Atwater Elementary

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	71%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	C

*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Atwater Elementary

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- 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. Additionally, Atwater Elementary School regularly involves our families and community members on our Parent Involvement Committee. This committee, which develops and implements many family engagement nights, is composed of a diverse group of individuals representing the diversity of our school population. One such family engagement event is our annual Cultural Night where families from our community share their rich heritage and customs.

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. Furthermore, our school practices restorative strategies to help ensure the reconciliation between parties and the instruction of appropriate responses to help decrease any amount of repeat offenses.

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. These mechanisms are 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 earn, 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 teachers 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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	17	16	18	22	12	25	0	0	0	0	0	0	0	110
One or more suspensions	0	0	4	2	2	5	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	33	33	24	0	0	0	0	0	0	0	90

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	0	0	1	6	6	10	0	0	0	0	0	0	0	23

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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/474622.

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 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

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
Stonestreet, Vicki	School Counselor
Coward, Sandee	Other
Steiner, Ami	Administrative Support
Ramirez, Joy	Attendance/Social Work
McConnell, Brittany	Teacher, K-12
Taylor, Rick	Administrative Support
Lamela, Marina	Teacher, K-12

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
Ami Steiner, ESE Liaison
Kristina Confer, Home-School Liaison
Sandee Coward, ESOL Liaison/Reading Recovery Teacher
Brittany McConnell, Student Support Curriculum Leader
Rick Taylor, Behavior Specialist
Marina Lamela, Behavior Support Teacher

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 allocations 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. At the beginning of the 2017-2018 school year, our staff embarked on a multi-year learning cycle pertaining to John Hattie's work on visible learning.

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
Patty Day	Education Support Employee
Erin Bogie	Parent
Ligia Kirkpatrick	Parent
Jacqueline Moore	Business/Community
Melissa Forsten	Teacher
Tony Johnsey	Business/Community
Sean Kirkpatrick	Parent
Michelle Dacey	Teacher
Samantha Frappier	Teacher
Brianna Hyland	Teacher
Melissa Arnold	Teacher
Jennifer Pepe	Teacher
Caroline Steele	Teacher
Clay Conway	Teacher
Brian Dodge	Business/Community
Russell Clouden	Business/Community
Jennifer Myers	Business/Community
Lauren Gomes	Business/Community
Brian/Karen Bourlier	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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. The SAC engages in a mid-year review of the SIP goals and suggests adjustments as appropriate.

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
Blashinsky, Christina	Teacher, K-12
McConnell, Brittany	Teacher, K-12
Sardo, Julie	Teacher, K-12
Webb, Kyiana	Teacher, K-12
O'Connor, Brittany	Teacher, K-12
Young, Aimie	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 and learning gains of our students through high quality initial instruction and targeted intervention and tiered instruction.The LLT meets bi-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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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 two 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 of our instructional staff utilize and adhere to the Florida Standards. 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, the cognitive demand of the task, 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: 900

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 acr7oss content areas that enhances strategic use of productive student conversations to promote student strategic thinking. Furthermore, we have an enhanced focus on developing and implementing instructional practices that align to the visible learning framework.

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.

Strategy: Before School Program

Minutes added to school year: 1,680

Through our partnership with Girls, Inc. we are able to provide an enrichment program for 20 girls identified with various indicators that would place them at-risk for academic success. They meet weekly with an Atwater teacher and a Girls, Inc. instructor to review character building and academic curriculum.

Strategy Rationale

Through the provision of this program, the participants will develop strategies that will increase their academic skills and develop supportive internal traits such as determination, perseverance, grit, etc. that will better equip them for academic and long-term success.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Young, Aimie, aimie.young@sarasotacountyschools.net

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

The data collected will be quantitative (school based assessments, iReady data) and qualitative (teacher/family feedback and student work samples).

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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. At this time we provide our families with instructional tools and materials (magnet letters, writing books, letter flashcards, etc.) so they can begin to build a resource library at home as well. 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) 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.

Atwater Elementary School believes strongly in developing digitally proficient students with the tools necessary to be successful in a digitally demanding college and career setting. To achieve that goal, all students in grades K-5 learn about various careers and professions in their general curriculum, and our 4th grade students host an annual Career Day where they learn about many of the careers that are present in our community.

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

Our 5th grade students work with our computer teacher to successfully master the IC3 SPARK curriculum and demonstrate mastery on the digital literacy assessment at the conclusion of the coursework. Furthermore, our grade 3-5 students work with our computer teacher to learn technological skills that aid them in mastering the curriculum and developing multi-media skills that will serve as the foundation for industry certifications and advanced coursework.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

Gains during the past two years in overall achievement levels have been consistent. Math, ELA, and Science proficiency all increased in 2016-2017. Lowest quartile in reading was 49% in 2016-2017. The number of OSS continue to decrease.

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"Â? 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.

An ongoing focus on the complexity levels of the standards is necessary to address student proficiency and growth needs. Continued professional development on increasing student comprehension and growth and high-impact strategies will be conducted during the 2017-2018 school year.

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 2018, 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 2018, 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 2018, 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 2018, there will be at least a five percent decrease in the number of students receiving an out of school suspension.

G5. By the year 2018, 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 2018, 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`

🔍 G098395

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	68.0
FSA ELA Achievement	67.0
FCAT 2.0 Science Proficiency	71.0

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.

- Limited understanding of teacher and student roles in developing and implementing high-effect size visible learning strategies.

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 8/14/2017 to 5/24/2018

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 2018, 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

🔍 G098396

Targets Supported 1b

Indicator	Annual Target
ELA/Reading 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.

- Limited understanding of teacher and student roles in developing and implementing high-effect size visible learning strategies.

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 8/14/2017 to 5/24/2018

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 2018, 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`

🔍 G098397

Targets Supported `1b`

Indicator	Annual Target
Math Gains District Assessment	70.0

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.

- Limited understanding of teacher and student roles in developing and implementing high-effect size visible learning strategies.

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 8/14/2017 to 5/24/2018

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 2018, there will be at least a five percent decrease in the number of students receiving an out of school suspension. `1a`

🔍 G098398

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	12.0

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.

- Limited understanding of teacher and student roles in developing and implementing high-effect size visible learning strategies.

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 8/14/2017 to 5/24/2018

Evidence of Completion
SIS suspension and discipline reports

G5. By the year 2018, 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`

🔑 G098399

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.

- Limited understanding of teacher and student roles in developing and implementing high-effect size visible learning strategies.

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
Joy Ramirez

Schedule
Monthly, from 8/14/2017 to 5/24/2018

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 2018, 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

🔍 G098395

G1.B2 Limited time to provide interventions. 2

🔍 B264687

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

🔍 S280479

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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 upon i-Ready data to address specific academic needs. 4

🔑 S280481

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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

🔑 B264688

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

🔑 S280482

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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`

🔑 S280484

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 two grade levels.

Person Responsible

Jody Long

Schedule

On 5/24/2018

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 5/24/2018

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 8/14/2017 to 5/24/2018

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`

🔍 B264693

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`

🔍 S280489

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

On 5/24/2018

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

On 5/24/2018

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

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

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

G1.B12 Limited understanding of teacher and student roles in developing and implementing high-effect size visible learning strategies. `2`

🔍 B264697

G1.B12.S1 Provide ongoing professional development on John Hattie's framework of visible learning to staff, students, and families. `4`

🔍 S280491

Strategy Rationale

Through the provision of ongoing professional development on the high-effect size strategies identified in Hattie's work, our staff, students, and families will have a better understanding of the impact of their actions on our students' achievement. A deeper understanding of our impact will enable our school community to better accelerate the learning of our students.

Action Step 1 `5`

Professional Development on the Visible Learning Framework

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B12.S1 [6]

Monthly CPT and staff meetings will include visible learning professional development opportunities.

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Meeting agendas and minutes

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 [7]

Monitoring of the professional development learning will take place through ongoing classroom observations and anecdotal feedback from students and staff. The school administration and staff will look for visible learning strategies during classroom observations, planning sessions, and collegial classroom visits.

Person Responsible

Kirk Hutchinson

Schedule

On 5/24/2018

Evidence of Completion

Observation notes, planning notes, lesson plans, students interviews, and staff feedback will be used to collect evidence of this implementation.

G2. By the year 2018, 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]

🔍 G098396

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

🔍 B264702

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]

🔍 S280493

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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`
🔑 S280494

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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

🔍 B264703

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

🔍 S280495

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 8/14/2017 to 5/24/2018

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 5/24/2018

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 5/24/2018

Evidence of Completion

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

G2.B7 Limited understanding of teacher and student roles in developing and implementing high-effect size visible learning strategies. `2`

🔍 B264704

G2.B7.S1 Provide ongoing professional development on John Hattie's framework of visible learning to staff, students, and families. `4`

🔍 S280496

Strategy Rationale

Through the provision of ongoing professional development on the high-effect size strategies identified in Hattie's work, our staff, students, and families will have a better understanding of the impact of their actions on our students' achievement. A deeper understanding of our impact will enable our school community to better accelerate the learning of our students.

Action Step 1 `5`

Professional Development on the Visible Learning Framework

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B7.S1 `6`

Monthly CPT and staff meetings will include visible learning professional development opportunities.

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Meeting agendas and minutes

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 `7`

Monitoring of the professional development learning will take place through ongoing classroom observations and anecdotal feedback from students and staff. The school administration and staff will look for visible learning strategies during classroom observations, planning sessions, and collegial classroom visits.

Person Responsible

Kirk Hutchinson

Schedule

On 5/24/2018

Evidence of Completion

Observation notes, planning notes, lesson plans, students interviews, and staff feedback will be used to collect evidence of this implementation.

G3. By the year 2018, 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`

🔑 G098397

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

🔑 B264708

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`

🔑 S280498

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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`
🔧 S280499

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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

🔍 B264710

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

🔍 S280500

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 8/14/2017 to 5/24/2018

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 5/24/2018

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 5/24/2018

Evidence of Completion

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

G3.B7 Limited understanding of teacher and student roles in developing and implementing high-effect size visible learning strategies. `2`

🔑 B264711

G3.B7.S1 Provide ongoing professional development on John Hattie's framework of visible learning to staff, students, and families. `4`

🔑 S280501

Strategy Rationale

Through the provision of ongoing professional development on the high-effect size strategies identified in Hattie's work, our staff, students, and families will have a better understanding of the impact of their actions on our students' achievement. A deeper understanding of our impact will enable our school community to better accelerate the learning of our students.

Action Step 1 `5`

Professional Development on the Visible Learning Framework

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B7.S1 `6`

Monthly CPT and staff meetings will include visible learning professional development opportunities.

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Meeting agendas and minutes

Plan to Monitor Effectiveness of Implementation of G3.B7.S1 `7`

Monitoring of the professional development learning will take place through ongoing classroom observations and anecdotal feedback from students and staff. The school administration and staff will look for visible learning strategies during classroom observations, planning sessions, and collegial classroom visits.

Person Responsible

Kirk Hutchinson

Schedule

On 5/24/2018

Evidence of Completion

Observation notes, planning notes, lesson plans, students interviews, and staff feedback will be used to collect evidence of this implementation.

G4. By the year 2018, there will be at least a five percent decrease in the number of students receiving an out of school suspension. 1

🔍 G098398

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

🔍 B264712

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

🔍 S280502

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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

🔑 S280503

Strategy Rationale

Using i-Ready data to identify and remedy student performance gaps will lead to increased student academic proficiency and growth and a higher degree of self-efficacy, thereby developing a sense of accomplishment with the student leading to their desire to remain in a successful classroom environment..

Action Step 1 5

Ongoing review of student i-Ready diagnostic assessment data.

Person Responsible

Kirk Hutchinson

Schedule

Triannually, from 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

Evidence of Completion

Student i-Ready diagnostic and growth monitoring data

G4.B6 Increased need for student/family mental health and counseling services. `2`
🔑 B264717

G4.B6.S1 Contract with a mental health/counseling organization to provide ongoing support and counseling to our students and families. `4`
🔑 S280505

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 9/5/2017 to 5/24/2018

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 9/5/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

Evidence of Completion

Leadership team minutes and discipline reports

G4.B7 Limited understanding of teacher and student roles in developing and implementing high-effect size visible learning strategies. 2

🔍 B264718

G4.B7.S1 Provide ongoing professional development on John Hattie's framework of visible learning to staff, students, and families. 4

🔍 S280506

Strategy Rationale

Through the provision of ongoing professional development on the high-effect size strategies identified in Hattie's work, our staff, students, and families will have a better understanding of the impact of their actions on our students' achievement. A deeper understanding of our impact will enable our school community to better accelerate the learning of our students. Additionally, the increased self-efficacy achieved by our students will encourage them to remain in the successful classroom environment.

Action Step 1 5

Professional Development on the Visible Learning Framework

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Monthly CPT and Staff meeting agendas and minutes

Plan to Monitor Fidelity of Implementation of G4.B7.S1 6

Monthly CPT and staff meetings will include visible learning professional development opportunities.

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Meeting agendas and minutes

Plan to Monitor Effectiveness of Implementation of G4.B7.S1 `7`

Monitoring of the professional development learning will take place through ongoing classroom observations and anecdotal feedback from students and staff. The school administration and staff will look for visible learning strategies during classroom observations, planning sessions, and collegial classroom visits.

Person Responsible

Kirk Hutchinson

Schedule

On 5/24/2018

Evidence of Completion

Observation notes, planning notes, lesson plans, students interviews, and staff feedback will be used to collect evidence of this implementation.

G5. By the year 2018, 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`
🔑 G098399

G5.B1 Students and parents are unaware of the number of days a student has been absent. `2`
🔑 B264719

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`
🔑 S280507

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

Joy Ramirez

Schedule

On 5/24/2018

Evidence of Completion

Administrative Team Meeting Minutes and Parent Contacts

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

Bi-Monthly Leadership Team meetings will include review of attendance patterns.

Person Responsible

Kirk Hutchinson

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

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

Joy Ramirez

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Attendance reports

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

🔑 B264720

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

🔑 S280508

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

Joy Ramirez

Schedule

Monthly, from 8/14/2017 to 5/24/2018

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

Joy Ramirez

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Individual attendance contracts

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

Joy Ramirez

Schedule

Monthly, from 8/14/2017 to 5/24/2018

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

Joy Ramirez

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Monthly administrative team review minutes and attendance data.

G5.B3 Limited understanding of teacher and student roles in developing and implementing high-effect size visible learning strategies. 2

🔍 B264721

G5.B3.S1 Provide ongoing professional development on John Hattie's framework of visible learning to staff, students, and families. 4

🔍 S280509

Strategy Rationale

Through the provision of ongoing professional development on the high-effect size strategies identified in Hattie's work, our staff, students, and families will have a better understanding of the impact of their actions on our students' achievement. A deeper understanding of our impact will enable our school community to better accelerate the learning of our students. Additionally, the increased self-efficacy achieved by our students will encourage them to remain in the successful classroom environment.

Action Step 1 5

Professional Development on the Visible Learning Framework

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Monthly CPT and Staff meeting agendas and minutes

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Monthly CPT and staff meetings will include visible learning professional development opportunities.

Person Responsible

Kirk Hutchinson

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Meeting agendas and minutes

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 `7`

Monitoring of the professional development learning will take place through ongoing classroom observations and anecdotal feedback from students and staff. The school administration and staff will look for visible learning strategies during classroom observations, planning sessions, and collegial classroom visits.

### Person Responsible

Kirk Hutchinson

Schedule

On 5/24/2018

Evidence of Completion

Observation notes, planning notes, lesson plans, students interviews, and staff feedback will be used to collect evidence of this implementation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M409631	Student Progress Monitoring Data	Hutchinson, Kirk	8/14/2017	Triannual review of student data including, but not limited to, classroom assessments, benchmark assessment data (science only), teacher collected data, and i-Ready results.	5/24/2018 triannually
G2.MA1 M409642	Student Progress Monitoring Data	Hutchinson, Kirk	8/14/2017	Triannual review of student data including, but not limited to, classroom assessments, teacher collected data, and i-Ready results.	5/24/2018 monthly
G3.MA1 M409653	Student Progress Monitoring Data	Hutchinson, Kirk	8/14/2017	Triannual review of student data including, but not limited to, classroom assessments, teacher collected data, and i-Ready results.	5/24/2018 monthly
G4.MA1 M409664	Discipline data indicating number of students receiving an out of school suspension	Taylor, Rick	8/14/2017	SIS suspension and discipline reports	5/24/2018 monthly
G5.MA1 M409671	Attendance data of chronically absent students.	Ramirez, Joy	8/14/2017	Student attendance data - viewed by individual child if they are chronically absent.	5/24/2018 monthly
G1.B2.S1.MA1 M409607	Progress Monitoring Data	Hutchinson, Kirk	8/14/2017	Lesson Plans, i-Ready results, and Data Chat Meeting Minutes	5/24/2018 every-2-months
G1.B2.S1.MA1 M409608	Collaborative Planning Notes, MTSS Notes, and Data Chat Discussions	Hutchinson, Kirk	8/14/2017	CPT Minutes, LLT Minutes, MTSS Minutes, i-Ready data, and Data Chat Notes	5/24/2018 weekly
G1.B2.S1.A1 A378174	Teacher and student schedules will indicate an intensive intervention period.	Hutchinson, Kirk	8/14/2017	Teacher and student schedules	5/24/2018 daily
G1.B2.S1.A2 A378175	Ongoing progress monitoring of student achievement will determine the effectiveness of the...	Hutchinson, Kirk	8/14/2017	Appropriate documentation of lessons and interventions demonstrating student growth (Curriculum Assessments, i-Ready, MTSS Documentation), and PRIDE observations and evaluations.	5/24/2018 quarterly
G1.B3.S1.MA1 M409613	Progress Monitoring Data	Hutchinson, Kirk	8/14/2017	Lesson Plans, i-Ready results, and Data Chat Meeting Minutes	5/24/2018 triannually
G1.B3.S1.MA1 M409614	Classroom Observation and Visit Notes	Hutchinson, Kirk	8/14/2017	Copies of classroom observations and notes indicating DI plans and strategies.	5/24/2018 monthly
G1.B3.S1.A1 A378180	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible...	Hutchinson, Kirk	8/14/2017	Lesson plans and classroom lessons	5/24/2018 monthly
G1.B8.S1.MA1 M409627	Progress Monitoring Data	Long, Jody	8/14/2017	PM Data and Data Chat/LLT Meeting Minutes, PD survey responses	5/24/2018 quarterly
G1.B8.S1.MA1 M409628	Collaborative Planning Notes and LLT/Data Chat Discussions,and professional development...	Long, Jody	8/14/2017	CPT Minutes, Lesson Plans, LLT Minutes, and Data Chat Notes	5/24/2018 one-time
G1.B8.S1.A1 A378187	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible...	Long, Jody	8/14/2017	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.	5/24/2018 one-time
G1.B12.S1.MA1 M409629	Monitoring of the professional development learning will take place through ongoing classroom...	Hutchinson, Kirk	8/14/2017	Observation notes, planning notes, lesson plans, students interviews, and staff feedback will be used to collect evidence of this implementation.	5/24/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B12.S1.MA1 M409630	Monthly CPT and staff meetings will include visible learning professional development...	Hutchinson, Kirk	8/7/2017	Meeting agendas and minutes	5/24/2018 monthly
G1.B12.S1.A1 A378188	Professional Development on the Visible Learning Framework	Hutchinson, Kirk	8/7/2017		5/24/2018 monthly
G2.B5.S1.MA1 M409634	Progress Monitoring Data	Hutchinson, Kirk	8/14/2017	Data Chat/LLT Meeting Minutes	5/24/2018 monthly
G2.B5.S1.MA1 M409635	Classroom Visit Notes and Documentation	Hutchinson, Kirk	8/14/2017	Classroom visit and observation notes	5/24/2018 weekly
G2.B5.S1.A1 A378190	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible...	Hutchinson, Kirk	8/14/2017	Lesson plans and classroom lessons	5/24/2018 weekly
G2.B6.S1.MA1 M409638	Progress Monitoring Data	Hutchinson, Kirk	8/14/2017	PM Data and Data Chat/LLT Meeting Minutes, PD survey responses	5/24/2018 one-time
G2.B6.S1.MA1 M409639	Collaborative Planning Notes and LLT/ Data Chat Discussions,and professional development...	Hutchinson, Kirk	8/14/2017	CPT Minutes, Lesson Plans, LLT Minutes, and Data Chat Notes	5/24/2018 one-time
G2.B6.S1.A1 A378192	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible...	Hutchinson, Kirk	8/14/2017	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.	5/24/2018 weekly
G2.B7.S1.MA1 M409640	Monitoring of the professional development learning will take place through ongoing classroom...	Hutchinson, Kirk	8/14/2017	Observation notes, planning notes, lesson plans, students interviews, and staff feedback will be used to collect evidence of this implementation.	5/24/2018 one-time
G2.B7.S1.MA1 M409641	Monthly CPT and staff meetings will include visible learning professional development...	Hutchinson, Kirk	8/7/2017	Meeting agendas and minutes	5/24/2018 monthly
G2.B7.S1.A1 A378193	Professional Development on the Visible Learning Framework	Hutchinson, Kirk	8/7/2017		5/24/2018 monthly
G3.B4.S1.MA1 M409645	Progress Monitoring Data	Hutchinson, Kirk	8/14/2017	i-Ready, PM Data and Data Chat Meeting Minutes	5/24/2018 triannually
G3.B4.S1.MA1 M409646	Classroom Observation and Visit Notes	Hutchinson, Kirk	8/14/2017	Copies of classroom observations and notes indicating DI plans and strategies.	5/24/2018 monthly
G3.B4.S1.A1 A378195	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible...	Hutchinson, Kirk	8/14/2017	Lesson plans and classroom lessons	5/24/2018 weekly
G3.B6.S1.MA1 M409649	Progress Monitoring Data	Hutchinson, Kirk	8/14/2017	PM Data and Data Chat/LLT Meeting Minutes, PD survey responses	5/24/2018 one-time
G3.B6.S1.MA1 M409650	Collaborative Planning Notes and LLT/ Data Chat Discussions,and professional development...	Hutchinson, Kirk	8/14/2017	CPT Minutes, Lesson Plans, LLT Minutes, and Data Chat Notes	5/24/2018 one-time
G3.B6.S1.A1 A378197	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible...	Hutchinson, Kirk	8/14/2017	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.	5/24/2018 weekly
G3.B7.S1.MA1 M409651	Monitoring of the professional development learning will take place through ongoing classroom...	Hutchinson, Kirk	8/14/2017	Observation notes, planning notes, lesson plans, students interviews, and staff feedback will be used to collect evidence of this implementation.	5/24/2018 one-time
G3.B7.S1.MA1 M409652	Monthly CPT and staff meetings will include visible learning professional development...	Hutchinson, Kirk	8/7/2017	Meeting agendas and minutes	5/24/2018 monthly
G3.B7.S1.A1 A378198	Professional Development on the Visible Learning Framework	Hutchinson, Kirk	8/7/2017		5/24/2018 monthly

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 M409654	Progress Monitoring Data, including discipline reports	Hutchinson, Kirk	8/14/2017	Student Performance Data and Chat Meeting Minutes; discipline reports	5/24/2018 weekly
G4.B1.S1.MA1 M409655	Collaborative Planning Notes and Data Chat Discussions	Hutchinson, Kirk	8/14/2017	CPT Minutes, OneNote Notaions, and Data Chat Notes	5/24/2018 weekly
G4.B1.S1.A1 A378199	Progress monitoring notes and discussion during collaborative planning times and student data...	Hutchinson, Kirk	8/14/2017	Appropriate documentation of lessons and interventions demonstrating student growth (curriculum assessments, i-Ready, MTSS Documentation, discipline data).	5/24/2018 weekly
G4.B6.S1.MA1 M409660	Discipline data review	Taylor, Rick	8/14/2017	Leadership team minutes and discipline reports	5/24/2018 monthly
G4.B6.S1.MA1 M409661	Collaborative sessions between the CBHC counselor and the Atwater MTSS Team.	Hutchinson, Kirk	9/5/2017	MTSS meeting notes	5/24/2018 monthly
G4.B6.S1.A1 A378202	Atwater Elementary will contract with Charlotte Behavioral Health Care to provide mental...	Hutchinson, Kirk	9/5/2017	Executed contract and counselor's attendance and session logs.	5/24/2018 weekly
G4.B7.S1.MA1 M409662	Monitoring of the professional development learning will take place through ongoing classroom...	Hutchinson, Kirk	8/14/2017	Observation notes, planning notes, lesson plans, students interviews, and staff feedback will be used to collect evidence of this implementation.	5/24/2018 one-time
G4.B7.S1.MA1 M409663	Monthly CPT and staff meetings will include visible learning professional development...	Hutchinson, Kirk	8/7/2017	Meeting agendas and minutes	5/24/2018 monthly
G4.B7.S1.A1 A378203	Professional Development on the Visible Learning Framework	Hutchinson, Kirk	8/7/2017	Monthly CPT and Staff meeting agendas and minutes	5/24/2018 monthly
G5.B1.S1.MA1 M409665	Number of students identified as moderate or severe chronically absent.	Ramirez, Joy	8/14/2017	Attendance reports	5/24/2018 biweekly
G5.B1.S1.MA1 M409666	Bi-Monthly Leadership Team meetings will include review of attendance patterns.	Hutchinson, Kirk	8/14/2017	Meeting Minutes and Attendance Works reports	5/24/2018 biweekly
G5.B1.S1.A1 A378204	Bi-Monthly Review of Student Attendance	Ramirez, Joy	8/14/2017	Administrative Team Meeting Minutes and Parent Contacts	5/24/2018 one-time
G5.B2.S1.MA1 M409667	Monitor attendance data for chronically absent students.	Ramirez, Joy	8/14/2017	Monthly administrative team review minutes and attendance data.	5/24/2018 monthly
G5.B2.S1.MA1 M409668	Regular reviews of student attendance data and updates for each child identified as chronically...	Ramirez, Joy	8/14/2017	Attendance data and updated attendance plans.	5/24/2018 monthly
G5.B2.S1.A1 A378205	Monthly review of attendance reports (by teacher and student) to identify chronically absent...	Ramirez, Joy	8/14/2017	Monthly meeting minutes and absence reports.	5/24/2018 monthly
G5.B2.S1.A2 A378206	Develop individual plans to assist chronically absent children and families.	Ramirez, Joy	8/14/2017	Individual attendance contracts	5/24/2018 monthly
G5.B3.S1.MA1 M409669	Monitoring of the professional development learning will take place through ongoing classroom...	Hutchinson, Kirk	8/14/2017	Observation notes, planning notes, lesson plans, students interviews, and staff feedback will be used to collect evidence of this implementation.	5/24/2018 one-time
G5.B3.S1.MA1 M409670	Monthly CPT and staff meetings will include visible learning professional development...	Hutchinson, Kirk	8/7/2017	Meeting agendas and minutes	5/24/2018 monthly
G5.B3.S1.A1 A378207	Professional Development on the Visible Learning Framework	Hutchinson, Kirk	8/7/2017	Monthly CPT and Staff meeting agendas and minutes	5/24/2018 monthly
G2.B5.S2.MA1 M409636	Student i-Ready assessment data	Hutchinson, Kirk	8/14/2017	Student i-Ready diagnostic and growth monitoring data	5/24/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B5.S2.MA1 M409637	Triannual Data Chat Meetings with each teacher to discuss diagnostic assessment results	Hutchinson, Kirk	8/14/2017	Data Chat notes and schedules and teacher All-Star Action Plans	5/24/2018 triannually
G2.B5.S2.A1 A378191	Ongoing review of student i-Ready diagnostic assessment data.	Hutchinson, Kirk	8/14/2017	Data Chat notes and grade level intervention schedules	5/24/2018 triannually
G3.B4.S2.MA1 M409647	Student i-Ready assessment data	Hutchinson, Kirk	8/14/2017	Student i-Ready diagnostic and growth monitoring data	5/24/2018 monthly
G3.B4.S2.MA1 M409648	Triannual Data Chat Meetings with each teacher to discuss diagnostic assessment results	Hutchinson, Kirk	8/14/2017	Data Chat notes and schedules and teacher All-Star Action Plans	5/24/2018 triannually
G3.B4.S2.A1 A378196	Ongoing review of student i-Ready diagnostic assessment data.	Hutchinson, Kirk	8/14/2017	Data Chat notes and grade level intervention schedules	5/24/2018 triannually
G4.B1.S2.MA1 M409656	Student i-Ready assessment data	Hutchinson, Kirk	8/14/2017	Student i-Ready diagnostic and growth monitoring data	5/24/2018 monthly
G4.B1.S2.MA1 M409657	Triannual Data Chat Meetings with each teacher to discuss diagnostic assessment results	Hutchinson, Kirk	8/14/2017	Data Chat notes and schedules and teacher All-Star Action Plans	5/24/2018 triannually
G4.B1.S2.A1 A378200	Ongoing review of student i-Ready diagnostic assessment data.	Hutchinson, Kirk	8/14/2017	Data Chat notes and grade level intervention schedules	5/24/2018 triannually
G1.B2.S3.MA1 M409611	Progress Monitoring Data	Hutchinson, Kirk	8/14/2017	Lesson Plans, i-Ready results, and Data Chat Meeting Minutes	5/24/2018 triannually
G1.B2.S3.MA1 M409612	Collaborative Planning Notes, MTSS Notes, and Data Chat Discussions	Hutchinson, Kirk	8/14/2017	Meeting Minutes	5/24/2018 weekly
G1.B2.S3.A1 A378178	Teacher and student schedules will indicate an intensive intervention period.	Hutchinson, Kirk	8/14/2017	Teacher and student schedules	5/24/2018 daily
G1.B2.S3.A2 A378179	Ongoing progress monitoring of student achievement will determine the effectiveness of the...	Hutchinson, Kirk	8/14/2017	Appropriate documentation of lessons and interventions demonstrating student growth (Curriculum Assessments, i-Ready, MTSS Documentation), and PRIDE observations and evaluations.	5/24/2018 quarterly
G1.B3.S3.MA1 M409617	Lesson plans and classroom visits will indicate inclusive practices.	Long, Jody	8/14/2017	Lesson plans and student achievement results will indicate the level of successful implementation.	5/24/2018 monthly
G1.B3.S3.MA1 M409618	Master Schedule will be created to facilitate inclusive instruction	Long, Jody	8/14/2017	Teacher schedules will indicate inclusive instruction	5/24/2018 one-time
G1.B3.S3.A1 A378182	Create a Best Practices for Inclusive Education (BPIE) Plan and implement in two grade levels.	Long, Jody	8/14/2017	Completed BPIE Plan and teacher schedules indicating inclusive practices	5/24/2018 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 2018, 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

On 5/24/2018

G1.B12 Limited understanding of teacher and student roles in developing and implementing high-effect size visible learning strategies.

G1.B12.S1 Provide ongoing professional development on John Hattie's framework of visible learning to staff, students, and families.

PD Opportunity 1

Professional Development on the Visible Learning Framework

Facilitator

Administration

Participants

Staff and Students

Schedule

Monthly, from 8/7/2017 to 5/24/2018

G2. By the year 2018, 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 8/14/2017 to 5/24/2018

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 8/14/2017 to 5/24/2018

G2.B7 Limited understanding of teacher and student roles in developing and implementing high-effect size visible learning strategies.

G2.B7.S1 Provide ongoing professional development on John Hattie's framework of visible learning to staff, students, and families.

PD Opportunity 1

Professional Development on the Visible Learning Framework

Facilitator

Administration

Participants

Staff and Students

Schedule

Monthly, from 8/7/2017 to 5/24/2018

G3. By the year 2018, 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 8/14/2017 to 5/24/2018

G3.B7 Limited understanding of teacher and student roles in developing and implementing high-effect size visible learning strategies.

G3.B7.S1 Provide ongoing professional development on John Hattie's framework of visible learning to staff, students, and families.

PD Opportunity 1

Professional Development on the Visible Learning Framework

Facilitator

Administration

Participants

Staff and Students

Schedule

Monthly, from 8/7/2017 to 5/24/2018

G4. By the year 2018, there will be at least a five percent decrease in the number of students receiving an out of school suspension.

G4.B7 Limited understanding of teacher and student roles in developing and implementing high-effect size visible learning strategies.

G4.B7.S1 Provide ongoing professional development on John Hattie's framework of visible learning to staff, students, and families.

PD Opportunity 1

Professional Development on the Visible Learning Framework

Facilitator

Administration

Participants

Staff and Students

Schedule

Monthly, from 8/7/2017 to 5/24/2018

G5. By the year 2018, 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.

G5.B3 Limited understanding of teacher and student roles in developing and implementing high-effect size visible learning strategies.

G5.B3.S1 Provide ongoing professional development on John Hattie's framework of visible learning to staff, students, and families.

PD Opportunity 1

Professional Development on the Visible Learning Framework

Facilitator

Administration

Participants

Staff and Students

Schedule

Monthly, from 8/7/2017 to 5/24/2018

VI. Technical Assistance Items

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

G1. By the year 2018, 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 two grade levels.

Facilitator

Jody Long

Participants

General Education and ESE Teachers

Schedule

On 5/24/2018

VII. Budget

1	G1.B12.S1.A1	Professional Development on the Visible Learning Framework				$32,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1241 - Atwater Elementary	Title, I Part A		$32,400.00
			Notes: Professional Development opportunities funding through Title 1 Part A. All funding for the visible learning professional development is a collective amount and should not be added consecutively.			
2	G1.B2.S1.A1	Teacher and student schedules will indicate an intensive intervention period.				$450,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1241 - Atwater Elementary	Title, I Part A		$450,000.00
			Notes: Salaries Title 1 teachers. All funding pertaining to instructional staff is a collective amount and should not be added consecutively.			
3	G1.B2.S1.A2	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1241 - Atwater Elementary	Title, I Part A		$10,000.00
			Notes: Line item is for supplemental instructional materials used to provide interventions and instruction to meet the needs of the students and the standards.			

4	G1.B2.S3.A1	Teacher and student schedules will indicate an intensive intervention period.				$450,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1241 - Atwater Elementary	Title I, Part A		$450,000.00
			Notes: Salaries Title 1 teachers. All funding pertaining to instructional staff is a collective amount and should not be added consecutively.			
5	G1.B2.S3.A2	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.				$0.00
6	G1.B3.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.				$0.00
7	G1.B3.S3.A1	Create a Best Practices for Inclusive Education (BPIE) Plan and implement in two grade levels.				$0.00
8	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.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1241 - Atwater Elementary			$0.00
9	G2.B5.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.				$0.00
10	G2.B5.S2.A1	Ongoing review of student i-Ready diagnostic assessment data.				$0.00
11	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.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1241 - Atwater Elementary			$0.00
12	G2.B7.S1.A1	Professional Development on the Visible Learning Framework				$32,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1241 - Atwater Elementary	Title, I Part A		$32,400.00
			Notes: Professional Development opportunities funding through Title 1 Part A. All funding for the visible learning professional development is a collective amount and should not be added consecutively.			
13	G3.B4.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.				$0.00
14	G3.B4.S2.A1	Ongoing review of student i-Ready diagnostic assessment data.				$0.00
15	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.				$0.00

		Collaborative planning sessions address cognitive complexity of the standards.			
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1241 - Atwater Elementary			$0.00

16	G3.B7.S1.A1	**Professional Development on the Visible Learning Framework**			**$32,400.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1241 - Atwater Elementary	Title, I Part A		$32,400.00
			Notes: Professional Development opportunities funding through Title 1 Part A. All funding for the visible learning professional development is a collective amount and should not be added consecutively.			

17	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**

18	G4.B1.S2.A1	**Ongoing review of student i-Ready diagnostic assessment data.**			**$0.00**

19	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	2017-18
			1241 - Atwater Elementary	Title I, Part A		$30,000.00
			Notes: This contract provides for a full-time mental health therapist two days a week during the school year.			

20	G4.B7.S1.A1	**Professional Development on the Visible Learning Framework**			**$32,400.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1241 - Atwater Elementary	Title, I Part A		$32,400.00
			Notes: Professional Development opportunities funding through Title 1 Part A. All funding for the visible learning professional development is a collective amount and should not be added consecutively.			

21	G5.B1.S1.A1	**Bi-Monthly Review of Student Attendance**			**$0.00**

22	G5.B2.S1.A1	**Monthly review of attendance reports (by teacher and student) to identify chronically absent students.**			**$0.00**

23	G5.B2.S1.A2	**Develop individual plans to assist chronically absent children and families.**			**$5,600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1241 - Atwater Elementary	Title, I Part A		$5,600.00
			Notes: Family engagement funds will be used to strengthen school and family relationships and develop a positive improvement in student attendance.			

24	G5.B3.S1.A1	**Professional Development on the Visible Learning Framework**			**$32,400.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

			1241 - Atwater Elementary	Title, I Part A		$32,400.00
			Notes: Professional Development opportunities funding through Title 1 Part A. All funding for the visible learning professional development is a collective amount and should not be added consecutively.			
					Total:	**$1,107,600.00**