Math instructional reports	Parrish, Scott	9/6/2017	I-Ready growth data between diagnostics.	5/24/2018 monthly
G6.B1.S1.A1 A325471	Identifying and utilizing progress monitoring and growth data from I-Ready	Slane, MaryBeth	9/6/2017	Excel sheet with progress monitoring data from I-Ready reports	5/24/2018 weekly
G6.B2.S1.MA1 M340173	Professional Development completed in mathematics	Parrish, Scott	9/12/2017	Review of total courses per staff in mathematics completed.	5/24/2018 annually
G6.B2.S1.MA1 M340174	Review of professional development courses attended	Parrish, Scott	9/12/2017	Professional development log for staff	5/24/2018 monthly
G6.B2.S1.A1 A325472	Professional Development courses in Mathematics	Parrish, Scott	8/22/2017	Professional Development calendar of offerings	5/24/2018 monthly
G7.B1.S1.MA1 M340176	Ongoing data review of science growth on benchmark assessments	Dinverno, Tomas	8/22/2017	Quarterly review of student data on benchmark assessments in science.	5/24/2018 semiannually
G7.B1.S1.MA1 M340177	Student demonstration of increased proficiency on science standards	Dinverno, Tomas	8/22/2017	Student achievement increase in science proficiency as evidenced on report card progress quarterly	5/24/2018 quarterly
G7.B1.S1.A1 A325473	Science instruction for K-5 on grade level standards	Dinverno, Tomas	8/22/2017	Classroom observations and feedback on Science Instruction	5/24/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B2.S1.MA1 M340178	Admin Observations of Training and Instruction	Dinverno, Tomas	8/21/2017	CPT Notes and Science Scores	5/24/2018 monthly
G3.MA1 M340150	Student data on math assessments including I-Ready	Dinverno, Tomas	8/29/2017	AP1-AP3 growth	5/24/2018 triannually
G2.MA1 M340147	Student gains on ELA assessments and learning gains compared to grade level peers	Parrish, Scott	8/29/2017	ELA Grades, I-Ready AP1-3 growth of learning gains	5/24/2018 quarterly
G8.B1.S1.MA1 M340181	Tier III MTSS Data on student attendance	Dinverno, Tomas	8/22/2017	MTSS Attendance documentation	5/24/2018 weekly
G8.B1.S1.MA1 M340182	Identify attendance data at individual and school level	Dinverno, Tomas	8/22/2017	Increase of students in attendance	5/24/2018 monthly
G8.B1.S1.A1 A325475	Tier I, Tier II, Tier III Interventions with attendance	Dinverno, Tomas	8/22/2017	Quarterly attendance data	5/24/2018 weekly
G6.MA1 M340175	School level data on targeted growth in mathematics	Dinverno, Tomas	9/6/2017	Student achievement data on diagnostic compared with district growth target	5/24/2018 annually
G8.B2.S1.MA1 M340184	Review of weekly, monthly, and quarterly attendance data	Dinverno, Tomas	8/22/2017	Attendance data	5/24/2018 weekly
G8.B2.S1.A1 A325476	Attendance Task Force	Dinverno, Tomas	8/22/2017	Attendance data	5/24/2018 daily
G5.B1.S3.MA1 M340161	Review of benchmark assessments (three administrations) to determine fidelity of implementation,...	Hinds, Laurel	9/12/2017	Observation notes, benchmark assessment results	5/24/2018 weekly
G5.B1.S3.MA1 M340160	Review of benchmark assessments (three administrations) to determine fidelity of implementation,...	Hinds, Laurel	9/12/2017	Benchmark assessment results, observation notes.	5/24/2018 weekly
G5.B6.S2.A1 A325469	Parents will be invited and encouraged to attend Grade Level Curriculum/ Performance Nights	Dinverno, Tomas	1/19/2017	Sign-In Sheets, Invitations, Presentation materials	5/24/2018 monthly
G2.B1.S2.MA1 M340143	Review of student diagnostic information	Parrish, Scott	8/22/2017	Comparison of AP1-AP3 I-ready progress toward making learning gains	5/24/2018 triannually
G2.B1.S2.MA1 M340144	Review of inclusion student learning with grade level standards	Parrish, Scott	8/22/2017	Student I-Ready growth monitoring report	5/24/2018 monthly
G2.B1.S2.A1 A325460	Co-Teaching teams provide instruction in 4th and 5th grade inclusion classrooms	Cline, Lisa	8/22/2017	iReady Data	5/24/2018 daily
G4.B1.S2.MA1 M340153	I-Ready diagnostic report	Dinverno, Tomas	9/12/2017	Student scale score comparison between diagnostic windows.	5/24/2018 triannually
G4.B1.S2.MA1 M340154	Review of student extra lessons on I-Ready	Slane, MaryBeth	9/12/2017	Lesson completion of students based on specific standard	5/24/2018 weekly
G4.B1.S2.A1 A325464	I-Ready computer lab	Slane, MaryBeth	9/12/2017	I-Ready student individual reports	5/24/2018 daily
G5.B1.S2.MA1 M340158	Review progress monitoring documents to determine effectiveness of VIP program.	Hinds, Laurel	9/12/2017	Progress monitoring sheets	5/24/2018 weekly
G5.B1.S2.MA1 M340159	Tuttle Administration will collaborate and observe the instruction provided in the VIP classroom.	Dinverno, Tomas	9/12/2017	Observation documentation, review of instructional plans, instructional materials.	5/24/2018 biweekly
G5.B1.S2.A1 A325466	Students chosen to participate in the VIP (Volunteers Improving Proficiency) will be re mediated...	Hinds, Laurel	9/12/2017	Progress Monitoring sheets, lesson plans, Tier II and III documentation	5/24/2018 daily
G5.B6.S2.MA1 M340166	Administration will meet with grade level teams to discuss plans of action, progress, and will...	Dinverno, Tomas	1/19/2017	Observation notes.	5/24/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1  A325461	Tier II and Tier III academic, attendance, and behavior intervention	Parrish, Scott	8/22/2017	Tier II and Tier III documentation	5/24/2018 daily
G9.B2.S1.A1  A338282	Teach and Monitor Social Emotional Skills of Students	Maccarone, Kate	8/14/2017	Number of Discipline actions that lead to a Suspension	5/25/2018 daily
G9.B2.S1.MA1  M357278	Monitor TPS Data, Misconduct Forms, and Referrals	Parrish, Scott	8/14/2017	Number of Discipline events that lead to a Suspension	5/25/2018 biweekly
G9.B2.S1.MA1  M357279	TPS Data, Referral Data, and Misconduct Data	Parrish, Scott	8/14/2017	Mr. Parrish will monitor all data sources from PBS including TPS Data, Referral Data, and Misconduct Forms	5/25/2018 biweekly
G9.MA1  M357280	TPS Data, Referral Data, and School Misconduct Forms	Parrish, Scott	8/14/2017	Mr. Parrish will monitor all PBS data sources to ensure that students are making growth in Social Emotion Skills as evidenced by reduced suspensions.	5/25/2018 biweekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G3. By the year 2018, there will be a minimum of a 5% point increase for all student groups grades 3-5 demonstrating proficiency at level 3 and above on spring assessments in the Florida Standards Assessment in Mathematics.

G3.B1 Student application of learning with math standards

G3.B1.S1 Various professional development for teachers regarding math instruction

PD Opportunity 1

District Math rounds training

Facilitator

District staff

Participants

Instructional staff

Schedule

Biweekly, from 9/13/2017 to 5/24/2018

G5. By the year 2018, there will be a minimum gain of 5% of all student groups K-5 demonstrating 1 years' worth of learning gains as evidenced by scale score growth from the fall to spring i-Ready reading diagnostic assessment in comparison to prior year data.

G5.B6 Ability of parents to provide academic support.

G5.B6.S1 Teacher Parent Home Visits / 2 Generation Approach

PD Opportunity 1

Parents will be invited to participate in Teacher Parent Home Visits. The visits will focus on empowering parents with the tools needed to support their child's academic success, and to provide support for individually selected goals.

Facilitator

Kenny Cox

Participants

Parents/Families

Schedule

Monthly, from 10/5/2017 to 5/24/2018

G5.B8 Need for Professional Development in the areas of Florida Standards for English Language Arts and Mathematics

G5.B8.S1 Provide Professional Development Opportunities to address areas of need.

PD Opportunity 1

PD will be provided in the following areas: I-Ready ELA and Mathematics Vocabulary instruction in the content areas

Facilitator

Various PD facilitators - including but not limited to Tuttle Administration, Tuttle Staff Members, District Coordinators, and Product Representatives

Participants

All Instructional Staff Members.

Schedule

Monthly, from 10/5/2016 to 5/18/2017

G6. By the year 2018, there will be a minimum gain of 5% of all student groups K-5 demonstrating 1 years' worth of learning gains as evidenced by scale score growth from the fall to spring i-Ready mathematics diagnostic assessment in comparison to prior year data.

G6.B2 Professional development in Mathematics instruction K-5

G6.B2.S1 Professional Development courses at the state, district and school level

PD Opportunity 1

Professional Development courses in Mathematics

Facilitator

Scott Parrish

Participants

K-5 Teachers

Schedule

Monthly, from 8/22/2017 to 5/24/2018

G7. By the year 2018, there will be a minimum of a 5% point increase for all student groups at 5th grade in demonstrating proficiency at level 3 and above on the Statewide Science Assessment.

G7.B2 Students understanding and application of scientific vocabulary

G7.B2.S1 Professional development for faculty on vocabulary instruction, and depth of knowledge and application of science standards

PD Opportunity 1

Marzano Vocabulary Instruction

Facilitator

Monthly webinars

Participants

Instructional staff

Schedule

Monthly, from 9/15/2016 to 5/25/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Reviewing student learning on grade level standards				\$46,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0201 - Tuttle Elementary School			\$46,500.00
			<i>Notes: I-Ready, Scholastic, FrontRow Math, Cambridge, and A-Z programs.</i>			
2	G2.B1.S1.A1	Title I Support for students during ELA and intervention time				\$0.00
3	G2.B1.S2.A1	Co-Teaching teams provide instruction in 4th and 5th grade inclusion classrooms				\$0.00
4	G2.B2.S1.A1	Tier II and Tier III academic, attendance, and behavior intervention				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6000	160-Other Support Personnel	0201 - Tuttle Elementary School	Title I, Part A		\$40,000.00
5	G3.B1.S1.A1	District Math rounds training				\$0.00
6	G4.B1.S1.A1	Inclusion co-teaching				\$0.00
7	G4.B1.S2.A1	I-Ready computer lab				\$0.00
8	G5.B1.S1.A1	Title I Intervention Groups				\$507,760.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3374	100-Salaries	0201 - Tuttle Elementary School	Title I, Part A		\$507,760.00
			<i>Notes: Included in the Title I Support positions are resource teachers, progress monitoring specialist, and ESOL Liaison.</i>			
9	G5.B1.S2.A1	Students chosen to participate in the VIP (Volunteers Improving Proficiency) will be re mediated during the day utilizing instructional materials and participating in activities aligned with the science curriculum.				\$0.00
10	G5.B1.S3.A1	Students needing remedial services will be invited to participate in the FAST Tutoring Program.				\$70,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0201 - Tuttle Elementary School			\$20,000.00
			<i>Notes: I-Ready open computer lab time</i>			
	5900	100-Salaries	0201 - Tuttle Elementary School	Title I, Part A		\$50,000.00
			<i>Notes: FAST Tutoring</i>			

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11	G5.B6.S1.A1	Parents will be invited to participate in Teacher Parent Home Visits. The visits will focus on empowering parents with the tools needed to support their child's academic success, and to provide support for individually selected goals.				\$11,227.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0201 - Tuttle Elementary School	Title I, Part A		\$11,227.00
12	G5.B6.S2.A1	Parents will be invited and encouraged to attend Grade Level Curriculum/ Performance Nights				\$63,913.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0201 - Tuttle Elementary School			\$63,913.00
<i>Notes: Summer Learning Academy for incoming Kindergarten students</i>						
13	G5.B8.S1.A1	PD will be provided in the following areas: I-Ready ELA and Mathematics Vocabulary instruction in the content areas				\$65,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0201 - Tuttle Elementary School	Title I, Part A		\$65,000.00
<i>Notes: I-Ready training, curriculum training, team training.</i>						
14	G6.B1.S1.A1	Identifying and utilizing progress monitoring and growth data from I-Ready				\$0.00
15	G6.B2.S1.A1	Professional Development courses in Mathematics				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	120-Classroom Teachers	0201 - Tuttle Elementary School	Title I, Part A		\$2,000.00
16	G7.B1.S1.A1	Science instruction for K-5 on grade level standards				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0201 - Tuttle Elementary School			\$4,000.00
<i>Notes: WriteScore</i>						
17	G7.B2.S1.A1	Marzano Vocabulary Instruction				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100		0201 - Tuttle Elementary School	Title I, Part A		\$9,000.00
<i>Notes: Notes</i>						
18	G8.B1.S1.A1	Tier I, Tier II, Tier III Interventions with attendance				\$49,000.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			0201 - Tuttle Elementary School			\$49,000.00	
19	G8.B2.S1.A1	Attendance Task Force					\$0.00
20	G9.B2.S1.A1	Teach and Monitor Social Emotional Skills of Students					\$0.00
					Total:	\$868,400.00	