

Sarasota County Schools

Tuttle Elementary School



2022-23 Schoolwide Improvement Plan

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Tuttle Elementary School

2863 8TH ST, Sarasota, FL 34237

www.sarasotacountyschools.net/tuttle

Demographics

Principal: Patti Folino

Start Date for this Principal: 9/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2020-21: (43%) 2018-19: C (50%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Folino, Patti	Principal	Oversee the Leadership Team to facilitate ongoing collaboration allowing for problem-solving and clear, consistent communication with staff. The role of the Leadership Team is to support all school staff to achieve our vision and ensure the highest level of student achievement for all students at Tuttle Elementary School.
Knouse, Sara	Assistant Principal	Assist the principal in leading the school toward meeting the educational and social-emotional needs of all students. Support instructional goals through classroom observations and teacher feedback.
Gerst, Michelle	Other	<p>MTSS Coordinator</p> <p>Monitor the progress of all students and ensure interventions are scheduled for students performing in the lowest 25% or lacking adequate progress. Ensure documentation is collected for students in the RtI process. Assist with monitoring progress of students and adjusting intervention/enrichment groups.</p>
Villa, Anakaren	Other	<p>Home School Liaison - provide wrap-around services for families in need to ensure students attend school regularly, on-time, and have all needs met to ensure successful learning.</p>
Roberts, Annette	ELL Compliance Specialist	English Language Learner (ELL) Liaison - monitor the progress of our ELL students while ensuring proper placement and educational support throughout the school day. Coordinate meetings with families to discuss progress and strategies to support the child at home.
Counter, Michelle	Other	<p>Exceptional Student Education (ESE) Liaison - schedule and facilitate Children At-Risk in Education (CARE) meetings to best meet the needs of students in need of specialized instruction and accommodations. Support the instructional practices of the ESE team.</p>
Goffinet, Lindsay	Instructional Coach	Coach and mentor teachers in best literacy practices. Support teachers in curriculum through planning and modeling.
Olson, Tunde	Instructional Coach	Coach and mentor teachers in best literacy practices. Support teachers in curriculum through planning and modeling.

Name	Position Title	Job Duties and Responsibilities
Urbanski, Beth	Behavior Specialist	Behavior Specialist. Supports the Social Emotional needs of our students. Helps provide interventions and strategies for supporting our students.
Mainberger, Joanne	Guidance Counselor	Assist and advise students by providing Kelso choices, promote Civility Squad, facilitate restorative circles, and counsel students as needed. Implements and reinforces PBIS school-wide expectations.

Demographic Information

Principal start date

Tuesday 9/13/2022, Patti Folino

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

652

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	830	9	87	126	98	115	0	0	0	0	0	0	0	1265
Attendance below 90 percent	70	20	17	23	21	23	0	0	0	0	0	0	0	174
One or more suspensions	1	1	0	2	2	4	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	5	1	2	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	7	0	2	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	18	22	36	0	0	0	0	0	0	0	76
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	32	38	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	0	3	18	29	19	54	0	0	0	0	0	0	0	123

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	2	21	49	51	0	0	0	0	0	0	0	127

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	3	30	0	0	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 9/13/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	73	85	112	117	104	149	0	0	0	0	0	0	0	640
Attendance below 90 percent	1	24	27	25	15	29	0	0	0	0	0	0	0	121
One or more suspensions	0	1	2	2	0	3	0	0	0	0	0	0	0	8
Course failure in ELA	0	1	1	0	7	13	0	0	0	0	0	0	0	22
Course failure in Math	0	2	0	0	8	17	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	18	14	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	25	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	3	8	4	12	12	0	0	0	0	0	0	0	39

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	0	1	22	21	0	0	0	0	0	0	0	47

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	1	15	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	73	85	112	117	104	149	0	0	0	0	0	0	0	640
Attendance below 90 percent	1	24	27	25	15	29	0	0	0	0	0	0	0	121
One or more suspensions	0	1	2	2	0	3	0	0	0	0	0	0	0	8
Course failure in ELA	0	1	1	0	7	13	0	0	0	0	0	0	0	22
Course failure in Math	0	2	0	0	8	17	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	18	14	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	25	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	3	8	4	12	12	0	0	0	0	0	0	0	39

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	3	0	1	22	21	0	0	0	0	0	0	0	47

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	1	1	15	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%			36%			48%	68%	57%
ELA Learning Gains	55%			41%			53%	62%	58%
ELA Lowest 25th Percentile	48%			61%			56%	53%	53%
Math Achievement	43%			40%			53%	73%	63%
Math Learning Gains	54%			39%			52%	67%	62%
Math Lowest 25th Percentile	53%			45%			37%	53%	51%
Science Achievement	39%			37%			50%	65%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	70%	-24%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	53%	67%	-14%	58%	-5%
Cohort Comparison		-46%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	44%	68%	-24%	56%	-12%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	73%	-22%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	56%	72%	-16%	64%	-8%
Cohort Comparison		-51%				
05	2022					
	2019	51%	70%	-19%	60%	-9%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	65%	-17%	53%	-5%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	13	41	44	23	40	52	11				
ELL	32	51	46	34	51	51	26				
BLK	37	50	45	37	45	60	33				
HSP	37	54	48	40	53	53	34				
MUL	44	62		56	82						
WHT	54	57		52	53		55				
FRL	38	54	48	41	53	54	36				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	23	36	26	23		10				
ELL	34	45	65	38	49	61	43				
BLK	29	11		36	20		25				
HSP	35	45	67	39	44	57	40				
MUL	42			42							
WHT	44	71		43	40		42				
FRL	34	37	58	39	32	41	35				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	39	42	32	40	40	29				
ELL	43	53	70	51	53	41	41				
BLK	25	38	42	30	36	25	45				
HSP	50	56	65	55	52	38	47				
MUL	33			47							
WHT	63	55		66	62		77				
FRL	45	54	58	51	50	38	47				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Our data shows that the 2021-2022 4th grade cohort seems to be an academically stronger cohort in both reading and more so in math. These students are now 5th graders. Current students in grades 3-5 are showing stronger results in math proficiency. We notice higher gains in ELA & Math learning gains as opposed to proficiency alone.

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

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

While we see some success in learning gains, there is an urgent need to improve proficiency in reading, writing, math, and Science. We need to continue to excel in the learning gains so we can close the gap on our proficiency scores.

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

The demographics of students at Tuttle Elementary school include 87% of students receiving free/reduced lunch services. Fifty percent of student households have a primary home language other than English. Attendance contributes to some lack of progress in student growth and proficiency.

All staff is receiving professional development focused on oral language and strategies to promote oral language literacy skills throughout the school day and in all content areas.

A targeted plan for intervention and enrichment is in place for students in grades K-5. This is a secured part of the school day where all students receive explicit instruction at their targeted need level based on progress monitoring data. Teachers are provided research-based resources for instruction and progress monitoring and participate in ongoing collaboration to adjust groups as progress is made.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Using FSA data from 2021-2022, Tuttle students showed gains in ELA proficiency in 4th grade and 5th grade. We saw significant growth in the 4th grade math students. Learning gains were significant in grades 3-5 in both reading and math.

Based on iReady Diagnostic 3 data, students in grades K-2 demonstrated an average of 50% growth in

reading proficiency.

Based on iReady Diagnostic 3 data, students in grades K-2 demonstrated an average of 45% growth in math proficiency.

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

Based on Tuttle's 2021-2022 FSA data, a direct connection to significant improvement is correlated to the intervention block the fourth-grade team implemented. This is being replicated K-5 for the 2022-2023 school year.

Additionally, teachers that participated in after school collaborative planning were able to plan and discuss best practices based on current student data. This practice is implemented again for the 2022-2023 school year with increased participation.

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

Research-based, explicit instruction during the intervention/enrichment block will provide acceleration for students at their current level of performance.

Tuttle's model for Exceptional Student Education moved to a more inclusive approach to ensure students in the program are immersed in grade-level instruction throughout the day while having the supports needed for success.

We continue to grow each year with a focus on early learning. We now have 49 students enrolled in our ages 3-5 preschool program. The majority of students are diagnosed with a delay in language, speech or development. All are students districted to Tuttle allowing us to provide early intervention and instruction to ensure school readiness.

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

In addition to district-offered professional learning opportunities, a focus at Tuttle for professional learning include the following:

- 1) The University of Florida Lastinger Center for Learning (UFLC) is partnering with Tuttle Elementary to improve student outcomes in literacy. The focus of the PD will be oral language development based on research from the Science of Reading to include presentation, coaching and modeling by Dr. Pullen. This will continue throughout the 2022-2023 school year.
- 2) Two Instructional Facilitators will support progress monitoring, coaching, modeling and support for high-impact instruction. Tuttle's Instructional Facilitators attend monthly professional learning to bring back to Tuttle teachers and instructional paraprofessionals.
- 3) Reading Recovery modules are offered during grade level Collaborative Planning Time and include the grade level classroom teachers, Specials teachers (art, music, PE, etc.) and paraprofessionals.
- 4) Ongoing training in the Numeracy Project is supported by the Instructional Facilitators to ensure diagnosis of math deficiencies is identified and addressed during the intervention block.
- 5) District and school specialists will attend grade level Collaborative Planning Times monthly to include Science, Math, and Literacy best practices and resources.

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

For the past four years, Tuttle early learning program has grown, adding a classroom unit each year. We hope that the district will continue to support early learning to grow into a full unit feeding into Kindergarten.

Because we see success, keeping intervention/enrichment as a secured part of the master schedule is a practice to sustain. Continued progress monitoring and collaboration amongst the teachers and support staff is essential.

With close to 80% of teachers participating in after school collaborative planning time, funds will continue to be budgeted within the Title I grant.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 2021-2022 school year, Tuttle Elementary students made expected growth with 41% of our students achieving proficiency in ELA and 55% of students achieving learning gains as compared to 41% last year. Tuttle students demonstrated an average of 34% growth in ready achievement with 53% proficient in reading as measured by iReady. Although FSA proficiency scores increased from last year, we continue to work toward closing the achievement gaps caused by educational restrictions due to the Pandemic.

Students in grades K-5 took the beginning of the year FAST. The results are as follows: Renaissance STAR Assessment for grades Kindergarten through 2nd Grade indicates that 41% of our students scored at or above grade level and 59% scoring below level. Of the below level scores, 26% of students scored in the red (urgent intervention), 20% scored in the yellow (intervention) and 13% in the blue (watch).

Cambian data indicates that for grades 3 through 5, 21% of our students scored at or above grade level and 79% below grade level. Of the below level scores, 60% scored a level 1 (inadequate), and 19% a level 2 (below satisfactory).

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

By the conclusion of the 2022-2023 school year, 85% of students in grades K-5 will demonstrate 1 year's growth in reading as measured by our school-wide progress monitoring data to include Reading Record and iReady Diagnostic data. Additionally, 65% of students performing below grade level will demonstrate a minimum of 125% growth as measured by students' Reading Record and fluency data.

STAR data will reflect a 10% point increase in proficiency in grades K-2, an increase from 41% BOY to 51% EOY as measured using the Cambium assessment. F.A.S.T. data will reflect a 30% increase in proficiency in grades 3-5, an increase from 21% BOY to 51% EOY as measured using the Cambium assessment.

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

All teachers K-5 will collect assessment data using school-wide progress monitoring forms. The Literacy Leadership Team will meet monthly to review the school-wide progress monitoring data and problem-solve areas of need. Data chats between administration and teachers/instructional support staff will occur 3x per year. The TES Guiding Coalition will meet monthly to monitor progress and problem-solve challenging areas.

Person responsible for monitoring outcome:

Patti Folino (patti.folino@sarasotacountyschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

Students needing additional support in reading as identified through the MTSS process, receive intensive intervention using the district Decision Tree, Benchmark Supplemental Intervention materials and FLDOE Reading Intervention Resources targeted to students' areas of deficit.. A 30 minute intervention block is part of the daily schedule for grades K-5. During this intervention block, teacher's model Collective Efficacy through CPT discussions planning lessons targeting student need based on data and progress. During the 120 minute ELA Block, classroom teachers differentiate their small group instruction to target grade-level standards until mastered.

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

Rationale for Evidence-based

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

By providing a collaborative approach between the homeroom and intervention teacher, students' deficit areas will be addressed to ensure success with grade-level material. Continued problem-solving between staff will occur to ensure adequate progress is met. Use of the District Progress Monitoring Guidance Document and Decision Tree resources will be used to target students' deficit areas. All are research-based best practices as indicated in the What Works Database and the research documented by John Hattie.

Action Steps to Implement

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

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

Person Responsible Lindsay Goffinet (lindsay.goffinet@sarasotacountyschools.net)

Intervention with lowest 30% to include students in Exceptional Student Education programs

- 1) Students in our ESE programs or those performing in the Bottom 30% will receive interventions from trained Title I teachers and ESE resource teachers using Leveled Literacy Intervention (LLI), Reading Recovery intervention, Benchmark Supplemental Intervention materials, and/or Science of Reading strategies.
- 2) Ongoing collaboration between the Intervention Teachers and classroom teachers will occur to ensure continuous improvement. If progress is not showing growth, groups will be adjusted and/or interventions changed.

Person Responsible Michelle Gerst (michelle.gerst@sarasotacountyschools.net)

Parent and Family Engagement

- 1) Books and Breakfast encourages parents to come on campus to have breakfast with students, learn different reading strategies, and take books home to grow home libraries.
- 2) Reading Recovery teacher and ESOL para created videos on how to help children read. Videos were sent to families and posted on Class Dojo.
- 3) Parents of students enrolled in our after school 21st Century program agree to participate in six monthly parent sessions where information is shared on strategies to support academic achievement at home.

4) As part of acceptance in our after school Homework Help opportunities, parents must visit the program upon picking up the students to be informed of what was accomplished and ideas to support the child with the content area.

Person Responsible Anakaren Villa (anakaren.villa@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 2021-2022 school year, the overall FSA proficiency scores for math averaged 43%, a mere 3% increase from the year prior. Tuttle Elementary students targeted in the bottom 25% achieved 53% learning gains compared to 45% the year prior. We attribute this growth to targeted interventions across grade level teams using the Numeracy Project. There was an 37% increase in growth from BOY to EOY of in grades K-5 as measured by iReady Diagnostic 1 to Diagnostic 3. At the conclusion of the 2021-2022 school year, 52% of students in grades K-5 were performing one or more years below grade level expectations as measure by iReady Diagnostic 3.

Students in grades K-5 took the beginning of the year FAST. The results are as follows:
 The Renaissance STAR assessment for grades Kindergarten through 2nd grade indicates that 50% of our students are at or above benchmark and 50% of our students scored below the benchmark. Of the below level scores, 21% of students scored in the red (urgent intervention), 16% scored in the yellow (intervention) and 13 % in the blue (watch).
 The Cambian Assessment for grades 3 through 5 indicates that 7% of our students are at or above benchmark and 93% are below benchmark. Of the below level scores, 81% of students scored a level 1 (inadequate) and 12% a level 2 (below satisfactory).

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

By the conclusion of the 2022-2023 school year, our goal is to have 60% of students in grades 3-5 achieve a 'meeting expectations' level as measured by the math interim assessment. Students performing below grade level will demonstrate growth beyond one year as measure by FAST data and the math interim assessment.

By the conclusion of the 2022-2023 school year, STAR data will reflect 12% point increase in proficiency for grades K-2 from 50% to 62% proficient in math.

F.A.S.T. data will reflect a 43% increase in proficiency in grades 3-5, an increase from 7% at BOY to 50% as measured by the Cambium assessment in math.

FAST data will reflect a 7 percentage point increase in overall proficiency as compared to the 2021-2022 FSA data to attain 50% proficiency in math.

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

All teachers K-5 will collect assessment data using school-wide progress monitoring forms.
 The TES Guiding Coalition will meet monthly to review the school-wide progress monitoring data and problem-solve areas of need. Data chats between administration and teachers/instructional support staff will occur 3x per year.

Person responsible for monitoring outcome:

Sara Knouse (sara.knouse@sarasotacountyschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for

Students needing additional support in math as identified through the MTSS process, receive intensive intervention using the district Decision Tree and Numeracy Project materials targeted to students' areas of deficit. A 30 minute intervention block is part of the daily schedule for grades K-5. During this intervention block, teacher's model Collective Efficacy through CPT discussions by planning lessons targeted to student need based on data and progress. During the 90 minute Math Block, classroom

this Area of Focus. teachers differentiate their small group instruction to target grade-level standards until mastered.
Teachers will utilize the Best Practices for Inclusive Education (BPIE) to ensure students in ESE programs have appropriate accommodations to ensure success.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

By providing a collaborative approach between the homeroom and intervention teacher, students' deficit areas will be addressed to ensure success with grade-level material. Continued problem-solving between staff will occur to ensure adequate progress is met. Use of the District Progress Monitoring Guidance Document and Decision Tree resources will be used to target students' deficit areas. All are research-based best practices as indicated in the What Works Database and the research documented by John Hattie.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

1. Teachers will be trained throughout the school year on best practices for the Math block and mastery of standards. The administration will attend, support, and reinforce the information presented.
2. Administration will monitor the use of our school-wide Visible Learning initiative (Clarity, Standards-Driven lessons, Student Interaction, Written Response, Intervention & Goal Setting) through observations & walkthroughs. Individual and ongoing feedback will be provided to staff based on observations.
3. Key members of the TES Guiding Coalition will meet with teachers individually and during CPT time to discuss data, observations, & instructional impact.
4. Coaching and modeling by the Instructional Facilitator will support instructional staff in mastering best practices.
6. Administration will conduct data chats with grade-level teams and individual teachers.

Person Responsible

Tunde Olson (tunde.olson@sarasotacountyschools.net)

Intervention with lowest 30% to include students in Exceptional Student Education programs

- 1) Students in our ESE programs or those performing in the Bottom 30% will receive interventions from trained Title I teachers and ESE resource teachers using Reveal supplemental and Numeracy Project resources.
- 2) Ongoing collaboration between the Intervention Teachers and classroom teachers will occur to ensure continuous improvement. If progress is not showing growth, groups will be adjusted and/or interventions changed.

Person Responsible

Michelle Counter (michelle.counter@sarasotacountyschools.net)

Parent and Family Engagement

- 1) Books and Breakfast encourages parents to come on campus to have breakfast with students, learn different reading strategies, and take books home to grow home libraries.
- 2) Reading Recovery teacher and ESOL para created videos on how to help children read. Videos were sent to families and posted on Class Dojo.
- 3) Parents of students enrolled in our after school 21st Century program agree to participate in six monthly parent sessions where information is shared on strategies to support academic achievement at home.
- 4) As part of acceptance in our after school Homework Help opportunities, parents must visit the program

upon picking up the students to be informed of what was accomplished and ideas to support the child with the content area.

Person Responsible Anakaren Villa (anakaren.villa@sarasotacountyschools.net)

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Tuttle Elementary School's Science scores have decreased significantly over the past five years. In 2018, the FSSA proficiency for Tuttle students was 63% which is impressive. Since that time, the Science scores have decreased to 46%. Although we can consider the Pandemic as a factor, there is an urgent need to focus on Science proficiency K-5.

Measurable Outcome:

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

By the conclusion of the 2022-2023 school year, there will be a minimum of a fourteen percentage point increase for all students demonstrating proficiency in Science as measured by the 5th grade Florida Science Standard Assessment (FSSA). With this improvement, Tuttle's Science proficiency will increase from 46% to 60%.

Monitoring:

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

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

Person responsible for monitoring outcome:

Tunde Olson (tunde.olson@sarasotacountyschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing a collaborative approach between teachers, students' deficit areas will be addressed to ensure success with grade-level material. Continued problem-solving between staff will occur to ensure adequate progress is met. All are research-based best practices as indicated in the What Works Database and the research documented by John Hattie. Teachers will utilize the Best Practices for Inclusive Education (BPIE) to ensure students in ESE programs have appropriate accommodations to ensure success.

Action Steps to Implement

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

Results of the Science benchmark assessments will be discussed during monthly TES Guiding Coalition meetings to determine school-wide areas of focus. Our district Science Specialist is scheduled to meet with grade levels teams K-5 to discuss grade level standards, the Instructional Focus Guide resources, and problem-solve any needs or challenges.

Person Responsible

Lindsay Goffinet (lindsay.goffinet@sarasotacountyschools.net)

The online Science program, PENDA will be monitored to ensure students are receiving appropriate levels of instruction and passing three lessons per week. Teacher will use the results to determine when reteaching or enrichment is needed.

Person Responsible

Tunde Olson (tunde.olson@sarasotacountyschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

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

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

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

Students needing additional support in reading as identified through the MTSS process, receive intensive intervention using the district Decision Tree and Benchmark Supplemental Intervention materials targeted to students' areas of deficit. A 30 minute intervention block is part of the daily schedule for grades K-5. During this intervention block, teacher's model Collective Efficacy through CPT discussions planning lessons targeting student need based on data and progress. During the 120 minute ELA Block, classroom teachers differentiate their small group instruction to target grade-level standards until mastered.

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

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

Students needing additional support in reading as identified through the MTSS process, receive intensive intervention using the district Decision Tree and Benchmark Supplemental Intervention materials targeted to students' areas of deficit. A 30 minute intervention block is part of the daily schedule for grades K-5. During this intervention block, teacher's model Collective Efficacy through CPT discussions planning lessons targeting student need based on data and progress. During the 120 minute ELA Block, classroom teachers differentiate their small group instruction to target grade-level standards until mastered.

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

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

STAR data will reflect a 10% point increase in proficiency in grades K-3, an increase from 54% BOY to 60% EOY as measured using the Cambium assessment.

Grades 3-5: Measureable Outcome(s)

F.A.S.T. data will reflect a 30% increase in proficiency in grades 3-5, an increase from 21% BOY to 51% EOY as measured using the Cambium assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

All teachers K-5 will collect assessment data using school-wide progress monitoring forms. The Literacy Leadership Team will meet monthly to review the school-wide progress monitoring data and problem-solve areas of need. Data chats between administration and teachers/instructional support staff will occur 3x per year. The TES Guiding Coalition will meet monthly to monitor progress and problem-solve challenging areas.

The Intervention Support Team will monitor progress every six weeks. Regrouping of students will occur to reflect changes in data.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Folino, Patti, patti.folino@sarasotacountyschools.net

Evidence-based Practices/Programs:

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

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

Students needing additional support in reading as identified through the MTSS process, receive intensive intervention using the district Decision Tree, District Benchmark Supplemental Intervention materials and FLDOE Reading Intervention Resources targeted to students' areas of deficit. A 30 minute intervention block is part of the daily schedule for grades K-5. During this intervention block, teacher's model Collective Efficacy through CPT discussions planning lessons targeting student need based on data and progress. During the 120 minute ELA Block, classroom teachers differentiate their small group instruction to target grade-level standards until mastered.

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

Rationale for Evidence-based Practices/Programs:

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

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

By providing a collaborative approach between the homeroom and intervention teacher, students' deficit areas will be addressed to ensure success with grade-level material. Continued problem-solving between staff will occur to ensure adequate progress is met. Use of the District Progress Monitoring Guidance Document and Decision Tree resources will be used to target students' deficit areas. All are research-based best practices as

indicated in the What Works Database and the research documented by John Hattie and Robert Marzano.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Grades Pre-K-2</p> <p>Intervention with lowest 30% to include students in Exceptional Student Education programs</p> <p>1) Students in our ESE programs or those performing in the Bottom 30% will receive interventions from trained Title I teachers and ESE resource teachers using Leveled Literacy Intervention (LLI), Reading Recovery intervention, Benchmark Supplemental Intervention materials, and/or Science of Reading strategies.</p> <p>2) Ongoing collaboration between the Intervention Teachers and classroom teachers will occur to ensure continuous improvement. If progress is not showing growth, groups will be adjusted and/or interventions changed.</p> <p>3) Teachers will attend ongoing professional learning led by Dr. Pullen from the University of Florida Lastinger Center on Language Development utilizing research based on the Science of Reading.</p>	<p>Olson, Tunde, tunde.olson@sarasotacountyschools.net</p>

<p>Grades 3-5</p> <p>Intervention with lowest 30% to include students in Exceptional Student Education programs</p> <p>1) Students in our ESE programs or those performing in the Bottom 30% will receive interventions from trained Title I teachers and ESE resource teachers using Leveled Literacy Intervention (LLI), Reading Recovery intervention, Benchmark Supplemental Intervention materials, and/or Science of Reading strategies.</p> <p>2) Ongoing collaboration between the Intervention Teachers and classroom teachers will occur to ensure continuous improvement. If progress is not showing growth, groups will be adjusted and/or interventions changed.</p> <p>3) Teachers will attend ongoing professional learning led by Dr. Pullen from the University of Florida Lastinger Center on Language Development utilizing research based on the Science of Reading.</p>	<p>Goffinet, Lindsay, lindsay.goffinet@sarasotacountyschools.net</p>
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Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Tuttle Elementary School provides Parent and Family Engagement materials and training designed to provide assistance to parents and families in understanding challenging state academic standards, state and local academic assessments, how to monitor a child’s progress, and how to work with educators to

improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meetings promotes participation and awareness through live and recorded sessions to accommodate varying schedules. In addition, the district and school website contains links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement. The full text and summary of this Schoolwide Improvement Plan can be found online or as a hard copy by request. The Summary is available in English and Spanish.

Tuttle has a full-time Mental Health therapist and guidance counselor on campus daily. Additionally, Forty Carrots provides part-time mental health services for Tuttle students in need. As the need arises, the School-Wide Support Team meets to identify students who have social-emotional needs that are not being met in the general classroom. Recommendations are made for the level of therapy needed. A full-time Home School Liaison and part-time Social Worker offer wrap-around services to the families as needed to ensure students attend school in a positive mental state. The Behavior Specialist supports students and staff in creating a cohesive and inclusive school community focusing on positive behavior supports and enhancing prosocial skills.

Returning Tuttle staff members have been trained in Restorative Practices. School-wide use of restorative practices occur during Morning Meetings and as concerns arise. Morning Meetings are allocated as part of every student's morning routine. Morning Meeting topics include character education, social-emotional topics, and/or specific scenarios that may occur during the school day. All teachers were provided professional learning on the Character Strong program at the start of the school year. The Character Strong program continues to be an area of focus during faculty meetings.

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

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

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

Furthermore, a Title I Annual Meeting occurs every year to inform families of our resources. The meeting is recorded and posted on our Tuttle webpage. All parents are invited and encouraged to attend through a timely notice in English and Spanish. Additionally, Spanish interpretation is provided in an effort to remove barriers and increase participation. The purpose of the Title I Annual Meeting is to describe the school's participation in the Title I, Part A program and the rights of families to be involved. During the Title I Annual Meeting, information related to curriculum, the State's challenging academic standards, local and state assessments including alternative assessments, achievement levels, how to monitor progress, and parent's right to know will also be provided. Additionally, teachers meet with each family to share progress within the first semester of school. Translation is provided when needed.

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

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