Atwater Elementary

2015-16 School Improvement Plan

Atwater Elementary

4701 HUNTSVILLE AVE, North Port, FL 34288

www.sarasotacountyschools.net/atwater

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	63%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	32%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	A

Preliminary 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 was approved by the Sarasota County School Board on 12/8/2015.

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.

Table of Contents

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, B or C 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	[Jim Browder](#)

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Atwater Elementary School is to equip our students and staff to achieve "All-Star" levels of success in teaching and learning through the use of collaboration, technology, family and community involvement, and differentiated instruction.

Provide the school's vision statement

Excellence in Academics and Character

School Environment

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

The success of our students and staff is built upon the establishment of trusting relationships. This is completed through the implementation of our school-wide PBS program. Our PBS program stresses five core ideals that our students and staff adhere to: Hardworking, Empathetic, Active Learners, Respectful, Trustworthy (HEART). By stressing our HEART expectations to students, staff, and families, we are able to establish cooperative relationships, which foster the understanding and learning about our students' cultures. These relationships allow for honest dialogue about our students' successes and growth opportunities. These partnerships are demonstrated during our ongoing parent/teacher conferences and activities, which serve as the vehicle for collaboration and relationship.

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

The Sarasota County School Board and Atwater Elementary School prohibit the act of bullying on our campus and fully implement state and district policies regarding bullying. Any student who is found to be bullying others will be disciplined according to the Code of Student Conduct. An anonymous "Bully Reporting Box" is located outside of the Music room to aid in the reporting of possible bullying incidents. In addition, Atwater Elementary has a systematic Positive Behavior Support program that acts as a proactive measure to address inappropriate student behavior and stresses a safe and orderly school and classroom environment.

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

Our Positive Behavior Support Team has created systematic mechanisms for implementation of our PBS program during the 2015/2016 school year. These mechanisms were presented to each staff member, and are routinely revisited to ensure adherence and understanding.
In addition, our school has provided explicit instruction to students regarding our H.E.A.R.T. expectations, including but not limited to how each characteristic is defined, what it should and should not look like when applied to real world situations, and the reinforcements utilized by all staff to recognize students illustrating these traits throughout the day. For example, we have 'Starbucks' students can receive, monthly All-Star of the Month ceremonies, quarterly grade level celebrations,

and ongoing Shining Star events for each grade level.

In conjunction with the explicit teaching of expectations, all staff have been trained to utilize our Atwater Classroom Behavior Intervention Report. In order to maintain the most efficient lines of communication for the best interest of students, the Atwater Response Team receives email communications from teachers who have completed the aforementioned form. Thereafter, a member responds to the student and teacher for follow-up.

Atwater has also implemented a proactive approach through the assignment of qualified personnel to perform 'check-ins' as needed with classroom teacher in order to form relationships with students and develop interventions for targeted students displaying behaviors of concern. Data collection and documentation is also an integral part of this process.

Also, the majority of Atwater's staff has received CPI (Crisis Prevention Institute) professional development which deals with the diverse situations staff may encounter with students and how to deescalate these potentially volatile situations using verbal techniques and establishing therapeutic rapport.

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

Atwater ensures the social-emotional needs of all students are being met through a myriad of services. The services chosen for individual students are based upon collaborative conversations with colleagues, parents/guardians, and outside agencies, with a heightened emphasis upon data. Dependent upon the student's needs and services rendered, a timeline to discuss progress is put into place. Services currently available include:
• Small group social skills instruction
• Student mentoring program
• Atwater has contracted with an outside agency, Charlotte Behavioral Health Care, for mental health care
services
• Ripple Effects

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).

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

Our early warning system includes progress monitoring, an incorporated component of the CPT process, regular CPT meetings, MTSS Team, information generated from parents, intervention progress through the Student Support Team, CBHC (Charlotte Behavioral Health Care), FBA/BIPs, behavioral data, academic data, i-Ready diagnostic and instructional data.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16	10	24	8	28	16	102
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	6	9	6	4	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Atwater Elementary School utilizes the following strategies to improve the academic performance of our students identified by the early warning system:
- Reading Recovery Teachers in Grade 1
- Supplemental Student Support Teachers in grades 1-5
- Attendance incentives and contracts
- Regular parent/teacher conferences
- Regular data chats with teachers
- All-Star Academy (After school tutorial)
- Regular MTSS Team meetings
- Partnership w/ CBHC
- Regular social skills instruction
- In school alternative to suspension
- Student Academic and Behavior Recognition Program
- PBS Program

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?
Yes

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/53579.

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

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

Based upon student achievement data, input from parent conferences, information gathered from community organizations, and staff feedback, Atwater is working in conjunction with the All Faiths Food Bank to maintain a semi-monthly food pantry, the North Port Kiwanis Club to provide students apparel and footwear, the North Port Rotary Club to ensure each student in third grade receives a dictionary, and the Schoolhouse Link and THE SARASOTA Y to assist families in securing necessary school registration documents, housing, transportation, housing, free breakfast, lunch, and school uniforms. We also work in conjunction with The Education Foundation of Sarasota County and The Patterson Foundation to provide necessities for our students and families as needed.

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).

School Leadership Team

Membership:

Name	Title
Hutchinson, Kirk	Principal
Long, Jody	Assistant Principal
Drachler, Sarah	Administrative Support
Froelich, Jym	Administrative Support
Raider, Brooke	Guidance Counselor
Stonestreet, Vicki	Guidance Counselor
Coward, Sandee	Teacher, K-12

Duties

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

Kirk Hutchinson, Principal
Jody Long, Assistant Principal
Victoria Stonestreet, School Counselor and MTSS Facilitator
Sarah Drachler, ESE Liaison
Jym Froelich, ESOL Liaison
Brooke Raider, School Counselor
Sandee Coward, Student Support Curriculum Leader

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

The team meets weekly to discuss individual students and their progress towards mastery 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 leadership team meet with grade level teams to discuss students' progress. The Leadership 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.
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 program materials, 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kirk Hutchinson	Principal
Susan Lord	Business/Community
Maje Gerner	Education Support Employee
Jermaine Andrews	Teacher
Joy Ramirez	Parent
Simon Petrenko	Parent
Tracy Roelle	Parent
Ligia Kirkpatrick	Parent
Jacqueline Moore	Business/Community
Jeannine Borasch	Parent
Jacquelyn Singh	Parent
Sarah Norris	Parent
Liane Deeds	Business/Community
Kyiana Webb	Teacher
Holly Mason	Teacher
Terri Azbill	Teacher

Duties

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

Evaluation of last year's school improvement plan

Atwater's SAC is responsible for the review and comparison of the intended outcomes developed on the previous year's SIP and the results. Thereafter, SAC is charged with providing input into the current year's SIP development and the ongoing review of our progress towards the goals outlined within. In addition, SAC shall monitor students' and the school's progress in attaining goals and evaluate the appropriateness of the indicators of student progress and strategies and evaluation procedures which are selected to measure student performance.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

SAC provides input on the school's annual budget and the use of school improvement funds to assist in the preparation of the school budget. Our SAC is responsible for approving the annual staffing and Title 1 budget and is the decision-making body for items that affect the greater school community, including students, staff, and parents.

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

School improvement funds will be used to provide enrichment and academic improvement opportunities for our students.

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

Yes

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

We are actively recruiting members for our SAC through direct messages, flyers home, parent conferences, and digital media including our school website and Twitter.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hutchinson, Kirk	Principal
Coward, Sandee	Teacher, K-12
Drachler, Sarah	Administrative Support
Froelich, Jym	Administrative Support
Long, Jody	Assistant Principal
Raider, Brooke	Guidance Counselor
Stonestreet, Vicki	Guidance Counselor
Taylor, Rick	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

The major initiates of the LLT this year will be to increase the overall proficiency of our students through high quality initial instruction and targeted intervention and tiered instruction. . The LLT meets weekly to discuss student concerns and individuals on the team play integral roles in the academic and social/emotional plans for our students.

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).

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

Our grade level teams participate within the Collaborate Planning Process on a weekly basis. Approximately four times throughout the year teachers are provided an entire school day to participate in professional development sessions, review data, plan daily instruction, interventions, and learning extension activities.

While the majority of the weekly CPT sessions are designed and facilitated by the grade level curriculum leader, seven session throughout the year are designed and facilitated by the school administration.

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

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. Our school also works

collaboratively with our Human Resources department to ensure that all staff hired are highly-qualified. Additionally, the HR department will assist our school with identifying candidates for hard to fill positions.

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Through coordination and collaboration between staff members and District personnel, as well as ongoing use of the District provided Instructional Focus Guides (IFG). All activities and resources identified in the IFGs are aligned Florida's standards.

Instructional Strategies

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

Our Leadership Team meets weekly to discuss overall trends and individual students in relationship to the progress towards mastery of learning goals. Multiple forms of data are triangulated to ensure an accurate depiction of student needs. This multi-disciplinary team is responsible for aligning the needs of the students to the interventions and instruction. The members of the Student Support Team meet with grade level teams to discuss students' progress and the implementation of approved, research-based intervention plans.
In addition, specific students, based upon set entry criteria are extended an invitation to participate in the All-Star Academy Tutorial Program which extends learning opportunities based upon specific student needs.

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: 13,200

Our school conducts an after-school program that targets those students who scored one year below grade level according to iReady diagnostic data. This program targets students in grades 3-5.

Strategy Rationale

Through the review of student performance data and collaboration between staff, specific areas of difficulty can be determined and targeted instruction can be delivered to students in a small group setting, hence addressing the learning needs of the participating students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hutchinson, Kirk, kirk.hutchinson@sarasotacountyschools.net

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

The student data for this program will be obtained from classroom formative and summative assessments as well as iReady Data Reports.

Strategy: After School Program

Minutes added to school year: 1,000

Friday Clubs

Strategy Rationale

The Friday Club program provides extension activities for students in areas that are not typically addressed in a school setting. Clubs such as fitness, drama, photography, art, and music are offered to students in grades 2-5.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Froelich, Jym, james.froelich@sarasotacountyschools.net

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

Attendance data, program products, and student i-Ready data will be utilized to determine the effectiveness of the strategy.

Student Transition and Readiness

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).

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

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 with topics to begin discussing and working on with their children. This gives the families a brief overview of Kindergarten and helps the families become familiar with the rigor of our program. We also have a new student orientation during the summer that allows the students to take a tour of the school and for parents to have their questions answered. Prior to the start of the school year, 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.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:
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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.

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.

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

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. By the year 2016, there will be at least a four percentage point increase in reading/math/science, as appropriate, for all students when less than 70% are currently demonstrating proficiency.

G2. By the year 2016, all grade levels will demonstrate a minimum increase of 2% overall growth target attainment in reading according to i-Ready diagnostic data.

G3. By the year 2016, all grade levels will demonstrate a minimum increase of 2% overall growth target attainment in mathematics according to i-Ready diagnostic data.

G4. By the year 2016, there will be at least a ten percent decrease in the number of discipline events and days of out of school suspension.

G5. By the year 2016, there will be a minimum of 10 percent reduction in the number of chronically absent students. Chronically absent students are those who are absent 10% or more of a school year.

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 2016, there will be at least a four percentage point increase in reading/math/science, as appropriate, for all students when less than 70% are currently demonstrating proficiency. 1a

🔑 G072283

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	59.0
FSA English Language Arts - Achievement	59.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Common Planning Time and Materials
- Title 1 PD allocations
- Instructional Focus Guides
- Supplemental Instructional Staff

Targeted Barriers to Achieving the Goal 3

- Limited time to provide interventions.
- Limited differentiated lessons to address multiple learning styles and student performance levels.

Plan to Monitor Progress Toward G1. 8

Student Progress Monitoring Data

Person Responsible
Kirk Hutchinson

Schedule
Triannually, from 9/21/2015 to 6/3/2016

Evidence of Completion
Triannual review of student data including classroom assessments, District Benchmark Assessments, and i-Ready results.

G2. By the year 2016, all grade levels will demonstrate a minimum increase of 2% overall growth target attainment in reading according to i-Ready diagnostic data. 1a

🔍 G072284

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	50.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Need for increased rigor in our current instructional strategies.
- Limited differentiated lessons to address multiple learning styles and student performance levels.

Plan to Monitor Progress Toward G2. 8

Student Progress Monitoring Data

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Regular review of student data including FAIR, classroom assessments, District Benchmark Assessments, and i-Ready diagnostic and growth monitoring data.

G3. By the year 2016, all grade levels will demonstrate a minimum increase of 2% overall growth target attainment in mathematics according to i-Ready diagnostic data. `1a`

`G072285`

Targets Supported `1b`

Indicator	Annual Target
Math Gains District Assessment	59.0

Resources Available to Support the Goal `2`

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

Targeted Barriers to Achieving the Goal `3`

- Need for increased rigor in our current instructional strategies.
- Limited differentiated lessons to address multiple learning styles and student performance levels.

Plan to Monitor Progress Toward G3. `8`

Student Progress Monitoring Data

Person Responsible
Jody Long

Schedule
Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion
Regular review of student data including classroom assessments, District Benchmark Assessments, and i-Ready diagnostic and growth monitoring data.

G4. By the year 2016, there will be at least a ten percent decrease in the number of discipline events and days of out of school suspension. 1a

🔍 G072286

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Limited differentiated lessons to address multiple learning styles and student performance and engagement levels.

- Increased need for student/family mental health and counseling services.

Plan to Monitor Progress Toward G4. 8

Discipline data indicating number of discipline events and days of out of school suspension

Person Responsible
Rick Taylor

Schedule
Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion
SIS suspension and discipline reports

G5. By the year 2016, there will be a minimum of 10 percent reduction in the number of chronically absent students. Chronically absent students are those who are absent 10% or more of a school year. 1a

G072287

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Resources Available to Support the Goal 2

•

Targeted Barriers to Achieving the Goal 3

• School staff is focused on "truant" students and not chronically absent students.

Plan to Monitor Progress Toward G5. 8

Attendance data of chronically absent students.

Person Responsible
Vicki Stonestreet

Schedule
Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion
Student attendance data - viewed by individual child if they are chronically absent.

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 2016, there will be at least a four percentage point increase in reading/math/science, as appropriate, for all students when less than 70% are currently demonstrating proficiency. 1

🔍 G072283

G1.B2 Limited time to provide interventions. 2

🔍 B188473

G1.B2.S1 Provide strategic interventions during the school day from support and classroom staff. 4

🔍 S199896

Strategy Rationale

Through the triangulation of data, specific areas of need can be identified and the aforementioned strategy can be employed to scaffold learning.

Action Step 1 5

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

Person Responsible

Kirk Hutchinson

Schedule

Quarterly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Appropriate documentation of lessons and interventions demonstrating student growth (Curriculum Assessments, i-Ready, MTSS Documentation), and PRIDE observations and evaluations.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Collaborative Planning Notes and Data Chat Discussions

Person Responsible

Kirk Hutchinson

Schedule

Every 2 Months, from 9/28/2015 to 6/3/2016

Evidence of Completion

CPT Minutes, LLT Minutes, i-Ready data, and Data Chat Notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Progress Monitoring Data

Person Responsible

Kirk Hutchinson

Schedule

Every 2 Months, from 9/28/2015 to 6/3/2016

Evidence of Completion

PM Data, i-Ready, and Data Chat Meeting Minutes

G1.B2.S2 Provide targeted instruction to identified students in an after-school academic enhancement program. 4

Strategy Rationale

🔑 S199897

Through the use of student data, instruction targeted to each child's individual needs will increase their current reading performance.

Action Step 1 5

All-Star Academy Session 1

Person Responsible

Jym Froelich

Schedule

Daily, from 10/19/2015 to 2/4/2016

Evidence of Completion

Daily attendance and student performance

Action Step 2 5

All-Star Academy Session 2

Person Responsible

Jym Froelich

Schedule

Daily, from 2/8/2016 to 4/14/2016

Evidence of Completion

Daily attendance and student performance

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

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

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 11/2/2015 to 4/14/2016

Evidence of Completion

Monthly i-Ready data will be utilized to determine student growth and proficiency levels.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Monthly data reviews of Academy results

Person Responsible

Jym Froelich

Schedule

Monthly, from 11/2/2015 to 4/14/2016

Evidence of Completion

Monthly student i-Ready results as demonstrated on Growth Monitoring or Diagnostic Assessments.

G1.B3 Limited differentiated lessons to address multiple learning styles and student performance levels. 2

🔧 B188474

G1.B3.S1 Implement differentiated instruction to address the multiple learning styles/modalities and instructional levels of the students. Use formative and summative data to identify student needs. 4

🔧 S199898

Strategy Rationale

In order to best meet the needs of all learners, a variation in instructional delivery and resources must be utilized. The data collection ensures the learning goals and objectives are accurate for each student and that the instructional delivery is targeted to the needs of the students.

Action Step 1 5

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

Person Responsible

Kirk Hutchinson

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans and classroom lessons

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom Observation and Visit Notes

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Copies of classroom observations and notes indicating DI plans and strategies.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Progress Monitoring Data

Person Responsible

Kirk Hutchinson

Schedule

Triannually, from 9/21/2015 to 6/3/2016

Evidence of Completion

i-Ready, PM Data and Data Chat Meeting Minutes

G1.B3.S2 Use i-Ready diagnostic data and supplemental materials to target student growth areas. `4`

S199899

Strategy Rationale

Using i-Ready data to identify and remedy student performance gaps, will lead to increased student academic proficiency and growth.

Action Step 1 `5`

Ongoing review of student i-Ready diagnostic assessment data.

Person Responsible

Kirk Hutchinson

Schedule

Triannually, from 9/21/2015 to 6/3/2016

Evidence of Completion

Data Chat notes and grade level intervention schedules

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Triannual Data Chat Meetings with each teacher to discuss diagnostic assessment results

Person Responsible

Kirk Hutchinson

Schedule

Triannually, from 9/21/2015 to 6/3/2016

Evidence of Completion

Data Chat notes and schedules and teacher All-Star Action Plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Student i-Ready assessment data

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Student i-Ready diagnostic and growth monitoring data

G2. By the year 2016, all grade levels will demonstrate a minimum increase of 2% overall growth target attainment in reading according to i-Ready diagnostic data. 1

🔑 G072284

G2.B1 Need for increased rigor in our current instructional strategies. 2

🔑 B188483

G2.B1.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 FSA and Florida Standards DOK. 4

🔑 S199906

Strategy Rationale

Through the increase of rigorous instruction, as acquired by professional development opportunities, teachers will be able to create enriching and meaningful learning activities for students that are relevant and can be applied throughout the disciplines.

Action Step 1 5

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

Person Responsible

Jody Long

Schedule

Weekly, from 10/16/2015 to 6/3/2016

Evidence of Completion

Classroom visit and observation notes related to differentiated instruction/lesson plans, and PRIDE observations and evaluations.

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

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

Person Responsible

Jody Long

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

CPT, PD, and Data Chat Notes

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

Progress Monitoring Data

Person Responsible

Jody Long

Schedule

Every 2 Months, from 8/24/2015 to 6/3/2016

Evidence of Completion

PM Data and Data Chat Meeting Minutes, PD session notes

G2.B5 Limited differentiated lessons to address multiple learning styles and student performance levels. `2`

🔑 B188487

G2.B5.S1 Implement differentiated instruction to address the multiple learning styles/modalities and instructional levels of the students. Use formative and summative data to identify student needs. `4`

🔑 S199907

Strategy Rationale

In order to best meet the needs of all learners, a variation in instructional delivery and resources must be utilized. The data collection ensures the learning goals and objectives are accurate for each student.

Action Step 1 `5`

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

Person Responsible

Kirk Hutchinson

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans and classroom lessons

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Classroom Visit Tracking Document

Person Responsible

Kirk Hutchinson

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Completion of classroom visit log

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Progress Monitoring Data

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PM Data and Data Chat/LLT Meeting Minutes

G2.B5.S2 Use i-Ready diagnostic data and supplemental materials to target student growth areas. 4

S199908

Strategy Rationale

Using i-Ready data to identify and remedy student performance gaps, will lead to increased student academic proficiency and growth.

Action Step 1 5

Ongoing review of student i-Ready diagnostic assessment data.

Person Responsible

Kirk Hutchinson

Schedule

Triannually, from 9/21/2015 to 6/3/2016

Evidence of Completion

Data Chat notes and grade level intervention schedules

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Triannual Data Chat Meetings with each teacher to discuss diagnostic assessment results

Person Responsible

Kirk Hutchinson

Schedule

Triannually, from 9/21/2015 to 6/3/2016

Evidence of Completion

Data Chat notes and schedules and teacher All-Star Action Plans

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 `7`

Student i-Ready assessment data

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Student i-Ready diagnostic and growth monitoring data

G3. By the year 2016, all grade levels will demonstrate a minimum increase of 2% overall growth target attainment in mathematics according to i-Ready diagnostic data. `1`

🔑 G072285

G3.B2 Need for increased rigor in our current instructional strategies. `2`

🔑 B188489

G3.B2.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 FSA and Florida Standards DOK. `4`

🔑 S199909

Strategy Rationale

Through the increase of rigorous instruction, as acquired by professional development opportunities, teachers will be able to create enriching and meaningful learning activities for students that are relevant and can be applied throughout the disciplines.

Action Step 1 `5`

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

Person Responsible

Jody Long

Schedule

Weekly, from 10/16/2015 to 6/3/2016

Evidence of Completion

Classroom visit and observation notes related to differentiated instruction/lesson plans, and PRIDE observations and evaluations.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

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

Person Responsible

Jody Long

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

CPT, PD, and Data Chat Notes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Progress Monitoring Data

Person Responsible

Jody Long

Schedule

Every 2 Months, from 8/24/2015 to 6/3/2016

Evidence of Completion

PM Data and Data Chat Meeting Minutes, PD session notes

G3.B4 Limited differentiated lessons to address multiple learning styles and student performance levels. 2

B188491

G3.B4.S1 Implement differentiated instruction to address the multiple learning styles/modalities and instructional levels of the students. Use formative and summative data to identify student needs. 4

S199910

Strategy Rationale

In order to best meet the needs of all learners, a variation in instructional delivery and resources must be utilized. The data collection ensures the learning goals and objectives are accurate for each student and that the instructional delivery is targeted to the needs of the students.

Action Step 1 5

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

Person Responsible

Kirk Hutchinson

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans and classroom lessons

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Classroom Observation and Visit Notes

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Copies of classroom observations and notes indicating DI plans and strategies.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

Progress Monitoring Data

Person Responsible

Kirk Hutchinson

Schedule

Triannually, from 9/21/2015 to 6/3/2016

Evidence of Completion

i-Ready, PM Data and Data Chat Meeting Minutes

G3.B4.S2 Use i-Ready diagnostic data and supplemental materials to target student growth areas. `4`

S199911

Strategy Rationale

Using i-Ready data to identify and remedy student performance gaps, will lead to increased student academic proficiency and growth.

Action Step 1 `5`

Ongoing review of student i-Ready diagnostic assessment data.

Person Responsible

Kirk Hutchinson

Schedule

Triannually, from 9/21/2015 to 6/3/2016

Evidence of Completion

Data Chat notes and grade level intervention schedules

Plan to Monitor Fidelity of Implementation of G3.B4.S2 `6`

Triannual Data Chat Meetings with each teacher to discuss diagnostic assessment results

Person Responsible

Kirk Hutchinson

Schedule

Triannually, from 9/21/2015 to 6/3/2016

Evidence of Completion

Data Chat notes and schedules and teacher All-Star Action Plans

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 `7`

Student i-Ready assessment data

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Student i-Ready diagnostic and growth monitoring data

G4. By the year 2016, there will be at least a ten percent decrease in the number of discipline events and days of out of school suspension. `1`

G4.B1 Limited differentiated lessons to address multiple learning styles and student performance and engagement levels. `2`

G4.B1.S1 Teachers will participate in collaborative planning sessions and professional development sessions to develop effective academic and social/emotional lessons and interventions. Teachers will collaborate with support staff to develop and implement effective academic and social/emotional lessons. `4`

Strategy Rationale

The greater amount of time teachers have to collaborate and participate in professional development regarding the academic and social/emotional needs of their students will assist with increasing their knowledge base regarding how to most effectively meet the needs of students, thereby resulting in a greater amount of engagement and time on task.

Action Step 1 `5`

Progress monitoring notes and discussion during collaborative planning times and student data chats. CPT Action Plans showing teachers' collaboration and ongoing review of discipline data will also be completed.

Person Responsible

Kirk Hutchinson

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Appropriate documentation of lessons and interventions demonstrating student growth (curriculum assessments, i-Ready, MTSS Documentation, discipline data).

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

Collaborative Planning Notes and Data Chat Discussions

Person Responsible

Kirk Hutchinson

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

CPT Minutes, OneNote Notaions, and Data Chat Notes

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

Progress Monitoring Data, including discipline reports

Person Responsible

Kirk Hutchinson

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PM Data and Data Chat Meeting Minutes; discipline reports

G4.B1.S2 Use i-Ready diagnostic data and supplemental materials to target student growth areas. 4

S199913

Strategy Rationale

Using i-Ready data to identify and remedy student performance gaps will lead to increased student academic proficiency and growth.

Action Step 1 5

Ongoing review of student i-Ready diagnostic assessment data.

Person Responsible

Kirk Hutchinson

Schedule

Triannually, from 9/21/2015 to 6/3/2016

Evidence of Completion

Data Chat notes and grade level intervention schedules

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

Triannual Data Chat Meetings with each teacher to discuss diagnostic assessment results

Person Responsible

Kirk Hutchinson

Schedule

Triannually, from 9/21/2015 to 6/3/2016

Evidence of Completion

Data Chat notes and schedules and teacher All-Star Action Plans

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

Student i-Ready assessment data

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Student i-Ready diagnostic and growth monitoring data

G4.B6 Increased need for student/family mental health and counseling services. 2

B188498

G4.B6.S1 Contract with a mental health/counseling organization to provide ongoing support and counseling to our students and families. 4

S199915

Strategy Rationale

Regular mental health therapy and counseling will enable students to increase their social/emotion skills in school, thereby leading to increased academic achievement and decreased behavior incidents and out of school suspensions.

Action Step 1 5

Atwater Elementary will contract with Charlotte Behavioral Health Care to provide mental health/counseling services to identified students and families.

Person Responsible

Kirk Hutchinson

Schedule

Biweekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Executed contract and counselor's attendance and session logs.

Plan to Monitor Fidelity of Implementation of G4.B6.S1 `6`

Collaborative sessions between the CBHC counselor and the Atwater MTSS Team.

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

MTSS meeting notes

Plan to Monitor Effectiveness of Implementation of G4.B6.S1 `7`

Discipline data review

Person Responsible

Rick Taylor

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Leadership team minutes and discipline reports

G5. By the year 2016, there will be a minimum of 10 percent reduction in the number of chronically absent students. Chronically absent students are those who are absent 10% or more of a school year. [1]

🔑 G072287

G5.B2 School staff is focused on "truant" students and not chronically absent students. [2]

🔑 B188500

G5.B2.S1 Regular review of attendance data. [4]

🔑 S199916

Strategy Rationale

Identifying those students who are chronically absent and developing plans to address those absences will increase attendance rates, thereby increase exposure to the grade level curriculum and the opportunity to experience school success.

Action Step 1 [5]

Monthly review of attendance reports (by teacher and student) to identify chronically absent students.

Person Responsible

Vicki Stonestreet

Schedule

Monthly, from 10/26/2015 to 6/3/2016

Evidence of Completion

Monthly meeting minutes and absence reports.

Action Step 2 [5]

Develop individual plans to assist chronically absent children and families.

Person Responsible

Vicki Stonestreet

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Regular reviews of student attendance data and updates for each child identified as chronically absent.

Person Responsible

Vicki Stonestreet

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Attendance data and updated attendance plans.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Monitor attendance data for chronically absent students.

Person Responsible

Vicki Stonestreet

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Monthly administrative team review minutes and attendance data.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.	Hutchinson, Kirk	9/28/2015	Appropriate documentation of lessons and interventions demonstrating student growth (Curriculum Assessments, i-Ready, MTSS Documentation), and PRIDE observations and evaluations.	6/3/2016 quarterly
G1.B2.S2.A1	All-Star Academy Session 1	Froelich, Jym	10/19/2015	Daily attendance and student performance	2/4/2016 daily
G1.B3.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Hutchinson, Kirk	8/24/2015	Lesson plans and classroom lessons	6/3/2016 biweekly
G1.B3.S2.A1	Ongoing review of student i-Ready diagnostic assessment data.	Hutchinson, Kirk	9/21/2015	Data Chat notes and grade level intervention schedules	6/3/2016 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons show an increased level of rigor. Collaborative planning sessions address rigor and complexity of lessons.	Long, Jody	10/16/2015	Classroom visit and observation notes related to differentiated instruction/ lesson plans, and PRIDE observations and evaluations.	6/3/2016 weekly
G2.B5.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Hutchinson, Kirk	8/18/2014	Lesson plans and classroom lessons	5/29/2015 weekly
G2.B5.S2.A1	Ongoing review of student i-Ready diagnostic assessment data.	Hutchinson, Kirk	9/21/2015	Data Chat notes and grade level intervention schedules	6/3/2016 triannually
G3.B2.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons show an increased level of rigor. Collaborative planning sessions address rigor and complexity of lessons.	Long, Jody	10/16/2015	Classroom visit and observation notes related to differentiated instruction/ lesson plans, and PRIDE observations and evaluations.	6/3/2016 weekly
G3.B4.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Hutchinson, Kirk	8/24/2015	Lesson plans and classroom lessons	6/3/2016 biweekly
G3.B4.S2.A1	Ongoing review of student i-Ready diagnostic assessment data.	Hutchinson, Kirk	9/21/2015	Data Chat notes and grade level intervention schedules	6/3/2016 triannually
G4.B1.S1.A1	Progress monitoring notes and discussion during collaborative planning times and student data chats. CPT Action Plans showing teachers' collaboration and ongoing review of discipline data will also be completed.	Hutchinson, Kirk	8/24/2015	Appropriate documentation of lessons and interventions demonstrating student growth (curriculum assessments, i-Ready, MTSS Documentation, discipline data).	6/3/2016 weekly
G4.B1.S2.A1	Ongoing review of student i-Ready diagnostic assessment data.	Hutchinson, Kirk	9/21/2015	Data Chat notes and grade level intervention schedules	6/3/2016 triannually
G4.B6.S1.A1	Atwater Elementary will contract with Charlotte Behavioral Health Care to provide mental health/counseling services to identified students and families.	Hutchinson, Kirk	9/8/2015	Executed contract and counselor's attendance and session logs.	6/3/2016 biweekly
G5.B2.S1.A1	Monthly review of attendance reports (by teacher and student) to identify chronically absent students.	Stonestreet, Vicki	10/26/2015	Monthly meeting minutes and absence reports.	6/3/2016 monthly
G1.B2.S2.A2	All-Star Academy Session 2	Froelich, Jym	2/8/2016	Daily attendance and student performance	4/14/2016 daily
G5.B2.S1.A2	Develop individual plans to assist chronically absent children and families.	Stonestreet, Vicki	11/2/2015		6/3/2016 monthly
G1.MA1	Student Progress Monitoring Data	Hutchinson, Kirk	9/21/2015	Triannual review of student data including classroom assessments, District Benchmark Assessments, and i-Ready results.	6/3/2016 triannually
G1.B2.S1.MA1	Progress Monitoring Data	Hutchinson, Kirk	9/28/2015	PM Data, i-Ready, and Data Chat Meeting Minutes	6/3/2016 every-2-months
G1.B2.S1.MA1	Collaborative Planning Notes and Data Chat Discussions	Hutchinson, Kirk	9/28/2015	CPT Minutes, LLT Minutes, i-Ready data, and Data Chat Notes	6/3/2016 every-2-months
G1.B3.S1.MA1	Progress Monitoring Data	Hutchinson, Kirk	9/21/2015	i-Ready, PM Data and Data Chat Meeting Minutes	6/3/2016 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1	Classroom Observation and Visit Notes	Hutchinson, Kirk	8/24/2015	Copies of classroom observations and notes indicating DI plans and strategies.	6/3/2016 monthly
G1.B2.S2.MA1	Monthly data reviews of Academy results	Froelich, Jym	11/2/2015	Monthly student i-Ready results as demonstrated on Growth Monitoring or Diagnostic Assessments.	4/14/2016 monthly
G1.B2.S2.MA1	Ongoing progress monitoring of student achievement will determine the effectiveness of the intervention.	Hutchinson, Kirk	11/2/2015	Monthly i-Ready data will be utilized to determine student growth and proficiency levels.	4/14/2016 monthly
G1.B3.S2.MA1	Student i-Ready assessment data	Hutchinson, Kirk	9/21/2015	Student i-Ready diagnostic and growth monitoring data	6/3/2016 monthly
G1.B3.S2.MA1	Triannual Data Chat Meetings with each teacher to discuss diagnostic assessment results	Hutchinson, Kirk	9/21/2015	Data Chat notes and schedules and teacher All-Star Action Plans	6/3/2016 triannually
G2.MA1	Student Progress Monitoring Data	Hutchinson, Kirk	9/21/2015	Regular review of student data including FAIR, classroom assessments, District Benchmark Assessments, and i-Ready diagnostic and growth monitoring data.	6/3/2016 monthly
G2.B1.S1.MA1	Progress Monitoring Data	Long, Jody	8/24/2015	PM Data and Data Chat Meeting Minutes, PD session notes	6/3/2016 every-2-months
G2.B1.S1.MA1	Collaborative Planning Notes and Data Chat Discussions,and professional development participation	Long, Jody	8/24/2015	CPT, PD, and Data Chat Notes	6/3/2016 weekly
G2.B5.S1.MA1	Progress Monitoring Data	Hutchinson, Kirk	8/18/2014	PM Data and Data Chat/LLT Meeting Minutes	5/29/2015 monthly
G2.B5.S1.MA1	Classroom Visit Tracking Document	Hutchinson, Kirk	8/18/2014	Completion of classroom visit log	5/29/2015 weekly
G2.B5.S2.MA1	Student i-Ready assessment data	Hutchinson, Kirk	9/21/2015	Student i-Ready diagnostic and growth monitoring data	6/3/2016 monthly
G2.B5.S2.MA1	Triannual Data Chat Meetings with each teacher to discuss diagnostic assessment results	Hutchinson, Kirk	9/21/2015	Data Chat notes and schedules and teacher All-Star Action Plans	6/3/2016 triannually
G3.MA1	Student Progress Monitoring Data	Long, Jody	9/21/2015	Regular review of student data including classroom assessments, District Benchmark Assessments, and i-Ready diagnostic and growth monitoring data.	6/3/2016 monthly
G3.B2.S1.MA1	Progress Monitoring Data	Long, Jody	8/24/2015	PM Data and Data Chat Meeting Minutes, PD session notes	6/3/2016 every-2-months
G3.B2.S1.MA1	Collaborative Planning Notes and Data Chat Discussions,and professional development participation	Long, Jody	8/24/2015	CPT, PD, and Data Chat Notes	6/3/2016 weekly
G3.B4.S1.MA1	Progress Monitoring Data	Hutchinson, Kirk	9/21/2015	i-Ready, PM Data and Data Chat Meeting Minutes	6/3/2016 triannually
G3.B4.S1.MA1	Classroom Observation and Visit Notes	Hutchinson, Kirk	8/24/2015	Copies of classroom observations and notes indicating DI plans and strategies.	6/3/2016 monthly
G3.B4.S2.MA1	Student i-Ready assessment data	Hutchinson, Kirk	9/21/2015	Student i-Ready diagnostic and growth monitoring data	6/3/2016 monthly
G3.B4.S2.MA1	Triannual Data Chat Meetings with each teacher to discuss diagnostic assessment results	Hutchinson, Kirk	9/21/2015	Data Chat notes and schedules and teacher All-Star Action Plans	6/3/2016 triannually
G4.MA1	Discipline data indicating number of discipline events and days of out of school suspension	Taylor, Rick	8/24/2015	SIS suspension and discipline reports	6/3/2016 monthly
G4.B1.S1.MA1	Progress Monitoring Data, including discipline reports	Hutchinson, Kirk	8/24/2015	PM Data and Data Chat Meeting Minutes; discipline reports	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1	Collaborative Planning Notes and Data Chat Discussions	Hutchinson, Kirk	8/24/2015	CPT Minutes, OneNote Notaions, and Data Chat Notes	6/3/2016 weekly
G4.B6.S1.MA1	Discipline data review	Taylor, Rick	11/2/2015	Leadership team minutes and discipline reports	6/3/2016 monthly
G4.B6.S1.MA1	Collaborative sessions between the CBHC counselor and the Atwater MTSS Team.	Hutchinson, Kirk	9/8/2015	MTSS meeting notes	6/3/2016 monthly
G4.B1.S2.MA1	Student i-Ready assessment data	Hutchinson, Kirk	9/21/2015	Student i-Ready diagnostic and growth monitoring data	6/3/2016 monthly
G4.B1.S2.MA1	Triannual Data Chat Meetings with each teacher to discuss diagnostic assessment results	Hutchinson, Kirk	9/21/2015	Data Chat notes and schedules and teacher All-Star Action Plans	6/3/2016 triannually
G5.MA1	Attendance data of chronically absent students.	Stonestreet, Vicki	11/2/2015	Student attendance data - viewed by individual child if they are chronically absent.	6/3/2016 monthly
G5.B2.S1.MA1	Monitor attendance data for chronically absent students.	Stonestreet, Vicki	11/2/2015	Monthly administrative team review minutes and attendance data.	6/3/2016 monthly
G5.B2.S1.MA1	Regular reviews of student attendance data and updates for each child identified as chronically absent.	Stonestreet, Vicki	11/2/2015	Attendance data and updated attendance plans.	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. By the year 2016, there will be at least a four percentage point increase in reading/math/science, as appropriate, for all students when less than 70% are currently demonstrating proficiency.

G1.B2 Limited time to provide interventions.

G1.B2.S1 Provide strategic interventions during the school day from support and classroom staff.

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

Schedule

Quarterly, from 9/28/2015 to 6/3/2016

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 formative and summative data to identify student needs.

PD Opportunity 1

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

Facilitator

School Administration

Participants

Instructional Staff

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

G2. By the year 2016, all grade levels will demonstrate a minimum increase of 2% overall growth target attainment in reading according to i-Ready diagnostic data.

G2.B1 Need for increased rigor in our current instructional strategies.

G2.B1.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 FSA and Florida Standards DOK.

PD Opportunity 1

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

Facilitator

Administration

Participants

Instructional Staff

Schedule

Weekly, from 10/16/2015 to 6/3/2016

G2.B5 Limited differentiated lessons to address multiple learning styles and student performance levels.

G2.B5.S2 Use i-Ready diagnostic data and supplemental materials to target student growth areas.

PD Opportunity 1

Ongoing review of student i-Ready diagnostic assessment data.

Facilitator

School Administration

Participants

Instructional Staff

Schedule

Triannually, from 9/21/2015 to 6/3/2016

G3. By the year 2016, all grade levels will demonstrate a minimum increase of 2% overall growth target attainment in mathematics according to i-Ready diagnostic data.

G3.B2 Need for increased rigor in our current instructional strategies.

G3.B2.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 FSA and Florida Standards DOK.

PD Opportunity 1

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

Facilitator

Administration

Participants

Instructional Staff

Schedule

Weekly, from 10/16/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	**Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Atwater Elementary	Title I Part A		$10,000.00
2	**G1.B2.S2.A1**	**All-Star Academy Session 1**				**$18,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Atwater Elementary	Title I Part A		$18,000.00
3	**G1.B2.S2.A2**	**All-Star Academy Session 2**				**$18,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Atwater Elementary	Title I Part C (Migrant)		$18,000.00
4	**G1.B3.S1.A1**	**Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.**				**$0.00**
5	**G1.B3.S2.A1**	**Ongoing review of student i-Ready diagnostic assessment data.**				**$297,467.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Atwater Elementary	Title I Part A		$297,467.00
			Notes: Title 1 Instructional Staff Salaries - 5 Staff			
6	**G2.B1.S1.A1**	**Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons show an increased level of rigor. Collaborative planning sessions address rigor and complexity of lessons.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Atwater Elementary	Title I Part A		$0.00
			Notes: Funding shared with Barrier 1			
7	**G2.B5.S1.A1**	**Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.**				**$0.00**
8	**G2.B5.S2.A1**	**Ongoing review of student i-Ready diagnostic assessment data.**				**$3,333.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			1241 - Atwater Elementary	Title I Part A		$3,333.00
			Notes: In conjunction w/ G1.B3.S2.A1 for a total of $10,000.			
9	G3.B2.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons show an increased level of rigor. Collaborative planning sessions address rigor and complexity of lessons.				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Atwater Elementary	Title I Part A		$0.00
			Notes: Funding shared with Barrier 1			
10	G3.B4.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Atwater Elementary	Title I Part A		$10,000.00
11	G3.B4.S2.A1	Ongoing review of student i-Ready diagnostic assessment data.				**$3,334.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Atwater Elementary	Title I Part A		$3,334.00
			Notes: In conjunction w/ G1.B3.S2.A1 and G2.B5.S2.A1 for a total of $10,000.			
12	G4.B1.S1.A1	Progress monitoring notes and discussion during collaborative planning times and student data chats. CPT Action Plans showing teachers' collaboration and ongoing review of discipline data will also be completed.				**$112,684.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Atwater Elementary	Title I Part A		$112,684.00
			Notes: Title 1 Staff Positions for behavioral/social support - 2 positions plus contract position.			
13	G4.B1.S2.A1	Ongoing review of student i-Ready diagnostic assessment data.				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Atwater Elementary	Title I Part A		$10,000.00
14	G4.B6.S1.A1	Atwater Elementary will contract with Charlotte Behavioral Health Care to provide mental health/counseling services to identified students and families.				**$30,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Atwater Elementary	Title I Part A		$30,000.00
15	G5.B2.S1.A1	Monthly review of attendance reports (by teacher and student) to identify chronically absent students.				**$0.00**

Budget Data

16	G5.B2.S1.A2	Develop individual plans to assist chronically absent children and families.				$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Atwater Elementary	Title I Part A		$7,000.00
			Notes: Parent Involvement Activities			
					Total:	**$519,818.00**