



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Atwater Elementary

4701 HUNTSVILLE AVE

North Port, FL 34288

941-257-2317

www.sarasotacountyschools.net/atwater

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 68%
Alternative/ESE Center No	Charter School No	Minority Rate 36%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Atwater Elementary

Principal

Kirk Hutchinson

School Advisory Council chair

Margot Urmano

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kirk Hutchinson	Principal
Jody Long	Assistant Principal
Victoria Stonestreet	School Counselor
Amber Luke	ESE Liaison
Sandee Coward	ESOL Liaison

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Our SAC is comprised of teachers, support staff, parents, and community members.

Involvement of the SAC in the development of the SIP

The SAC is responsible for the approval of our SIP and the ongoing review of our progress towards its goals.

Activities of the SAC for the upcoming school year

The activities of our SAC are directed towards the support of our teachers, students, and families.

Projected use of school improvement funds, including the amount allocated to each project

The remaining school improvement funds will be used to provide enrichment opportunities for our students. We did not receive any additional school improvement funds this school year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

As of now, our SAC does not comprise of the same diversity percentages as our student body. We are actively trying to recruit families to participate in our SAC. This is done through direct messages/flyers home, messages on our digital media (website and Twitter), and making personal ccontacts.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kirk Hutchinson

Principal

Years as Administrator: 9

Years at Current School: 5

Credentials

Masters Degree in School Administration and Supervision from The Johns Hopkins University. Certifications in Elementary Education, Educational Leadership, and School Principal

Performance Record

School Grades:
 2012-2013 - B
 2011-2012 - A
 2010-2011 - A
 2009-2010 - C

Jody Long		
Asst Principal	Years as Administrator: 6	Years at Current School: 3
Credentials	University of South Florida Bachelor of Science National-Louis University Master of Education Certifications: Specific Learning Disabilities: K-12 Elementary Education: K-6 Educational Leadership: All Levels School Principal Endorsements: English for Speakers of Other Languages	
Performance Record	School Grades at current school: 2012-2013 - B 2011-2012 - A	

Classroom Teachers

# of classroom teachers	51
# receiving effective rating or higher	0%
# Highly Qualified Teachers	100%
# certified in-field	51, 100%
# ESOL endorsed	37, 73%
# reading endorsed	5, 10%
# with advanced degrees	37, 73%
# National Board Certified	1, 2%
# first-year teachers	8, 16%
# with 1-5 years of experience	27, 53%
# with 6-14 years of experience	13, 25%
# with 15 or more years of experience	12, 24%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Our school implements the Sarasota County Induction Program (SCIP) to support and maintain teachers new to our District. We also provide ongoing professional development for our staff as well as regular feedback regarding their progress towards their professional development goals. The individuals responsible for this are the school administrators and the SCIP Mentors.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our school implements the Sarasota County Induction Program (SCIP) to support and maintain teachers new to our District. The teachers selected to serve as mentors have completed District requirements and have been selected based on their specific backgrounds and skill-sets. The mentoring activities are those specified in the SCIP.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The team meets every Thursday to discuss individual students and their progress towards master of the grade level curriculum. This multi-disciplinary team is responsible for aligning the needs of the students to the interventions and instruction. The members of the Rtl Team meet with grade level teams to discuss students' progress. The Rtl Team is the overarching team that conducts ongoing progress monitoring of students' performance data when it is related to their interventions and academic/behavioral progress. We also have a Student Support Team that assists with the implementation of the approved research-based intervention plans.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Kirk Hutchinson, Principal
Jody Long, Assistant Principal
Victoria Stonestreet, School Counselor and MTSS Facilitator
Amber Luke, ESE Liaison
Marnie Eckerd, Support Teacher
Candis Castorani, School Psychologist
Sindy Hark, School Social Worker
Sandee Coward, ESOL Liaison
Tom Laird, Truancy Officer

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Student Support Team is used to help identify those specific students who need assistance and are in student groups identified on the SIP that are in need of improvement. The MTSS problem-solving process is used to correctly identify the students, examine the instruction they are receiving, and adjust/provide instruction and interventions as necessary to promote student growth. The frequent evaluation of student progress by the MTSS Team helps ensure that identified students are making progress and that areas of need are being addressed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data used to identify students is multi-metric. We utilize student FCAT data for reading and math, FAIR data for reading, FCAT data for science, District benchmark assessments for math, FCAT and regular writing prompt results for writing, and ongoing progress monitoring data for reading, math, science and writing, including regular formative and summative classroom assessments. The data management system used to summarize this data is a progress monitoring spreadsheet that we have created and tracks these results by individual students while providing a global view of our students' progress. In addition, we use the District's AS400 Data System to track our behavior results.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The staff has been trained on RtI using multiple methods including presentations to grade level teams, the training of our Curriculum Leadership Team and trainings for our grade level teams. Each team was given an individual training session on the role of our MTSS team and staff. The entire staff has also been given an MTSS overview at a staff meeting. Our Curriculum Leaders were given training and resources to use with their teams when planning and developing tiered interventions.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 18,000

Our school conducts an after-school program that targets those students who are currently involved in the MTSS process or who were in our lowest quartile according to our assessment data. This program will target students in grades 1-5.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

The student data for this program will be obtained from classroom formative and summative assessments.

Who is responsible for monitoring implementation of this strategy?

Our Literacy Leadership Team and our MTSS team are responsible for the monitoring of the data obtained from this program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kirk Hutchinson	Principal
Jody Long	Assistant Principal
Amber Luke	ESE Liaison
Sandee Coward	ESE Liaison
Victoria Stonestreet	School Counselor
Michelle Kloese	Student Support Team
Marnie Eckerd	Student Support Team
Steve Lord	Student Support Team
Mary Jorge	Student Support Team

How the school-based LLT functions

The LLT meets every week to discuss multiple areas associated with student progress including, but not limited to, student achievement, parent involvement, student attendance, MTSS instruction and interventions, schedules, student activities, volunteers, and parent/family involvement activities.

Major initiatives of the LLT

The major initiatives of the LLT this year will be to increase the effectiveness of our intervention programs and to increase the overall proficiency of our students.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The transition plan for our incoming Kindergarten students contains many components. In the spring we host our annual Kindergarten Orientation where we provide our incoming families some topics to begin discussing and working on with their children. This gives the families a brief overview of Kindergarten and helps the families realize the rigor of our program. We also have an orientation during the summer that allows the students to take a tour of the school and for parents to have their questions answered. Kindergarten students participate in a screening process that identifies each child's strengths and areas of need. This enables us to tailor our instruction to the readiness levels of our students. Finally, to aid in the instructional programming for our incoming Kindergartners, every Kindergarten student participates in the Florida Kindergarten Readiness Screening (FLKRS). The analysis of this data helps us determine the initial programming for our incoming students.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	60%	No	73%
American Indian				
Asian				
Black/African American	58%	54%	No	63%
Hispanic	58%	57%	No	63%
White	75%	63%	No	78%
English language learners	53%		No	57%
Students with disabilities	42%	31%	No	48%
Economically disadvantaged	68%	59%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	30%	34%
Students scoring at or above Achievement Level 4	108	30%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	214	60%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	50	56%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	32	50%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	25%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	25%	63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	62	58%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	58%	Yes	63%
American Indian				
Asian				
Black/African American	43%	36%	No	48%
Hispanic	49%	59%	Yes	54%
White	63%	62%	No	67%
English language learners	48%		No	54%
Students with disabilities	48%	44%	No	53%
Economically disadvantaged	54%	54%	Yes	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	108	30%	35%
Students scoring at or above Achievement Level 4	97	27%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	249	70%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	64	72%	76%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	35%	39%
Students scoring at or above Achievement Level 4	46	38%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	350	50%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	117	21%	19%
Students retained, pursuant to s. 1008.25, F.S.	10	1%	1%
Students who are not proficient in reading by third grade	13	10%	8%
Students who receive two or more behavior referrals	41	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	26	5%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Please see our Title 1 Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase the amount of differentiated and rigorous instruction based on assessment data and student needs with the goal of increasing the level of academic proficiency in our students.

Goals Detail

G1. Increase the amount of differentiated and rigorous instruction based on assessment data and student needs with the goal of increasing the level of academic proficiency in our students.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Common Planning Time and Materials
- Title 1 PD allocations
- Instructional Focus Calendars

Targeted Barriers to Achieving the Goal

- New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.
- Limited time to provide interventions.
- Limited differentiated lessons to address multiple learning styles and student performance levels.
- Staff/families with limited knowledge of effective instructional strategies for ELLs.
- Multi-age and multi-level ESE classrooms.
- Staff with limited knowledge of effective instructional strategies for children from families that are economically disadvantaged.
- Limited background knowledge of cultural/global events/happenings for our students.
- Need for increased rigor in the instructional materials provided in our current textbook series, as well as our current instructional strategies.

Plan to Monitor Progress Toward the Goal

Student Progress Monitoring Data

Person or Persons Responsible

School Administration and Instructional Staff

Target Dates or Schedule:

Weekly in CPT and LLT Meetings

Evidence of Completion:

Regular review of student data including FAIR, classroom assessments, District Benchmark Assessments, and FCAT Explorer completion rates

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the amount of differentiated and rigorous instruction based on assessment data and student needs with the goal of increasing the level of academic proficiency in our students.

G1.B1 New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.

G1.B1.S1 Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus calendars.

Action Step 1

Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative planning times and student data chats. Action Plans showing progress monitoring data.

Person or Persons Responsible

Curriculum leaders, classroom teachers, intervention teachers, and school administration

Target Dates or Schedule

Weekly

Evidence of Completion

Appropriate documentation of lessons and interventions demonstrating student growth (FAIR, FOCUS, Curriculum Assessments, FCAT Results, FCAT Explorer, IXL Math, MTSS Documentation), and PRIDE observations and evaluations.

Facilitator:

Vicki Stonestreet, Marnie Eckerd, MTSS Team

Participants:

Classroom Teachers

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

Collaborative Planning Notes and LLT/Data Chat Discussions

Person or Persons Responsible

Teachers, LLT Members, and School Administration

Target Dates or Schedule

Weekly

Evidence of Completion

CPT Minutes, LLT Minutes, and Data Chat Notes

Plan to Monitor Effectiveness of G1.B1.S1

Progress Monitoring Data

Person or Persons Responsible

Classroom Teachers, LLT Members, School Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PM Data and Data Chat/LLT Meeting Minutes

G1.B2 Limited time to provide interventions.

G1.B2.S1 Provide strategic interventions during the school day with support staff and in after-school academic enrichment programs.

Action Step 1

Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.

Person or Persons Responsible

Classroom teachers, Student Support Teachers, After-School Coordinator, school administration

Target Dates or Schedule

Weekly

Evidence of Completion

Appropriate documentation of lessons and interventions demonstrating student growth (FAIR, FOCUS, Curriculum Assessments, FCAT Results, FCAT Explorer, IXL Math, MTSS Documentation), and PRIDE observations and evaluations.

Facilitator:

School Administration and Curriculum Leaders

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Collaborative Planning Notes and LLT/Data Chat Discussions

Person or Persons Responsible

Teachers, LLT Members, and School Administration

Target Dates or Schedule

Weekly

Evidence of Completion

CPT Minutes, LLT Minutes, and Data Chat Notes

Plan to Monitor Effectiveness of G1.B2.S1

Progress Monitoring Data

Person or Persons Responsible

Classroom Teachers, LLT Members, School Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PM Data and Data Chat/LLT Meeting Minutes

G1.B3 Limited differentiated lessons to address multiple learning styles and student performance levels.

G1.B3.S1 Implement differentiated instruction to address the multiple learning styles/modalities and instructional levels of the students. Use learning style and interest surveys as appropriate. Use formative and summative data to identify student needs.

Action Step 1

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.

Person or Persons Responsible

Classroom teachers and school administration

Target Dates or Schedule

Regularly during classroom visits and observations

Evidence of Completion

Lesson plans and classroom lessons

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Classroom Visit Tracking Document

Person or Persons Responsible

School Administration

Target Dates or Schedule

At least monthly

Evidence of Completion

Completion of classroom visit log

Plan to Monitor Effectiveness of G1.B3.S1

Progress Monitoring Data

Person or Persons Responsible

Classroom Teachers, LLT Members, School Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PM Data and Data Chat/LLT Meeting Minutes

G1.B4 Staff/families with limited knowledge of effective instructional strategies for ELLs.

G1.B4.S1 Provide professional development and resources for staff and families for effective instructional strategies for ELL students.

Action Step 1

Staff taking ESOL professional development and number of family nights offered to help our ELL families.

Person or Persons Responsible

Classroom Teachers, Parent Involvement Committee, ESOL Liaison

Target Dates or Schedule

Periodically throughout the school year

Evidence of Completion

Percent of staff who are in compliance with state ESOL requirements and the number of ELL families who attend our Family Resource Nights, as well as student achievement as recorded by our progress monitoring spreadsheets.

Facilitator:

ESOL Liaison and Parent Involvement Committee

Participants:

Classroom Teachers and School Families

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Number of staff taking ESOL professional development and number of family nights offered to help our ELL families.

Person or Persons Responsible

ESOL Liaison

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Number of staff taking ESOL professional development and number of ESOL families participating in our family night.

Plan to Monitor Effectiveness of G1.B4.S1

Progress Monitoring Data Teachers, LLT Members, School Administration

Person or Persons Responsible

Classroom

Target Dates or Schedule

Weekly

Evidence of Completion

PM Data and Data Chat/LLT/Parent Involvement Meeting Minutes

G1.B5 Multi-age and multi-level ESE classrooms.

G1.B5.S1 Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students. Provide ESE support in the regular education setting when appropriate.

Action Step 1

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. ESE students are scheduled in the regular education classroom as appropriate.

Person or Persons Responsible

Classroom teachers, curriculum leaders, and school administration

Target Dates or Schedule

At least monthly throughout the school year.

Evidence of Completion

Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans and PRIDE observations and evaluations. Student schedules indicate inclusion as appropriate.

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Collaborative Planning Notes and LLT/Data Chat Discussions

Person or Persons Responsible

Teachers, LLT Members, and School Administration

Target Dates or Schedule

Weekly

Evidence of Completion

CPT Minutes, LLT Minutes, and Data Chat Notes

Plan to Monitor Effectiveness of G1.B5.S1

Progress Monitoring Data

Person or Persons Responsible

Classroom Teachers, LLT Members, School Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PM Data and Data Chat/LLT Meeting Minutes

G1.B6 Staff with limited knowledge of effective instructional strategies for children from families that are economically disadvantaged.

G1.B6.S1 Provide professional development and resources for staff and families for children from families that are economically disadvantaged.

Action Step 1

Staff participating in professional development on best practices for working with children from families that are economically disadvantaged.

Person or Persons Responsible

Classroom teachers, school administration, school families

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Percent of staff that are taking professional development pertaining to the instructional strategies for children that come from families that are economically disadvantaged.

Facilitator:

School Administration

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Professional Development opportunities relating to increasing student achievement in students who come from economically disadvantaged homes.

Person or Persons Responsible

School Administration and District Professional Development Department

Target Dates or Schedule

During the school year.

Evidence of Completion

Agendas and sign-in sheets from the PD sessions

Plan to Monitor Effectiveness of G1.B6.S1

Progress Monitoring Data

Person or Persons Responsible

Classroom Teachers, LLT Members, School Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PM Data and Data Chat/LLT Meeting Minutes

G1.B7 Limited background knowledge of cultural/global events/happenings for our students.

G1.B7.S1 Provide our students with enriching cultural experiences through field trips, virtual assemblies, presentations, guest speakers, and cultural opportunities.

Action Step 1

Provide events, field trips, presentations, and guest speakers brought to our campus.

Person or Persons Responsible

Classroom teachers, Curriculum Leaders, school administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

The number of participants in during and after-school events and field trips. Our FCAT results and progress monitoring data should show a positive correlation between the activities and student achievement.

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Number and schedule of enrichment events and opportunities

Person or Persons Responsible

Parent Involvement Committee, Classroom Teachers, School Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Schedule, participant rosters

Plan to Monitor Effectiveness of G1.B7.S1

Progress Monitoring Data

Person or Persons Responsible

Classroom Teachers, LLT Members, School Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PM Data and Data Chat/LLT Meeting Minutes

G1.B8 Need for increased rigor in the instructional materials provided in our current textbook series, as well as our current instructional strategies.

G1.B8.S1 Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students and to provide an increased level of rigor in student learning. Provide continued professional development pertaining to the FCAT 2.0 complexity levels and Webb's Depth of Knowledge.

Action Step 1

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lesson show an increased level of rigor. Collaborative planning sessions address rigor and complexity of lessons.

Person or Persons Responsible

Classroom teachers, curriculum leaders, and school administration

Target Dates or Schedule

At least monthly

Evidence of Completion

Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.

Facilitator:

Reading Wonders Facilitator

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Collaborative Planning Notes and LLT/Data Chat Discussions, professional development participation

Person or Persons Responsible

Teachers, LLT Members, and School Administration

Target Dates or Schedule

Weekly

Evidence of Completion

CPT Minutes, LLT Minutes, and Data Chat Notes

Plan to Monitor Effectiveness of G1.B8.S1

Progress Monitoring Data

Person or Persons Responsible

Classroom Teachers, LLT Members, School Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PM Data and Data Chat/LLT Meeting Minutes, PD survey responses

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

We coordinate and implement our Title 1, Part A program to provide supplemental services to our students and families. In addition to using our funds to enhance after-school tutoring programs, our Title 1 dollars are used to contract additional staff who provide our students with supplemental instruction. Our Parent Involvement funds are used to establish parent conference nights and provide parent training and family involvement events. Our school stresses ongoing professional development for our staff. As such, we use our professional development dollars to provide our staff with additional training in a number of areas that support student growth and achievement in all educational and social/emotional areas.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase the amount of differentiated and rigorous instruction based on assessment data and student needs with the goal of increasing the level of academic proficiency in our students.

G1.B1 New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.

G1.B1.S1 Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus calendars.

PD Opportunity 1

Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative planning times and student data chats. Action Plans showing progress monitoring data.

Facilitator

Vicki Stonestreet, Marnie Eckerd, MTSS Team

Participants

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Appropriate documentation of lessons and interventions demonstrating student growth (FAIR, FOCUS, Curriculum Assessments, FCAT Results, FCAT Explorer, IXL Math, MTSS Documentation), and PRIDE observations and evaluations.

G1.B2 Limited time to provide interventions.

G1.B2.S1 Provide strategic interventions during the school day with support staff and in after-school academic enrichment programs.

PD Opportunity 1

Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.

Facilitator

School Administration and Curriculum Leaders

Participants

Instructional Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Appropriate documentation of lessons and interventions demonstrating student growth (FAIR, FOCUS, Curriculum Assessments, FCAT Results, FCAT Explorer, IXL Math, MTSS Documentation), and PRIDE observations and evaluations.

G1.B4 Staff/families with limited knowledge of effective instructional strategies for ELLs.

G1.B4.S1 Provide professional development and resources for staff and families for effective instructional strategies for ELL students.

PD Opportunity 1

Staff taking ESOL professional development and number of family nights offered to help our ELL families.

Facilitator

ESOL Liaison and Parent Involvement Committee

Participants

Classroom Teachers and School Families

Target Dates or Schedule

Periodically throughout the school year

Evidence of Completion

Percent of staff who are in compliance with state ESOL requirements and the number of ELL families who attend our Family Resource Nights, as well as student achievement as recorded by our progress monitoring spreadsheets.

G1.B6 Staff with limited knowledge of effective instructional strategies for children from families that are economically disadvantaged.

G1.B6.S1 Provide professional development and resources for staff and families for children from families that are economically disadvantaged.

PD Opportunity 1

Staff participating in professional development on best practices for working with children from families that are economically disadvantaged.

Facilitator

School Administration

Participants

Instructional Staff

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Percent of staff that are taking professional development pertaining to the instructional strategies for children that come from families that are economically disadvantaged.

G1.B8 Need for increased rigor in the instructional materials provided in our current textbook series, as well as our current instructional strategies.

G1.B8.S1 Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students and to provide an increased level of rigor in student learning. Provide continued professional development pertaining to the FCAT 2.0 complexity levels and Webb's Depth of Knowledge.

PD Opportunity 1

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lesson show an increased level of rigor. Collaborative planning sessions address rigor and complexity of lessons.

Facilitator

Reading Wonders Facilitator

Participants

Instructional Staff

Target Dates or Schedule

At least monthly

Evidence of Completion

Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the amount of differentiated and rigorous instruction based on assessment data and student needs with the goal of increasing the level of academic proficiency in our students.	\$145,000
Total		\$145,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Personnel	Other	Total
Title 1	\$90,000	\$40,000	\$10,000	\$0	\$140,000
SAC and Title 1	\$0	\$0	\$0	\$5,000	\$5,000
Total	\$90,000	\$40,000	\$10,000	\$5,000	\$145,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase the amount of differentiated and rigorous instruction based on assessment data and student needs with the goal of increasing the level of academic proficiency in our students.

G1.B1 New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.

G1.B1.S1 Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus calendars.

Action Step 1

Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative planning times and student data chats. Action Plans showing progress monitoring data.

Resource Type

Professional Development

Resource

Professional Development sessions with a focus on collaboration and effective instructional strategies

Funding Source

Title 1

Amount Needed

\$45,000

G1.B2 Limited time to provide interventions.

G1.B2.S1 Provide strategic interventions during the school day with support staff and in after-school academic enrichment programs.

Action Step 1

Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.

Resource Type

Evidence-Based Materials

Resource

After-School Enrichment/Tutoring Program

Funding Source

Title 1

Amount Needed

\$40,000

G1.B4 Staff/families with limited knowledge of effective instructional strategies for ELLs.

G1.B4.S1 Provide professional development and resources for staff and families for effective instructional strategies for ELL students.

Action Step 1

Staff taking ESOL professional development and number of family nights offered to help our ELL families.

Resource Type

Personnel

Resource

Family Nights aimed at providing materials and strategies to our families

Funding Source

Title 1

Amount Needed

\$10,000

G1.B7 Limited background knowledge of cultural/global events/happenings for our students.

G1.B7.S1 Provide our students with enriching cultural experiences through field trips, virtual assemblies, presentations, guest speakers, and cultural opportunities.

Action Step 1

Provide events, field trips, presentations, and guest speakers brought to our campus.

Resource Type

Other

Resource

Arranging for field trips, presenters, guest speakers, and events on campus

Funding Source

SAC and Title 1

Amount Needed

\$5,000

G1.B8 Need for increased rigor in the instructional materials provided in our current textbook series, as well as our current instructional strategies.

G1.B8.S1 Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students and to provide an increased level of rigor in student learning. Provide continued professional development pertaining to the FCAT 2.0 complexity levels and Webb's Depth of Knowledge.

Action Step 1

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lesson show an increased level of rigor. Collaborative planning sessions address rigor and complexity of lessons.

Resource Type

Professional Development

Resource

Professional Development sessions with a focus on collaboration and effective instructional strategies

Funding Source

Title 1

Amount Needed

\$45,000