

Sarasota County Schools

Atwater Elementary



2016-17 Schoolwide Improvement Plan

Atwater Elementary

4701 HUNTSVILLE AVE, North Port, FL 34288

www.sarasotacountyschools.net/atwater

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	C*	C	B

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Atwater Elementary

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of 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.

b. Provide the school's vision statement.

Excellence in Academics and Character

2. School Environment

a. 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 building.

As part of Atwater's commitment to the ideals espoused by the Embracing Our Differences program, students and staff have agreed to a universal declaration for Atwater Elementary School. Each portion of the declaration is an elaboration of each core ideal, or HEART. Staff and students recite this declaration each morning as a reminder of the foundation upon which positive and healthy relationships are built and maintained, both in school as well as in the community. This year, students and teachers will illustrate through a myriad of diverse media the abstract topics of diversity and inclusion. Woven into this yearlong endeavor will be gallery walks and restorative circles.

b. 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.

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

Our Positive Behavior Support Team has created systematic mechanisms for implementation of our PBS program during the 2016/2017 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.

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

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 and peer mediation
- Atwater has contracted with an outside agency, Charlotte Behavioral Health Care, for mental health care services
- Second Step

3. Early Warning Systems

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

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	19	20	13	19	13	19	0	0	0	0	0	0	0	103
One or more suspensions	10	5	3	11	10	4	0	0	0	0	0	0	0	43
Course failure in ELA or Math	7	3	3	24	2	0	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	29	27	26	0	0	0	0	0	0	0	82

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

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

c. 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 K-5
- Attendance incentives and contracts
- Regular parent/teacher conferences
- Regular data chats with teachers
- Regular MTSS Team meetings
- Partnership with CBHC
- Regular social skills instruction
- In school alternative to suspension
- Student Academic and Behavior Recognition Program
- PBS Program

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314854>.

2. Description

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

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

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Hutchinson, Kirk	Principal
Long, Jody	Assistant Principal
Drachler, Sarah	Administrative Support
Raider, Brooke	School Counselor
Stonestreet, Vicki	School Counselor
Coward, Sandee	Other
Steiner, Ami	Teacher, K-12
Andrews, Jermaine	Administrative Support

b. Duties

1. 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
Brooke Raider, School Counselor
Sandee Coward, ESOL Liaison/Reading Recovery Teacher
Ami Steiner, Student Support Curriculum Leader

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

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kirk Hutchinson	Principal
Susan Lord	Business/Community
Maje Gerner	Education Support Employee
Joy Ramirez	Parent
Ligia Kirkpatrick	Parent
Jacqueline Moore	Business/Community
Jacquelyn Singh	Parent
Kyiana Webb	Teacher
James Sterbutzel	Teacher
Melissa Forsten	Teacher
Tony Johnsey	Business/Community
Sean Kirkpatrick	Parent
Michelle Dacey	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

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.

b. 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.

c. 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.

2. 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.

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

Yes

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

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Hutchinson, Kirk	Principal
Long, Jody	Assistant Principal
Steiner, Ami	Teacher, K-12
Andrews, Jermaine	Administrative Support
Blashinsky, Christina	Teacher, K-12
McConnell, Brittany	Teacher, K-12
Musgrove, Sarah	Teacher, K-12
Sardo, Julie	Teacher, K-12
Webb, Kyiana	Teacher, K-12

b. Duties

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

The major initiatives 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.

D. Public and Collaborative Teaching

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

1. 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 sessions throughout the year are designed and facilitated by the school administration.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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 to Florida's standards. Furthermore, the staff considers the cognitive complexity of each standard to ensure alignment between the standard, the instruction, and the assessments.

b. Instructional Strategies

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

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, language based (if applicable), research-based intervention plans.

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

Strategy: Extended School Year

Minutes added to school year: 330

Our school continues to engage in long-term professional development to focus upon the development of student tasks that align to the intent of the FL standards with an emphasis differentiating between DOK 2 and DOK 3 tasks and ensuring an alignment between the standards, instruction, and assessment. In addition, the continuation of vocabulary investigation across content areas that enhances strategic use of productive student conversations to promote student strategic thinking.

Strategy Rationale

Through the review of student performance data, including FSA and i-Ready, 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)

- Teacher collaboration, planning and professional development

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, iReady Data Reports, administrative observations, and review of lesson plans for the alignment of tasks and assessments in classrooms to the intent of the standards (DOK-cognitive demand).

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

Hutchinson, Kirk, kirk.hutchinson@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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) and the On the Mark (OTM) assessment. The analysis of this data helps us determine the initial programming for our incoming students.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** By the year 2017, 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 2017, there will be at least a 4% increase in the percentage of students achieving their annual reading growth target as measure by i-Ready Diagnostic #3 data.
- G3.** By the year 2017, there will be at least a 4% increase in the percentage of students achieving their annual mathematics growth target as measure by i-Ready Diagnostic #3 data.
- G4.** By the year 2017, there will be at least a five percent decrease in the number of students receiving an out of school suspension.
- G5.** By the year 2017, 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the year 2017, 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**

 G085684

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	59.0
FSA ELA Achievement	62.0
FCAT 2.0 Science Proficiency	59.0

Targeted Barriers to Achieving the Goal **3**

- Limited time to provide interventions.
- Limited differentiated lessons to address multiple learning styles and student performance levels.
- Need for increased alignment of the instruction and assessment to the DOK level of the standard.

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

- Common Planning Time and Materials
- Title 1 Professional Development allocations
- Instructional Focus Guides and Associated Documents
- Supplemental Instructional Staff
- District Math Professional Development

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

Student Progress Monitoring Data

Person Responsible

Kirk Hutchinson

Schedule

Triannually, from 9/26/2016 to 6/6/2017

Evidence of Completion

Triannual review of student data including, but not limited to, classroom assessments, benchmark assessment data (science only), teacher collected data, and i-Ready results.

G2. By the year 2017, there will be at least a 4% increase in the percentage of students achieving their annual reading growth target as measure by i-Ready Diagnostic #3 data. 1a

G085685

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	61.0

Targeted Barriers to Achieving the Goal 3

- Limited differentiated lessons to address multiple learning styles and student performance levels.
- Need for increased alignment of the instruction and assessment to the DOK level of the standard.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

Student Progress Monitoring Data

Person Responsible

Kirk Hutchinson

Schedule

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

Evidence of Completion

Triannual review of student data including, but not limited to, classroom assessments, teacher collected data, and i-Ready results.

G3. By the year 2017, there will be at least a 4% increase in the percentage of students achieving their annual mathematics growth target as measure by i-Ready Diagnostic #3 data. 1a

G085686

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	64.0

Targeted Barriers to Achieving the Goal 3

- Limited differentiated lessons to address multiple learning styles and student performance levels.
- Need for increased alignment of the instruction and assessment to the DOK level of the standard.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

Student Progress Monitoring Data

Person Responsible

Kirk Hutchinson

Schedule

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

Evidence of Completion

Triannual review of student data including, but not limited to, classroom assessments, teacher collected data, and i-Ready results.

G4. By the year 2017, there will be at least a five percent decrease in the number of students receiving an out of school suspension. 1a

 G085687

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	13.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 Support Staff
- Access to a mental health counselor

Plan to Monitor Progress Toward G4. 8

Discipline data indicating number of students receiving an out of school suspension

Person Responsible

Rick Taylor

Schedule

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

Evidence of Completion

SIS suspension and discipline reports

G5. By the year 2017, 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

G085688

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- Students and parents are unaware of the number of days a student has been absent.
- School staff is focused on "truant" students and not chronically absent students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance Works Reports

Plan to Monitor Progress Toward G5. 8

Attendance data of chronically absent students.

Person Responsible

Vicki Stonestreet

Schedule

Monthly, from 9/15/2016 to 6/1/2017

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

 = Problem Solving Step  S123456 = Quick Key

G1. By the year 2017, 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**

 G085684

G1.B2 Limited time to provide interventions. **2**

 B227673

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

 S240231

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**

Teacher and student schedules will indicate an intensive intervention period.

Person Responsible

Kirk Hutchinson

Schedule

Daily, from 8/29/2016 to 6/6/2017

Evidence of Completion

Teacher and student schedules

Action Step 2 **5**

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

Person Responsible

Kirk Hutchinson

Schedule

Quarterly, from 9/26/2016 to 6/6/2017

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, MTSS Notes, and Data Chat Discussions

Person Responsible

Kirk Hutchinson

Schedule

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

Evidence of Completion

CPT Minutes, LLT Minutes, MTSS 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 9/26/2016 to 6/6/2017

Evidence of Completion

Lesson Plans, i-Ready results, and Data Chat Meeting Minutes

G1.B2.S3 Designated daily intervention time where students are regrouped based on i-Ready data to address specific academic needs. 4

S240233

Strategy Rationale

By reorganizing students by their need areas, teachers can focus on one intervention at a time and implement intensive instruction to accelerate student learning.

Action Step 1 5

Teacher and student schedules will indicate an intensive intervention period.

Person Responsible

Kirk Hutchinson

Schedule

Daily, from 8/29/2016 to 6/6/2017

Evidence of Completion

Teacher and student schedules

Action Step 2 5

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

Person Responsible

Kirk Hutchinson

Schedule

Quarterly, from 9/26/2016 to 6/6/2017

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.S3 6

Collaborative Planning Notes, MTSS Notes, and Data Chat Discussions

Person Responsible

Kirk Hutchinson

Schedule

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

Evidence of Completion

Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Progress Monitoring Data

Person Responsible

Kirk Hutchinson

Schedule

Triannually, from 9/26/2016 to 6/6/2017


Evidence of Completion

Lesson Plans, i-Ready results, and Data Chat Meeting Minutes

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

 B227674

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**

 S240234

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

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

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 9/26/2016 to 6/6/2017

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 9/26/2016 to 6/6/2017

Evidence of Completion

Lesson Plans, i-Ready results, and Data Chat Meeting Minutes

G1.B3.S3 Implement an inclusion (BPIE) model of instruction for our ESE students. 4

 S240236

Strategy Rationale

Providing inclusive instructional practices (BPIE) will enable all students, including our ESE students, to access the grade level standards with the scaffolding and support necessary for their success.

Action Step 1 5

Create a Best Practices for Inclusive Education (BPIE) Plan and implement in one grade level.

Person Responsible

Jody Long

Schedule

On 6/6/2017

Evidence of Completion

Completed BPIE Plan and teacher schedules indicating inclusive practices

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Master Schedule will be created to facilitate inclusive instruction

Person Responsible

Jody Long

Schedule

On 6/6/2017

Evidence of Completion

Teacher schedules will indicate inclusive instruction

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Lesson plans and classroom visits will indicate inclusive practices.

Person Responsible

Jody Long

Schedule


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

Evidence of Completion


Lesson plans and student achievement results will indicate the level of successful implementation.

G1.B8 Need for increased alignment of the instruction and assessment to the DOK level of the standard.

2

 B227679

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 FSA and Webb's Depth of Knowledge to teachers and families. 4

 S240241

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. This will be extended to our families through parent/teacher conferences and family engagement/learning events.

Action Step 1 5

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons address the cognitive complexity expectations of the standards. Collaborative planning sessions address cognitive complexity of the standards.

Person Responsible

Jody Long

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

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

Person Responsible

Jody Long

Schedule

Evidence of Completion

CPT Minutes, Lesson Plans, LLT Minutes, and Data Chat Notes

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Progress Monitoring Data

Person Responsible

Jody Long

Schedule

On 6/6/2017

Evidence of Completion

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

G2. By the year 2017, there will be at least a 4% increase in the percentage of students achieving their annual reading growth target as measure by i-Ready Diagnostic #3 data. 1

 G085685

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

 B227687

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

 S240244

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 9/26/2016 to 6/6/2017

Evidence of Completion

Lesson plans and classroom lessons

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

Classroom Visit Notes and Documentation

Person Responsible

Kirk Hutchinson

Schedule

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

Evidence of Completion

Classroom visit and observation notes

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

Progress Monitoring Data

Person Responsible

Kirk Hutchinson

Schedule

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

Evidence of Completion

Data Chat/LLT Meeting Minutes

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

 S240245

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 9/26/2016 to 6/6/2017

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 9/26/2016 to 6/6/2017

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 9/26/2016 to 6/6/2017

Evidence of Completion


Student i-Ready diagnostic and growth monitoring data

G2.B6 Need for increased alignment of the instruction and assessment to the DOK level of the standard.

2

 B227688

G2.B6.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 Webb's Depth of Knowledge. 4

 S240246

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 address the cognitive complexity expectations of the standards. Collaborative planning sessions address cognitive complexity of the standards.

Person Responsible

Kirk Hutchinson

Schedule

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

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

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

Person Responsible

Kirk Hutchinson

Schedule

On 6/6/2017

Evidence of Completion

CPT Minutes, Lesson Plans, LLT Minutes, and Data Chat Notes

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Progress Monitoring Data

Person Responsible

Kirk Hutchinson

Schedule

On 6/6/2017

Evidence of Completion

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

G3. By the year 2017, there will be at least a 4% increase in the percentage of students achieving their annual mathematics growth target as measure by i-Ready Diagnostic #3 data. 1

G085686

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

B227692

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

S240248

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

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

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 9/26/2016 to 6/6/2017

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 9/26/2016 to 6/6/2017

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

 S240249

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 9/26/2016 to 6/6/2017

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 9/26/2016 to 6/6/2017

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 9/26/2016 to 6/6/2017

Evidence of Completion


Student i-Ready diagnostic and growth monitoring data

G3.B6 Need for increased alignment of the instruction and assessment to the DOK level of the standard.

2

 B227694

G3.B6.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 Webb's Depth of Knowledge. 4

 S240250

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 address the cognitive complexity expectations of the standards. Collaborative planning sessions address cognitive complexity of the standards.

Person Responsible

Kirk Hutchinson

Schedule

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

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

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

Person Responsible

Kirk Hutchinson

Schedule

On 6/6/2017

Evidence of Completion

CPT Minutes, Lesson Plans, LLT Minutes, and Data Chat Notes

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

Progress Monitoring Data

Person Responsible

Kirk Hutchinson

Schedule

On 6/6/2017

Evidence of Completion

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

G4. By the year 2017, there will be at least a five percent decrease in the number of students receiving an out of school suspension. 1

 G085687

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

 B227695

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

 S240251

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 9/26/2016 to 6/6/2017

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 9/26/2016 to 6/6/2017

Evidence of Completion

CPT Minutes, OneNote Notations, 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 9/26/2016 to 6/6/2017

Evidence of Completion

Student Performance Data and Chat Meeting Minutes; discipline reports

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

S240252

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 9/26/2016 to 6/6/2017

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 9/26/2016 to 6/6/2017

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 9/26/2016 to 6/6/2017


Evidence of Completion

Student i-Ready diagnostic and growth monitoring data

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

 B227700

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

 S240254

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

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

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 9/22/2016 to 6/1/2017

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 9/26/2016 to 6/6/2017

Evidence of Completion

Leadership team minutes and discipline reports


G5. By the year 2017, 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

 G085688

G5.B1 Students and parents are unaware of the number of days a student has been absent. 2

 B227701

G5.B1.S1 Communication with parents regarding their child's absence pattern when the child is identified as demonstrating moderate or severe chronic absenteeism. 4

 S240255

Strategy Rationale

Families are sometimes unaware of how many days of school their child has missed and the notification can help change the child's attendance pattern.

Action Step 1 5

Bi-Monthly Review of Student Attendance

Person Responsible

Vicki Stonestreet

Schedule

On 6/1/2017

Evidence of Completion

Administrative Team Meeting Minutes and Parent Contacts

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

Bi-Monthly meetings will include review of attendance patterns.

Person Responsible

Kirk Hutchinson

Schedule

Biweekly, from 9/15/2016 to 6/1/2017

Evidence of Completion

Meeting Minutes and Attendance Works reports

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

Number of students identified as moderate or severe chronically absent.

Person Responsible

Kirk Hutchinson

Schedule

Biweekly, from 9/26/2016 to 6/1/2017


Evidence of Completion

Attendance reports

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

 B227702

G5.B2.S1 Regular review of attendance data. **4**

 S240256

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 9/15/2016 to 6/6/2017

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 9/15/2016 to 6/1/2017

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 9/15/2016 to 6/1/2017

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 9/15/2016 to 6/1/2017

Evidence of Completion

Monthly administrative team review minutes and attendance data.




















IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B8.S1.MA1 M319251	Collaborative Planning Notes and LLT/ Data Chat Discussions, and professional development...	Long, Jody	No Start Date	CPT Minutes, Lesson Plans, LLT Minutes, and Data Chat Notes	No End Date one-time
G1.B8.S1.A1 A310975	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible...	Long, Jody	No Start Date	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.	No End Date one-time
G5.MA1 M319284	Attendance data of chronically absent students.	Stonestreet, Vicki	9/15/2016	Student attendance data - viewed by individual child if they are chronically absent.	6/1/2017 monthly
G4.B6.S1.MA1 M319278	Collaborative sessions between the CBHC counselor and the Atwater MTSS Team.	Hutchinson, Kirk	9/22/2016	MTSS meeting notes	6/1/2017 monthly
G5.B1.S1.MA1 M319280	Number of students identified as moderate or severe chronically absent.	Hutchinson, Kirk	9/26/2016	Attendance reports	6/1/2017 biweekly
G5.B1.S1.MA1 M319281	Bi-Monthly meetings will include review of attendance patterns.	Hutchinson, Kirk	9/15/2016	Meeting Minutes and Attendance Works reports	6/1/2017 biweekly
G5.B1.S1.A1 A310988	Bi-Monthly Review of Student Attendance	Stonestreet, Vicki	9/15/2016	Administrative Team Meeting Minutes and Parent Contacts	6/1/2017 one-time
G5.B2.S1.MA1 M319282	Monitor attendance data for chronically absent students.	Stonestreet, Vicki	9/15/2016	Monthly administrative team review minutes and attendance data.	6/1/2017 monthly
G5.B2.S1.MA1 M319283	Regular reviews of student attendance data and updates for each child identified as chronically...	Stonestreet, Vicki	9/15/2016	Attendance data and updated attendance plans.	6/1/2017 monthly
G5.B2.S1.A2 A310990	Develop individual plans to assist chronically absent children and families.	Stonestreet, Vicki	9/15/2016		6/1/2017 monthly
G1.MA1 M319252	Student Progress Monitoring Data	Hutchinson, Kirk	9/26/2016	Triannual review of student data including, but not limited to, classroom assessments, benchmark assessment data (science only), teacher collected data, and i-Ready results.	6/6/2017 triannually
G2.MA1 M319261	Student Progress Monitoring Data	Hutchinson, Kirk	9/26/2016	Triannual review of student data including, but not limited to, classroom assessments, teacher collected data, and i-Ready results.	6/6/2017 monthly
G3.MA1 M319270	Student Progress Monitoring Data	Hutchinson, Kirk	9/26/2016	Triannual review of student data including, but not limited to, classroom assessments, teacher collected data, and i-Ready results.	6/6/2017 monthly
G4.MA1 M319279	Discipline data indicating number of students receiving an out of school suspension	Taylor, Rick	9/26/2016	SIS suspension and discipline reports	6/6/2017 monthly
G1.B2.S1.MA1 M319230	Progress Monitoring Data	Hutchinson, Kirk	9/26/2016	Lesson Plans, i-Ready results, and Data Chat Meeting Minutes	6/6/2017 every-2-months
G1.B2.S1.MA1 M319231	Collaborative Planning Notes, MTSS Notes, and Data Chat Discussions	Hutchinson, Kirk	9/26/2016	CPT Minutes, LLT Minutes, MTSS Minutes, i-Ready data, and Data Chat Notes	6/6/2017 weekly
G1.B2.S1.A1 A310962	Teacher and student schedules will indicate an intensive intervention period.	Hutchinson, Kirk	8/29/2016	Teacher and student schedules	6/6/2017 daily
G1.B2.S1.A2 A310963	Ongoing progress monitoring of student achievement will determine the effectiveness of the...	Hutchinson, Kirk	9/26/2016	Appropriate documentation of lessons and interventions demonstrating student growth (Curriculum	6/6/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Assessments, i-Ready, MTSS Documentation), and PRIDE observations and evaluations.	
G1.B3.S1.MA1  M319236	Progress Monitoring Data	Hutchinson, Kirk	9/26/2016	Lesson Plans, i-Ready results, and Data Chat Meeting Minutes	6/6/2017 triannually
G1.B3.S1.MA1  M319237	Classroom Observation and Visit Notes	Hutchinson, Kirk	9/26/2016	Copies of classroom observations and notes indicating DI plans and strategies.	6/6/2017 monthly
G1.B3.S1.A1  A310968	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible...	Hutchinson, Kirk	9/26/2016	Lesson plans and classroom lessons	6/6/2017 monthly
G1.B8.S1.MA1  M319250	Progress Monitoring Data	Long, Jody	9/26/2016	PM Data and Data Chat/LLT Meeting Minutes, PD survey responses	6/6/2017 one-time
G2.B5.S1.MA1  M319255	Progress Monitoring Data	Hutchinson, Kirk	9/26/2016	Data Chat/LLT Meeting Minutes	6/6/2017 monthly
G2.B5.S1.MA1  M319256	Classroom Visit Notes and Documentation	Hutchinson, Kirk	9/26/2016	Classroom visit and observation notes	6/6/2017 weekly
G2.B5.S1.A1  A310977	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible...	Hutchinson, Kirk	9/26/2016	Lesson plans and classroom lessons	6/6/2017 weekly
G2.B6.S1.MA1  M319259	Progress Monitoring Data	Hutchinson, Kirk	9/26/2016	PM Data and Data Chat/LLT Meeting Minutes, PD survey responses	6/6/2017 one-time
G2.B6.S1.MA1  M319260	Collaborative Planning Notes and LLT/ Data Chat Discussions, and professional development...	Hutchinson, Kirk	9/26/2016	CPT Minutes, Lesson Plans, LLT Minutes, and Data Chat Notes	6/6/2017 one-time
G2.B6.S1.A1  A310979	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible...	Hutchinson, Kirk	9/26/2016	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.	6/6/2017 weekly
G3.B4.S1.MA1  M319264	Progress Monitoring Data	Hutchinson, Kirk	9/26/2016	i-Ready, PM Data and Data Chat Meeting Minutes	6/6/2017 triannually
G3.B4.S1.MA1  M319265	Classroom Observation and Visit Notes	Hutchinson, Kirk	9/26/2016	Copies of classroom observations and notes indicating DI plans and strategies.	6/6/2017 monthly
G3.B4.S1.A1  A310981	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible...	Hutchinson, Kirk	9/26/2016	Lesson plans and classroom lessons	6/6/2017 weekly
G3.B6.S1.MA1  M319268	Progress Monitoring Data	Hutchinson, Kirk	9/26/2016	PM Data and Data Chat/LLT Meeting Minutes, PD survey responses	6/6/2017 one-time
G3.B6.S1.MA1  M319269	Collaborative Planning Notes and LLT/ Data Chat Discussions, and professional development...	Hutchinson, Kirk	9/26/2016	CPT Minutes, Lesson Plans, LLT Minutes, and Data Chat Notes	6/6/2017 one-time
G3.B6.S1.A1  A310983	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible...	Hutchinson, Kirk	9/26/2016	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.	6/6/2017 weekly
G4.B1.S1.MA1  M319271	Progress Monitoring Data, including discipline reports	Hutchinson, Kirk	9/26/2016	Student Performance Data and Chat Meeting Minutes; discipline reports	6/6/2017 weekly
G4.B1.S1.MA1  M319272	Collaborative Planning Notes and Data Chat Discussions	Hutchinson, Kirk	9/26/2016	CPT Minutes, OneNote Notes, and Data Chat Notes	6/6/2017 weekly
G4.B1.S1.A1  A310984	Progress monitoring notes and discussion during collaborative planning times and student data...	Hutchinson, Kirk	9/26/2016	Appropriate documentation of lessons and interventions demonstrating student growth (curriculum assessments, i-Ready, MTSS Documentation, discipline data).	6/6/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B6.S1.MA1  M319277	Discipline data review	Taylor, Rick	9/26/2016	Leadership team minutes and discipline reports	6/6/2017 monthly
G4.B6.S1.A1  A310987	Atwater Elementary will contract with Charlotte Behavioral Health Care to provide mental...	Hutchinson, Kirk	9/6/2016	Executed contract and counselor's attendance and session logs.	6/6/2017 weekly
G5.B2.S1.A1  A310989	Monthly review of attendance reports (by teacher and student) to identify chronically absent...	Stonestreet, Vicki	9/15/2016	Monthly meeting minutes and absence reports.	6/6/2017 monthly
G2.B5.S2.MA1  M319257	Student i-Ready assessment data	Hutchinson, Kirk	9/26/2016	Student i-Ready diagnostic and growth monitoring data	6/6/2017 monthly
G2.B5.S2.MA1  M319258	Triannual Data Chat Meetings with each teacher to discuss diagnostic assessment results	Hutchinson, Kirk	9/26/2016	Data Chat notes and schedules and teacher All-Star Action Plans	6/6/2017 triannually
G2.B5.S2.A1  A310978	Ongoing review of student i-Ready diagnostic assessment data.	Hutchinson, Kirk	9/26/2016	Data Chat notes and grade level intervention schedules	6/6/2017 triannually
G3.B4.S2.MA1  M319266	Student i-Ready assessment data	Hutchinson, Kirk	9/26/2016	Student i-Ready diagnostic and growth monitoring data	6/6/2017 monthly
G3.B4.S2.MA1  M319267	Triannual Data Chat Meetings with each teacher to discuss diagnostic assessment results	Hutchinson, Kirk	9/26/2016	Data Chat notes and schedules and teacher All-Star Action Plans	6/6/2017 triannually
G3.B4.S2.A1  A310982	Ongoing review of student i-Ready diagnostic assessment data.	Hutchinson, Kirk	9/26/2016	Data Chat notes and grade level intervention schedules	6/6/2017 triannually
G4.B1.S2.MA1  M319273	Student i-Ready assessment data	Hutchinson, Kirk	9/26/2016	Student i-Ready diagnostic and growth monitoring data	6/6/2017 monthly
G4.B1.S2.MA1  M319274	Triannual Data Chat Meetings with each teacher to discuss diagnostic assessment results	Hutchinson, Kirk	9/26/2016	Data Chat notes and schedules and teacher All-Star Action Plans	6/6/2017 triannually
G4.B1.S2.A1  A310985	Ongoing review of student i-Ready diagnostic assessment data.	Hutchinson, Kirk	9/26/2016	Data Chat notes and grade level intervention schedules	6/6/2017 triannually
G1.B2.S3.MA1  M319234	Progress Monitoring Data	Hutchinson, Kirk	9/26/2016	Lesson Plans, i-Ready results, and Data Chat Meeting Minutes	6/6/2017 triannually
G1.B2.S3.MA1  M319235	Collaborative Planning Notes, MTSS Notes, and Data Chat Discussions	Hutchinson, Kirk	9/26/2016	Meeting Minutes	6/6/2017 weekly
G1.B2.S3.A1  A310966	Teacher and student schedules will indicate an intensive intervention period.	Hutchinson, Kirk	8/29/2016	Teacher and student schedules	6/6/2017 daily
G1.B2.S3.A2  A310967	Ongoing progress monitoring of student achievement will determine the effectiveness of the...	Hutchinson, Kirk	9/26/2016	Appropriate documentation of lessons and interventions demonstrating student growth (Curriculum Assessments, i-Ready, MTSS Documentation), and PRIDE observations and evaluations.	6/6/2017 quarterly
G1.B3.S3.MA1  M319240	Lesson plans and classroom visits will indicate inclusive practices.	Long, Jody	8/22/2016	Lesson plans and student achievement results will indicate the level of successful implementation.	6/6/2017 monthly
G1.B3.S3.MA1  M319241	Master Schedule will be created to facilitate inclusive instruction	Long, Jody	8/22/2016	Teacher schedules will indicate inclusive instruction	6/6/2017 one-time
G1.B3.S3.A1  A310970	Create a Best Practices for Inclusive Education (BPIE) Plan and implement in one grade level.	Long, Jody	8/22/2016	Completed BPIE Plan and teacher schedules indicating inclusive practices	6/6/2017 one-time

V. Professional Development Opportunities

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

G1. By the year 2017, 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.B8 Need for increased alignment of the instruction and assessment to the DOK level of the standard.

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 FSA and Webb's Depth of Knowledge to teachers and families.

PD Opportunity 1

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons address the cognitive complexity expectations of the standards. Collaborative planning sessions address cognitive complexity of the standards.

Facilitator

Administration

Participants

Instructional Staff

Schedule

G2. By the year 2017, there will be at least a 4% increase in the percentage of students achieving their annual reading growth target as measure by i-Ready Diagnostic #3 data.

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 9/26/2016 to 6/6/2017

G2.B6 Need for increased alignment of the instruction and assessment to the DOK level of the standard.

G2.B6.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 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 lessons address the cognitive complexity expectations of the standards. Collaborative planning sessions address cognitive complexity of the standards.

Facilitator

Administration

Participants

Instructional Staff

Schedule

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

G3. By the year 2017, there will be at least a 4% increase in the percentage of students achieving their annual mathematics growth target as measure by i-Ready Diagnostic #3 data.

G3.B6 Need for increased alignment of the instruction and assessment to the DOK level of the standard.

G3.B6.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 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 lessons address the cognitive complexity expectations of the standards. Collaborative planning sessions address cognitive complexity of the standards.

Facilitator

Administration

Participants

Instructional Staff

Schedule

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

VI. Technical Assistance Items

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

G1. By the year 2017, 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.B3 Limited differentiated lessons to address multiple learning styles and student performance levels.

G1.B3.S3 Implement an inclusion (BPIE) model of instruction for our ESE students.

TA Opportunity 1

Create a Best Practices for Inclusive Education (BPIE) Plan and implement in one grade level.

Facilitator

Jody Long

Participants

General Education and ESE Teachers

Schedule

On 6/6/2017

VII. Budget

1	G1.B2.S1.A1	Teacher and student schedules will indicate an intensive intervention period.				\$0.00
2	G1.B2.S1.A2	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1241 - Atwater Elementary			\$30,000.00
Notes: Line item is for supplemental instructional materials used to provide interventions and instruction to meet the needs of the students and the standards.						
3	G1.B2.S3.A1	Teacher and student schedules will indicate an intensive intervention period.				\$410,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1241 - Atwater Elementary	Title I, Part A		\$410,000.00
Notes: Salaries Title 1 teachers.						
4	G1.B2.S3.A2	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.				\$0.00
5	G1.B3.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.				\$0.00
6	G1.B3.S3.A1	Create a Best Practices for Inclusive Education (BPIE) Plan and implement in one grade level.				\$0.00

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7	G1.B8.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons address the cognitive complexity expectations of the standards. Collaborative planning sessions address cognitive complexity of the standards.				\$16,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1241 - Atwater Elementary	Title I, Part A		\$16,000.00
8	G2.B5.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.				\$0.00
9	G2.B5.S2.A1	Ongoing review of student i-Ready diagnostic assessment data.				\$0.00
10	G2.B6.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons address the cognitive complexity expectations of the standards. Collaborative planning sessions address cognitive complexity of the standards.				\$16,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1241 - Atwater Elementary	Title I, Part A		\$16,000.00
11	G3.B4.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.				\$0.00
12	G3.B4.S2.A1	Ongoing review of student i-Ready diagnostic assessment data.				\$0.00
13	G3.B6.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons address the cognitive complexity expectations of the standards. Collaborative planning sessions address cognitive complexity of the standards.				\$16,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1241 - Atwater Elementary	Title I, Part A		\$16,000.00
14	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.				\$0.00
15	G4.B1.S2.A1	Ongoing review of student i-Ready diagnostic assessment data.				\$0.00
16	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	2016-17
			1241 - Atwater Elementary	Title I, Part A		\$30,000.00
17	G5.B1.S1.A1	Bi-Monthly Review of Student Attendance				\$0.00
18	G5.B2.S1.A1	Monthly review of attendance reports (by teacher and student) to identify chronically absent students.				\$0.00
19	G5.B2.S1.A2	Develop individual plans to assist chronically absent children and families.				\$0.00
Total:						\$518,000.00