

Tuttle Elementary School

2863 8TH ST, Sarasota, FL 34237

www.sarasotacountyschools.net/tuttle

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) |
| Elementary School KG-5 | Yes | 89% |
| Primary Service Type (per MSID File) | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 84% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C | B* | A | 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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-----------------------------|
| Not In DA | Southwest | Jim Browder |
| Former F | Turnaround Status | |
| No | None | |

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 PLC 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.

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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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 | 10 | 9 | 7 | 6 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |
| One or more suspensions | 4 | 4 | 3 | 5 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Course failure in ELA or Math | 14 | 10 | 15 | 8 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 40 | 62 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 155 |

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 | 7 | 5 | 3 | 6 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |

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.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/308017>.

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.

The Community Foundation of Sarasota County 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.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

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 |
| Mark, Karen | Other |
| Mainberger, Joanne | Guidance Counselor |
| Pitts, Danielle | Other |
| Hlnds, Laurel | Other |
| Olson, Tunde | Teacher, K-12 |
| Parrish, Scott | Assistant Principal |

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) – Mrs. Mainberger 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. Mainberger also provides parents with notice of prescriptive assessments, submits service referrals, and facilitates all of our MTSS meetings. She also 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. At the culmination of Tier 3, Mrs. Mainberger is responsible for compiling all of the intervention documentation and completing the MTSS Summary Sheet to submit to the ESE Liaison.

Mary Beth Slane (RtI Facilitator / Data Specialist) – Ms. Slane facilitates MTSS meetings and takes notes at our CARE weekly 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.

Danielle Pitts (ESE Liaison) – As a member of the team, Ms. Pitts 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) – Mr. Mari participates in MTSS meetings and assists the team with identifying skill gaps and areas of need. He administers prescriptive testing and provides a detailed summary and report the team to assist with the decision making process. He 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.

Dawn McGrede (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 (Administration) - 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 and 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 |
|---------------------|----------------------------|
| Yesenia Mejia | Teacher |
| Tomas Dinverno | Principal |
| Tunde Olson | Teacher |
| | Student |
| Yaritza Castellano | Parent |
| Gwen Chambers | Teacher |
| Brigette Wells | Teacher |
| Constance Weeks | Teacher |
| Donnet Brown | Parent |
| Ruth Rubenstein | Business/Community |
| Jennifer Hart | Education Support Employee |
| Karen Mark | Teacher |
| Marcy Kennelly | Teacher |
| MaryBeth Slane | Education Support Employee |
| Ann Rashid | Parent |
| Achieva | Business/Community |
| Ashley Abner | Parent |
| Luz Ramirez-Agudelo | Parent |
| Yuri Cepiro | Parent |
| Selomit Gutierrez | 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

a. Evaluation of last year's school improvement plan

SAC evaluation of the School Improvement Plan included a review of data from the 2015-16 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 2016-17 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 9/27/16)

| | | | |
|---|--------------|------|------------|
| Grant Coordinator Kim Ramhit | 8/22 - 6/6 | 30 | \$585.00 |
| Year Book Coordinator Jaymie Fey | 10/3 - 5/30 | 30 | \$585.00 |
| SAC Secretary Brigitte Wells | 8/20 - 6/20 | 16 | \$312.00 |
| SAC Chair Yesenia Mejia | 8/20 - 6/20 | 16 | \$312.00 |
| SAC Co-Chair Constance Weeks | 8/20 - 6/20 | 16 | \$312.00 |
| Tuttle Chorus Ellen Wittman | 9/26 - 6/5 | 66 | \$1,287.00 |
| Recorder Ensemble Ellen Wittman | 9/20 - 5/31 | 74 | \$1,443.00 |
| Lead Mentor Tunde Olson | 7/1 - 6/31 | 60 | \$1,170.00 |
| Science Fair Coordinator Tara Greenbaum | 10/6 - 12/8 | 30 | \$585.00 |
| Carnival Coordinator Danielle Pitts | 1/10 - 5/4 | 20 | \$390.00 |
| Walk-A-Thon Co-Coordinator Julie Miller | 9/12 - 11/28 | 20 | \$390.00 |
| Walk-A-Thon Co-Coordinator Danielle Pitts | 9/12 - 11/28 | 20 | \$390.00 |
| Safety Patrols Justine Holcomb | 8/23 - 6/6 | 73.5 | \$1,433.25 |
| Student Run Bookstore Amy Edelkind | 9/6 - 5/29 | 26.5 | \$516.75 |
| Student Run Bookstore Julia Alvarez | 9/6 - 5/29 | 26.5 | \$516.75 |
| Website and Marquee Julia Alvarez | 8/22 - 6/6 | 20 | \$390.00 |
| Garden Upkeep Rebecca Tavill | 9/16 - 5/30 | 38 | \$741.00 |
| Labyrinth Upkeep Luther Singleton | 10/1 - 5/30 | 31 | \$611.25 |

Totals 613.5 \$11,970.00

Hourly Rate 19.5

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 |
| Mark, 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 PLCs 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 response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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. Teachers are also encouraged to plan during after school hours through voluntary curriculum contracts in order to plan for common assessments.

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: Before School Program

Minutes added to school year: 5,400

Before School Computer Lab for I-Ready

Strategy Rationale

Based on the data, the students enter the school not at grade level, and more at risk for not meeting standards in reading and math as well as passing work habits associated with the curriculum. The open computer lab time will allow for additional remediation in below grade level skills to bring students up to grade level in reading and mathematics.

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

By the end of the 2015-16 school year, there will be a 5% growth in students demonstrating reading and mathematics grade level standards based on scale score growth from AP 1 to AP3.

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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 2016, Tuttle implemented a Summer Learning Academy for 53 incoming Kindergarten 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 section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

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:

No files were uploaded

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.

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.

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 2017, 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/Writing.
- G2.** By the year 2017, 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 2017, 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 2017, 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 2017, there will be a minimum gain of 5% of all student groups K-5 demonstrating learning gains as evidenced by scale score growth from the fall to spring i-Ready reading diagnostic assessment.
- G6.** By the year 2017, there will be a minimum gain of 5% of all student groups K-5 demonstrating learning gains as evidenced by scale score growth from the fall to spring i-Ready mathematics diagnostic assessment.
- G7.** By the year 2017, there will be a minimum of a 8% point increase for all student groups at 5th grade in demonstrating proficiency at level 3 and above on FCAT Science.
- G8.** By the year 2017, there will be a decrease of 5% in absences and suspensions for all student groups K-5 each quarter in comparison to prior year data.

Strategic Goals Detail

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

G1. By the year 2017, 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/Writing. **1a**

 G076951

Targets Supported **1b**

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA ELA Achievement | 55.0 |
| FSA Mathematics Achievement | 60.0 |

Targeted Barriers to Achieving the Goal **3**

- Students demonstrating grade level standards in English Language Arts

Resources Available to Support the Goal **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 open computer lab and 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 data

Person Responsible

Tomas Dinverno

Schedule

Semiannually, from 8/22/2016 to 6/6/2017

Evidence of Completion

Report card information

G2. By the year 2017, 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

G076953

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 Support the Goal 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 8/29/2016 to 6/6/2017

Evidence of Completion

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

G3. By the year 2017, 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

G076955

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA Mathematics Achievement | 61.0 |

Targeted Barriers to Achieving the Goal 3

- Student application of learning with math standards

Resources Available to Support the Goal 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 8/29/2016 to 5/29/2017

Evidence of Completion

AP1-AP3 growth

G4. By the year 2017, 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 FloridaStandards Assessment in Mathematics. 1a

G076954

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------|---------------|
| Math Lowest 25% Gains | 32.0 |

Targeted Barriers to Achieving the Goal 3

- Students demonstrating proficiency on grade level standards in mathematics

Resources Available to Support the Goal 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 9/6/2016 to 5/26/2017

Evidence of Completion

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

G5. By the year 2017, there will be a minimum gain of 5% of all student groups K-5 demonstrating learning gains as evidenced by scale score growth from the fall to spring i-Ready reading diagnostic assessment.

1a

G076948

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students | 74.0 |
| AMO Reading - All Students | 76.0 |
| FCAT 2.0 Science Proficiency | 61.0 |
| Attendance rate | 97.0 |
| AMO Math - African American | 68.0 |
| AMO Math - SWD | 67.0 |
| AMO Reading - SWD | 66.0 |

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 Support the Goal 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
- I-Ready Open Computer Lab Time

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 10/5/2017

Evidence of Completion

Assessment Results

G6. By the year 2017, there will be a minimum gain of 5% of all student groups K-5 demonstrating learning gains as evidenced by scale score growth from the fall to spring i-Ready mathematics diagnostic assessment. 1a

G076949

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------|---------------|
| Math Gains District Assessment | |

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 Support the Goal 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 9/6/2016 to 6/6/2017

Evidence of Completion

Student achievement data on diagnostic compared with district growth target

G7. By the year 2017, there will be a minimum of a 8% point increase for all student groups at 5th grade in demonstrating proficiency at level 3 and above on FCAT Science. 1a

G076950

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 54.0 |

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 Support the Goal 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 3rd, 4th, and 5th grade

Person Responsible

Tomas Dinverno

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Assessment data growth from one quarter to the next.

G8. By the year 2017, there will be a decrease of 5% in absences and suspensions for all student groups K-5 each quarter in comparison to prior year data. 1a

G076952

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------|---------------|
| Instructional Minutes | 36000.0 |
| Attendance rate | 94.0 |

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 Support the Goal 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

Person Responsible

Schedule

Evidence of Completion

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 2017, 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/Writing. **1**

 G076951

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

 B201578

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**

 S213297

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 8/22/2016 to 6/6/2017

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 8/22/2016 to 6/6/2017

Evidence of Completion

Student academic grades at each quarter

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

Review of grades

Person Responsible

Scott Parrish

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Quarterly grades

G2. By the year 2017, 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

G076953

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

B209494

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

S221273

Strategy Rationale

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

Action Step 1 5

Title I Support for students during ELA and intervention time

Person Responsible

MaryBeth Slane

Schedule

Daily, from 8/29/2016 to 5/19/2017

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 8/29/2016 to 5/19/2017

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 8/29/2016 to 5/19/2017

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

S227472

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

Danielle Pitts

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

Reading groups, class lists.

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 8/22/2016 to 6/6/2017

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 8/22/2016 to 6/6/2017

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**

 B209495

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

 S221274

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 8/22/2016 to 6/6/2017

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 8/22/2016 to 6/6/2017

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 8/22/2016 to 6/6/2017

Evidence of Completion

Student grades, attendance, behavior forms

G3. By the year 2017, 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

G076955

G3.B1 Student application of learning with math standards 2

B205282

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

S221276

Strategy Rationale

Providing applicable training will enhance delivery of instruction of math standards

Action Step 1 5

District Math rounds training

Person Responsible

Tomas Dinverno

Schedule

Biweekly, from 9/13/2016 to 12/16/2016

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

Tomas Dinverno

Schedule

Biweekly, from 9/27/2016 to 12/16/2016

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 9/13/2016 to 12/16/2016

Evidence of Completion

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

G4. By the year 2017, 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 FloridaStandards Assessment in Mathematics. 1

G076954

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

B209497

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

S221277

Strategy Rationale

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

Action Step 1 5

Inclusion co-teaching

Person Responsible

Danielle Pitts

Schedule

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

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 9/6/2016 to 5/26/2017

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 9/6/2016 to 5/26/2017

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

 S221278

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 9/12/2016 to 5/22/2017

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 9/12/2016 to 5/22/2017

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 9/12/2016 to 5/22/2017

Evidence of Completion

Student scale score comparison between diagnostic windows.

G5. By the year 2017, there will be a minimum gain of 5% of all student groups K-5 demonstrating learning gains as evidenced by scale score growth from the fall to spring i-Ready reading diagnostic assessment. 1

G076948

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

B201566

G5.B1.S1 Title I Remedial Groups 4

S213287

Strategy Rationale

K-5 Students have been identified for intervention support based on the I-Ready AP1 diagnostic report.

Action Step 1 5

Title I Intervention Groups

Person Responsible

MaryBeth Slane

Schedule

Weekly, from 9/6/2016 to 5/18/2017

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 9/6/2016 to 6/6/2017

Evidence of Completion

Growth monitoring data on I-Ready

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 9/6/2016 to 6/6/2017

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

S213288

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 9/12/2016 to 5/22/2017

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 9/12/2016 to 5/22/2017

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 9/12/2016 to 5/22/2017

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

 S213289

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 9/12/2016 to 5/22/2017

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 9/12/2016 to 5/22/2017

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 9/12/2016 to 5/22/2017

Evidence of Completion

Benchmark assessment results, observation notes.

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

 B201571

G5.B6.S1 Tuttle Parent Academy 4

 S213291

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 monthly parent centered workshops. The workshops 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

Tomas Dinverno

Schedule

Monthly, from 10/5/2016 to 5/24/2017

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 Parent Academy staff members to reflect on the success/areas in need of attention at the conclusion of each Parent Academy session.

Person Responsible

Tomas Dinverno

Schedule

Monthly, from 10/15/2016 to 5/20/2017

Evidence of Completion

Meeting notes

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

Parent Surveys

Person Responsible

Scott Parrish

Schedule

Monthly, from 10/15/2016 to 5/20/2017

Evidence of Completion

Survey Results

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

S213292

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 1/19/2016 to 5/16/2016

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 1/19/2016 to 5/16/2016

Evidence of Completion

PLC 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 1/19/2016 to 5/16/2016

Evidence of Completion

Observation notes.

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

 B201573

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

 S213293

Strategy Rationale

In year 2 of I-Ready implementation, our school theme is digging deeper into 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

Quarterly, 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

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

Evidence of Completion

Observation notes and presentation documents.

G6. By the year 2017, there will be a minimum gain of 5% of all student groups K-5 demonstrating learning gains as evidenced by scale score growth from the fall to spring i-Ready mathematics diagnostic assessment.

1

G076949

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

B201575

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

S213294

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 9/6/2016 to 6/6/2017

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 9/6/2016 to 6/6/2017

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 9/6/2016 to 6/6/2017

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

 B201576

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

 S213295

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 8/22/2016 to 6/6/2017

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 9/12/2016 to 5/15/2017

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 9/12/2016 to 6/6/2017

Evidence of Completion

Review of total courses per staff in mathematics completed.

G7. By the year 2017, there will be a minimum of a 8% point increase for all student groups at 5th grade in demonstrating proficiency at level 3 and above on FCAT Science. 1

G076950

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

B201577

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

S213296

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 8/22/2016 to 6/6/2017

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 8/22/2016 to 6/6/2017

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 8/22/2016 to 6/6/2017

Evidence of Completion

Quarterly review of student data on benchmark assessments in science.

G7.B2 Students understanding and application of scientific vocabulary 2

 B209498

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

 S221280

Strategy Rationale

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

Action Step 1 5

BrainCamp professional development

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

Person Responsible

Schedule

Evidence of Completion

G8. By the year 2017, there will be a decrease of 5% in absences and suspensions for all student groups K-5 each quarter in comparison to prior year data. 1

G076952

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

B201579

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

S213298

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 8/22/2016 to 6/6/2017

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 8/22/2016 to 6/6/2017

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 8/22/2016 to 6/6/2017


Evidence of Completion

MTSS Attendance documentation

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

 B201580

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

 S213299

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 8/22/2016 to 6/6/2017

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 8/22/2016 to 6/6/2017

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 8/22/2016 to 6/6/2017

Evidence of Completion

Reduction of number of absences for targeted students

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|-----------------|-------------------------------|---|--------------------------|
| 2016 | | | | | |
| G5.B6.S2.MA1 M259357 | Administration will meet with grade level teams to discuss plans of action, progress, and will... | Dinverno, Tomas | 1/19/2016 | Observation notes. | 5/16/2016 monthly |
| G5.B6.S2.MA1 M259358 | Administration will meet with grade level teams to discuss plans of action, progress, and will... | Dinverno, Tomas | 1/19/2016 | PLC meeting minutes | 5/16/2016 monthly |
| G5.B6.S2.A1 A266328 | Parents will be invited and encouraged to attend Grade Level Curriculum/ Performance Nights | Dinverno, Tomas | 1/19/2016 | Sign-In Sheets, Invitations, Presentation materials | 5/16/2016 monthly |
| G1.MA1 M259372 | Percentage of students meeting learning goals based on data | Dinverno, Tomas | 8/22/2016 | Report card information | 6/6/2017 semiannually |
| G2.B1.S2.A1 A288928 | Co-Teaching teams provide instruction in 4th and 5th grade inclusion classrooms | Pitts, Danielle | 8/22/2016 | Reading groups, class lists. | 6/6/2017 daily |
| G2.B1.S2.MA1 M289714 | Review of inclusion student learning with grade level standards | Parrish, Scott | 8/22/2016 | Student I-Ready growth monitoring report | 6/6/2017 monthly |
| G7.MA1 M259369 | Review of science assessment scores at 3rd, 4th, and 5th grade | Dinverno, Tomas | 8/22/2016 | Assessment data growth from one quarter to the next. | 6/6/2017 quarterly |
| G2.B1.S2.MA1 M289715 | Review of student diagnostic information | Parrish, Scott | 8/22/2016 | Comparison of AP1-AP3 I-ready progress toward making learning gains | 6/6/2017 triannually |
| G8.B2.S1.MA1 M259375 | Student attendance | Dinverno, Tomas | 8/22/2016 | Reduction of number of absences for targeted students | 6/6/2017 biweekly |
| G8.B2.S1.MA1 M259376 | Review of weekly, monthly, and quarterly attendance data | Dinverno, Tomas | 8/22/2016 | Attendance data | 6/6/2017 weekly |
| G8.B1.S1.MA1 M259374 | Identify attendance data at individual and school level | Dinverno, Tomas | 8/22/2016 | Increase of students in attendance | 6/6/2017 monthly |
| G8.B1.S1.A1 A266334 | Tier I, Tier II, Tier III Interventions with attendance | Dinverno, Tomas | 8/22/2016 | Quarterly attendance data | 6/6/2017 weekly |
| G8.B2.S1.A1 A266335 | Attendance Task Force | Dinverno, Tomas | 8/22/2016 | Attendance data | 6/6/2017 daily |
| G8.B1.S1.MA1 M259373 | Tier III MTSS Data on student attendance | Dinverno, Tomas | 8/22/2016 | MTSS Attendance documentation | 6/6/2017 weekly |
| G1.B1.S1.A1 A266333 | Reviewing student learning on grade level standards | Parrish, Scott | 8/22/2016 | Student proficiency on grade level standards | 6/6/2017 quarterly |
| G1.B1.S1.MA1 M259371 | Review of student gains on learning targets | Parrish, Scott | 8/22/2016 | Student academic grades at each quarter | 6/6/2017 quarterly |
| G2.B2.S1.A1 A278817 | Tier II and Tier III academic, attendance, and behavior intervention | Parrish, Scott | 8/22/2016 | Tier II and Tier III documentation | 6/6/2017 daily |
| G7.B1.S1.MA1 M259367 | Ongoing data review of science growth on benchmark assessments | Dinverno, Tomas | 8/22/2016 | Quarterly review of student data on benchmark assessments in science. | 6/6/2017 semiannually |
| G2.B2.S1.MA1 M275910 | Review of student data including grades, attendance, behavior | Parrish, Scott | 8/22/2016 | Student grades, attendance, behavior forms | 6/6/2017 monthly |
| G1.B1.S1.MA1 M259370 | Review of grades | Parrish, Scott | 8/22/2016 | Quarterly grades | 6/6/2017 quarterly |
| G7.B1.S1.A1 A266332 | Science instruction for K-5 on grade level standards | Dinverno, Tomas | 8/22/2016 | Classroom observations and feedback on Science Instruction | 6/6/2017 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.B1.S1.MA1 M259368 | Student demonstration of increased proficiency on science standards | Dinverno, Tomas | 8/22/2016 | Student achievement increase in science proficiency as evidenced on report card progress quarterly | 6/6/2017 quarterly |
| G6.B2.S1.A1 A266331 | Professional Development courses in Mathematics | Parrish, Scott | 8/22/2016 | Professional Development calendar of offerings | 6/6/2017 monthly |
| G2.B2.S1.MA1 M275909 | Weekly review of interventions | Parrish, Scott | 8/22/2016 | Graphs, Tier II and Tier III documentation | 6/6/2017 weekly |
| G2.B1.S1.MA1 M275907 | Team meetings to review student response to intervention | Slane, MaryBeth | 8/29/2016 | Students gain on ELA curriculum assessments and I-Ready monitoring assessments | 5/19/2017 monthly |
| G2.B1.S1.MA1 M275906 | Review of tier intervention and response to intervention | Slane, MaryBeth | 8/29/2016 | Graphs, MTSS documentation, meeting notes, student data on assessments | 5/19/2017 weekly |
| G2.B1.S1.A1 A278812 | Title I Support for students during ELA and intervention time | Slane, MaryBeth | 8/29/2016 | Rtl documentation | 5/19/2017 daily |
| G3.MA1 M275917 | Student data on math assessments including I-Ready | Dinverno, Tomas | 8/29/2016 | AP1-AP3 growth | 5/29/2017 triannually |
| G2.MA1 M275908 | Student gains on ELA assessments and learning gains compared to grade level peers | Parrish, Scott | 8/29/2016 | ELA Grades, I-Ready AP1-3 growth of learning gains | 6/6/2017 quarterly |
| G5.B1.S1.A1 A266324 | Title I Intervention Groups | Slane, MaryBeth | 9/6/2016 | Progress Monitoring sheets, Tier II and III documentation | 5/18/2017 weekly |
| G4.MA1 M275924 | I-Ready growth of bottom quartile between monthly growth monitoring and tri-annual assessments | Dinverno, Tomas | 9/6/2016 | I-Ready report on student growth disaggregated for bottom quartile students | 5/26/2017 triannually |
| G4.B1.S1.MA1 M275922 | Review of student attendance and development of proficiency on math standards | Parrish, Scott | 9/6/2016 | Bottom quartile growth of students in mathematics assessments | 5/26/2017 biweekly |
| G4.B1.S1.MA1 M275923 | Data review of students in bottom quartile in mathematics | Dinverno, Tomas | 9/6/2016 | Grades in mathematics, extra lesson completion in I-Ready | 5/26/2017 monthly |
| G4.B1.S1.A1 A278825 | Inclusion co-teaching | Pitts, Danielle | 9/6/2016 | Student math i-Ready data | 5/26/2017 monthly |
| G7.B2.S1.MA1 M275933 | Class observations of science instruction | Dinverno, Tomas | 9/6/2016 | Observation notes | 5/26/2017 weekly |
| G5.B1.S1.MA1 M259348 | Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers.... | Parrish, Scott | 9/6/2016 | Growth monitoring data on I-Ready | 6/6/2017 quarterly |
| G6.MA1 M259366 | School level data on targeted growth in mathematics | Dinverno, Tomas | 9/6/2016 | Student achievement data on diagnostic compared with district growth target | 6/6/2017 annually |
| G6.B1.S1.A1 A266330 | Identifying and utilizing progress monitoring and growth data from I-Ready | Slane, MaryBeth | 9/6/2016 | Excel sheet with progress monitoring data from I-Ready reports | 6/6/2017 weekly |
| G5.B1.S1.MA1 M259347 | Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers.... | Parrish, Scott | 9/6/2016 | Assessment results | 6/6/2017 quarterly |
| G6.B1.S1.MA1 M259362 | School wide review of diagnostic growth on I-Ready | Dinverno, Tomas | 9/6/2016 | School wide, grade level, and individual student growth between AP1, AP2, AP3 on I-Ready | 6/6/2017 quarterly |
| G6.B1.S1.MA1 M259363 | Grade level team data review of I-Ready Math instructional reports | Parrish, Scott | 9/6/2016 | I-Ready growth data between diagnostics. | 6/6/2017 monthly |
| G6.B2.S1.MA1 M259365 | Review of professional development courses attended | Parrish, Scott | 9/12/2016 | Professional development log for staff | 5/15/2017 monthly |
| G5.B1.S2.MA1 M259349 | Review progress monitoring documents to determine effectiveness of VIP program. | Hinds, Laurel | 9/12/2016 | Progress monitoring sheets | 5/22/2017 weekly |

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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 |
|-------------------------|---|-----------------|-------------------------------|--|-----------------------|
| G5.B1.S3.A1 A266326 | Students needing remedial services will be invited to participate in the FAST Tutoring Program. | Hinds, Laurel | 9/12/2016 | Student performance on lessons in FAST program | 5/22/2017 weekly |
| G5.B1.S3.MA1 M259352 | Review of benchmark assessments (three administrations) to determine fidelity of implementation,... | Hinds, Laurel | 9/12/2016 | Observation notes, benchmark assessment results | 5/22/2017 weekly |
| G5.B1.S3.MA1 M259351 | Review of benchmark assessments (three administrations) to determine fidelity of implementation,... | Hinds, Laurel | 9/12/2016 | Benchmark assessment results, observation notes. | 5/22/2017 weekly |
| G5.B1.S2.MA1 M259350 | Tuttle Administration will collaborate and observe the instruction provided in the VIP classroom. | Dinverno, Tomas | 9/12/2016 | Observation documentation, review of instructional plans, instructional materials. | 5/22/2017 biweekly |
| G5.B1.S2.A1 A266325 | Students chosen to participate in the VIP (Volunteers Improving Proficiency) will be re mediated... | Hinds, Laurel | 9/12/2016 | Progress Monitoring sheets, lesson plans, Tier II and III documentation | 5/22/2017 daily |
| G4.B1.S2.MA1 M293680 | Review of student extra lessons on I-Ready | Slane, MaryBeth | 9/12/2016 | Lesson completion of students based on specific standard | 5/22/2017 weekly |
| G4.B1.S2.MA1 M293682 | I-Ready diagnostic report | Dinverno, Tomas | 9/12/2016 | Student scale score comparison between diagnostic windows. | 5/22/2017 triannually |
| G4.B1.S2.A1 A291767 | I-Ready computer lab | Slane, MaryBeth | 9/12/2016 | I-Ready student individual reports | 5/22/2017 daily |
| G6.B2.S1.MA1 M259364 | Professional Development completed in mathematics | Parrish, Scott | 9/12/2016 | Review of total courses per staff in mathematics completed. | 6/6/2017 annually |
| G3.B1.S1.MA1 M275916 | Team discussion of standards and lesson development | Dinverno, Tomas | 9/13/2016 | K-5 Math data for students from AP1-AP2 on I-Ready | 12/16/2016 biweekly |
| G3.B1.S1.A1 A278822 | District Math rounds training | Dinverno, Tomas | 9/13/2016 | | 12/16/2016 biweekly |
| G7.B2.S1.A1 A278838 | BrainCamp professional development | Dinverno, Tomas | 9/15/2016 | | 5/25/2017 monthly |
| G3.B1.S1.MA1 M275915 | Class visits by teams to reflect on lesson delivery | Dinverno, Tomas | 9/27/2016 | Team reflection notes | 12/16/2016 biweekly |
| G5.B8.S1.A1 A266329 | 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 M259359 | 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 quarterly |
| G5.B8.S1.MA1 M259360 | Tuttle Administration will attend PD opportunities and planning sessions to monitor fidelity of... | Dinverno, Tomas | 10/5/2016 | Observation/participant documentation | 5/18/2017 quarterly |
| G5.B6.S1.A1 A266327 | Parents will be invited to participate in monthly parent centered workshops. The workshops focus... | Dinverno, Tomas | 10/5/2016 | Monthly workshop agendas, sign-in sheets, presentation materials. | 5/24/2017 monthly |
| G7.B2.S1.MA1 M275934 | [no content entered] | | No Start Date | | No End Date one-time |
| G8.MA1 M259377 | [no content entered] | | No Start Date | | No End Date one-time |
| G5.B6.S1.MA1 M259355 | Parent Surveys | Parrish, Scott | 10/15/2016 | Survey Results | 5/20/2017 monthly |
| G5.B6.S1.MA1 M259356 | Administration will meet with Parent Academy staff members to reflect on the success/areas in need... | Dinverno, Tomas | 10/15/2016 | Meeting notes | 5/20/2017 monthly |

2017

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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 |
|---|---|-----------------|-------------------------------|---------------------------------------|---------------------|
| G5.MA1  M259361 | Collaboration between Administration, Progress Monitoring Specialist, LLT, and teachers.... | Dinverno, Tomas | 10/5/2017 | Assessment Results | 10/5/2017 quarterly |

V. Professional Development Opportunities

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

G3. By the year 2017, 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 9/13/2016 to 12/16/2016

G5. By the year 2017, there will be a minimum gain of 5% of all student groups K-5 demonstrating learning gains as evidenced by scale score growth from the fall to spring i-Ready reading diagnostic assessment.

G5.B6 Ability of parents to provide academic support.

G5.B6.S1 Tuttle Parent Academy

PD Opportunity 1

Parents will be invited to participate in monthly parent centered workshops. The workshops focus on empowering parents with the tools needed to support their child's academic success, and to provide support for individually selected goals.

Facilitator

Parent Academy Planning Team

Participants

Parents/Families

Schedule

Monthly, from 10/5/2016 to 5/24/2017

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 2017, there will be a minimum gain of 5% of all student groups K-5 demonstrating learning gains as evidenced by scale score growth from the fall to spring i-Ready mathematics diagnostic assessment.

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 8/22/2016 to 6/6/2017

G7. By the year 2017, there will be a minimum of a 8% point increase for all student groups at 5th grade in demonstrating proficiency at level 3 and above on FCAT Science.

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

BrainCamp professional development

Facilitator

Monthly webinars and 3 professional days

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

Budget Data

| | | | | | | |
|--|--------------------|---|---------------------------------|----------------|-----|---------------------|
| 1 | G1.B1.S1.A1 | Reviewing student learning on grade level standards | | | | \$46,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 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 | 2016-17 |
| | 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 | 2016-17 |
| | 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 | 2016-17 |
| | | | 0201 - Tuttle Elementary School | | | \$20,000.00 |
| <i>Notes: I-Ready open computer lab time</i> | | | | | | |

Budget Data

| | | | | | | |
|--|--------------------|--|---------------------------------|----------------|-----|--------------------|
| | 5900 | 100-Salaries | 0201 - Tuttle Elementary School | Title I Part A | | \$50,000.00 |
| <i>Notes: FAST Tutoring</i> | | | | | | |
| 11 | G5.B6.S1.A1 | Parents will be invited to participate in monthly parent centered workshops. The workshops 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 | 2016-17 |
| | | | 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 | 2016-17 |
| | | | 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 | 2016-17 |
| | | | 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 | 2016-17 |
| | 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 | 2016-17 |
| | | | 0201 - Tuttle Elementary School | | | \$4,000.00 |
| <i>Notes: WriteScore</i> | | | | | | |
| 17 | G7.B2.S1.A1 | BrainCamp professional development | | | | \$9,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |

| Budget Data | | | | | | |
|--------------------|--------------------|--|---------------------------------|----------------|---------------|---------------------|
| | 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 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0201 - Tuttle Elementary School | | | \$49,000.00 |
| 19 | G8.B2.S1.A1 | Attendance Task Force | | | | \$0.00 |
| | | | | | Total: | \$868,400.00 |