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# Atwater Elementary

4701 HUNTSVILLE AVE, North Port, FL 34288

[www.sarasotacountyschools.net/atwater](http://www.sarasotacountyschools.net/atwater)

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p><b>2017-18 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">68%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">38%</p>

## School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	B	B	C	C*

## School Board Approval

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

## SIP Authority

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>.

## 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

Excellence in Academics and Character

### School Leadership Team

#### Membership

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

Name	Title
Thro, Cynthia	Principal
Long, Jody	Assistant Principal
Stonestreet, Vicki	School Counselor
Coward, Sandee	Instructional Coach
Steiner, Ami	Administrative Support
Ramirez, Joy	Attendance/Social Work
Lamela, Marina	Administrative Support

#### Duties

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

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. Atwater continues the visible learning multi-year learning cycle this year including the focal

points of analyzing teaching for student results and C.H.A.M.P.S; creating a multi-layer approach to enhance and increase student achievement through collective efficacy and specific feedback.

## Early Warning Systems

### Year 2017-18

#### 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	15	9	9	14	17	17	0	0	0	0	0	0	0	81
One or more suspensions	11	10	9	8	8	6	0	0	0	0	0	0	0	52
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	39	22	0	0	0	0	0	0	0	94

#### 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		3	0	1	7	8	3	0	0	0	0	0	0	22

#### The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	1	0	10	0	0	0	0	0	0	0	0	0	12
Retained Students: Previous Year(s)	1	1	0	9	0	0	0	0	0	0	0	0	0	11

#### Date this data was collected

Thursday 9/6/2018

### Year 2016-17 - As Reported

#### 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

**Year 2016-17 - Updated**

**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	2	0	1	7	7	10	0	0	0	0	0	0	0	27

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

The lowest component areas were ELA and Math Lowest 25%. Both components scored 48%. Yes it is a trend. Lowest 25% of students have been lowest component since 2016.

**Which data component showed the greatest decline from prior year?**

The greatest decline from last year is math lowest 25%. They had an 11% decline.

**Which data component had the biggest gap when compared to the state average?**

The biggest negative gap from the state average was ELA Learning Gains at -4%. Science had a positive gap of +12%.

**Which data component showed the most improvement? Is this a trend?**

The most improvement came from ELA Learning Gains and Math Achievement. Both had 1% growth over last year. Yes that seems to be a trend.

**Describe the actions or changes that led to the improvement in this area.**

Increased focus on standards based planning and data collection.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	62%	66%	56%	58%	65%	52%
ELA Learning Gains	59%	57%	55%	46%	54%	52%
ELA Lowest 25th Percentile	48%	46%	48%	42%	49%	46%
Math Achievement	65%	72%	62%	55%	70%	58%
Math Learning Gains	64%	63%	59%	52%	66%	58%
Math Lowest 25th Percentile	48%	51%	47%	29%	50%	46%
Science Achievement	67%	66%	55%	55%	64%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15 (17)	9 (16)	9 (18)	14 (22)	17 (12)	17 (25)	81 (110)
One or more suspensions	11 (0)	10 (0)	9 (4)	8 (2)	8 (2)	6 (5)	52 (13)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	33 (33)	39 (33)	22 (24)	94 (90)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	68%	-8%	57%	3%
	2017	66%	71%	-5%	58%	8%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	52%	67%	-15%	56%	-4%
	2017	61%	69%	-8%	56%	5%
Same Grade Comparison		-9%				
Cohort Comparison		-14%				
05	2018	66%	66%	0%	55%	11%
	2017	58%	66%	-8%	53%	5%
Same Grade Comparison		8%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	65%	72%	-7%	62%	3%
	2017	64%	71%	-7%	62%	2%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	54%	71%	-17%	62%	-8%
	2017	58%	73%	-15%	64%	-6%
Same Grade Comparison		-4%				
Cohort Comparison		-10%				
05	2018	69%	72%	-3%	61%	8%
	2017	69%	70%	-1%	57%	12%
Same Grade Comparison		0%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	65%	67%	-2%	55%	10%
	2017					
Cohort Comparison						

**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	29	27	38	46	34	26				
ELL	38	50	40	35	42	19	40				
BLK	54	55		49	57	40	45				
HSP	57	54	46	61	57	44	72				
MUL	62	80		65							
WHT	64	59	46	68	66	49	66				
FRL	60	57	49	63	61	45	65				

  

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	23	40	40	22	52	53	27				
ELL	41	64	54	44	55						
BLK	63	48		50	65						
HSP	69	69	60	72	76		63				
MUL	47			59							
WHT	63	57	50	64	67	59	68				
FRL	61	57	49	61	68	58	65				



### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

**Title** Standards Based Instruction

**Rationale** Math and ELA are not growing in areas of Learning Gains or Lowest 25% Learning Gains. Teachers focusing on planning and implementing standards based lessons will help increase learning gains in these areas.

**Intended Outcome** ELA Learning Gains will increase from 59% to 63%.  
 ELA Lowest 25% Gains will increase from 48% to 54%.  
 Math Learning Gains will increase from 64% to 69%  
 Math Lowest 25% Gains will increase from 48% to 54%

**Point Person** Cynthia Thro (cynthia.thro@sarasotacountyschools.net)

##### Action Step

**Description**

1. Teachers will use Test Item Specifications and Achievement Level Descriptors to plan lessons focused at meeting the intent of the standards.
2. Teachers will formally and informally assess mastery of standards throughout the school year. I-Ready standards mastery will be used by teachers grades 2-5.
3. Teachers will use Iready and other technology to assist in students growing in proficiency in standards.
4. ELL students will receive increased inclusion support, as well as supplemental support, during the grade level intervention block as needed.
5. ESE students will receive differentiated levels of support based on need though inclusion and small group resource instruction support.

**Person Responsible** Cynthia Thro (cynthia.thro@sarasotacountyschools.net)

##### Plan to Monitor Effectiveness

**Description**

1. Data Discussions will be held twice per school year to review classroom and individual student data.
2. Administration will use classroom walk throughs and the PRIDE Teacher Observation forms to help monitor the implementation of district math initiatives and to provide feedback to teachers.
3. SWST will help monitor the fidelity of student interventions.

**Person Responsible** Cynthia Thro (cynthia.thro@sarasotacountyschools.net)

<b>Activity #2</b>	
<b>Title</b>	Differentiated Instruction
<b>Rationale</b>	Atwater students are outscoring state average in proficiency in Reading, Math, and Science, indicating strong core instruction, but a lower percentage of students are making learning gains, showing a need for both enrichment of standards as well as remediation to meet the needs of our diverse learners. Students With Disabilities and ELL student's ELA and Math achievement declined from 2017-2018 showing a need for intense focus on the sub groups.
<b>Intended Outcome</b>	ELA Learning Gains will increase from 59% to 63%. ELA Lowest 25% Gains will increase from 48% to 54%. Math Learning Gains will increase from 64% to 69% Math Lowest 25% Gains will increase from 48% to 54% SWD achievement in ELA will increase from 26% to 36% SWD achievement in Math will increase from 38% to 48% ELL achievement in ELA will increase from 38% to 48% ELL achievement in Math will increase from 35% to 45%
<b>Point Person</b>	Cynthia Thro (cynthia.thro@sarasotacountyschools.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1. Teachers will plan and implement small group lessons that are standards based geared to meeting the needs of all the different learners in their class.</li><li>2. Teachers will be trained on how to break down I Ready data after each diagnostic window and how to plan lessons for small groups.</li><li>3. Teachers will effectively use technology to ensure students are getting instruction on their level to ensure growth is made.</li><li>4. The utilization of Standards Mastery via the i-Ready program within the areas of ELA and Math.</li><li>5. ESE and ELL students will receive differentiated levels of support based on need though inclusion and small group resource instruction support.</li></ol>
<b>Person Responsible</b>	Cynthia Thro (cynthia.thro@sarasotacountyschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1. Progress Monitoring.</li><li>2. Classroom Walkthroughs focusing on small group instruction.</li><li>3. Post diagnostic training on how to read the data and how to plan effective small group lessons</li><li>4. Teachers will effectively use technology to ensure students are getting instruction on their level to ensure growth is made.</li><li>5. The utilization of Standards Mastery via the i-Ready program within the areas of ELA and Math.</li></ol>
<b>Person Responsible</b>	Cynthia Thro (cynthia.thro@sarasotacountyschools.net)

<b>Activity #3</b>	
<b>Title</b>	ELA Instruction
<b>Rationale</b>	ELA proficiency dropped in 2018 from 63% to 60%. Learning gains for our Bottom Quartile Readers is still below 50%. There was an improvement from 40% to 48%. Students With Disabilities and ELL student's ELA achievement declined from 2017-2018 showing a need for intense focus on the sub groups.
<b>Intended Outcome</b>	ELA proficiency will increase from 60% to 64% in the 2018-2019 school year. Our bottom Quartile will increase from 48% to 54%. SWD achievement in ELA will increase from 26% to 36% ELL achievement in ELA will increase from 38% to 48%
<b>Point Person</b>	Cynthia Thro (cynthia.thro@sarasotacountyschools.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>All teachers K-5 will receive ongoing training from Reading Recovery teachers in Guided Reading and appropriate use of leveling and differentiated instruction.</li> <li>Teachers in grades 3-5 will receive additional training from district specialists in ELA strategies. Focus will be on the reading block structures, exploring standards-aligned resources and support creating learning intentions and success criteria.</li> <li>The District will provide reading support through focused CPT meetings on iReady.</li> <li>ESOL students will receive increased inclusion support, as well as supplemental support, during the grade level intervention block as needed.</li> <li>ESE students will receive differentiated levels of support based on need though inclusion and small group resource instruction support.</li> </ol>
<b>Person Responsible</b>	Cynthia Thro (cynthia.thro@sarasotacountyschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>iReady will be monitored weekly and students will have incentives throughout the school year. Bottom Quartile students progress will be monitored and conferences will occur with students.</li> <li>SWST will help monitor the fidelity of student interventions.</li> <li>Administration will use classroom walk throughs and the PRIDE Teacher Observation forms to help monitor the implementation of the Guided Reading Professional Development and to provide feedback to teachers.</li> <li>Grade level teams will submit weekly CPT Action Logs with evidence of data used for decision making.</li> <li>Lesson plans and staff members' schedules will be used to monitor how the instructional block is being utilized.</li> <li>Data Discussions will be held twice per school year to review classroom and individual student data.</li> </ol>
<b>Person Responsible</b>	Cynthia Thro (cynthia.thro@sarasotacountyschools.net)

<b>Activity #4</b>	
<b>Title</b>	Math Instruction
<b>Rationale</b>	Bottom Quartile learning gains dropped in the 2017-2018 school year. Our students went from 59% making gains to 48% Students With Disabilities and ELL student's Math achievement declined from 2017-2018 showing a need for intense focus on the sub groups.
<b>Intended Outcome</b>	Our bottom Quartile math students will increase gains from 48% to 54% in the 2018-2019 school year. SWD achievement in Math will increase from 38% to 48% ELL achievement in Math will increase from 35% to 45%
<b>Point Person</b>	Cynthia Thro (cynthia.thro@sarasotacountyschools.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1. District math specialists will be utilized to help provide additional support to teachers as requested either by the teachers or school administration.</li><li>2. The District will provide math support through focused CPT (Collaborative Planning Time) meetings on iReady.</li><li>3. K-5 teachers will identify students who are performing below grade level and document accordingly on their CPT Action Log. Identified students will be scheduled for School Wide Support Team. The Multi-Tiered System of Support will be utilized.</li><li>4. ESE and ELL students will receive differentiated levels of support based on need though inclusion and small group resource instruction support.</li><li>5. Bottom Quartile I ready reports will be reviewed weekly and students will be given incentives. Administration will conference with BQ students monthly.</li></ol>
<b>Person Responsible</b>	Cynthia Thro (cynthia.thro@sarasotacountyschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1. iReady will be monitored weekly and students will have incentives throughout the school year. Bottom Quartile students will be listed as an instruction group to easily monitor.</li><li>2. Administration will use classroom walk throughs and the PRIDE Teacher Observation forms to help monitor the implementation of district math initiatives and to provide feedback to teachers.</li><li>3. Grade level teams will submit weekly CPT Action Logs with evidence of data used for decision making.</li><li>4. Lesson plans and staff members' schedules will be used to monitor how the instructional block is being utilize.</li><li>5. Data Discussions will be held twice per school year to review classroom and individual student data.</li></ol>
<b>Person Responsible</b>	Cynthia Thro (cynthia.thro@sarasotacountyschools.net)

<b>Activity #5</b>	
<b>Title</b>	Attendance
<b>Rationale</b>	Attendance for the 2017-2018 school year was 96.42 %
<b>Intended Outcome</b>	Attendance for the 2018-2019 school year will increase to 97%
<b>Point Person</b>	Joy Ramirez (joy.ramirez@sarasotacountyschools.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1. Student attendance will be monitored and district policy guidelines will be followed</li><li>2. The district "Strive for Five" initiative will be supported.</li><li>3. The Home School Liaison (HSL) and Mental Health Therapist (MHT) will be utilized by teachers to make parent contacts and problem solve attendance concerns.</li><li>4. Students with attendance concerns will be given an attendance mentor.</li></ol>
<b>Person Responsible</b>	Joy Ramirez (joy.ramirez@sarasotacountyschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1. Monthly incentives will be given for improved attendance and classes with perfect attendance.</li><li>2. Attendance percentages will be monitored monthly.</li><li>3. Attendance letters will be on file in student cumulative files and SWST and Care team notes will reflect student with attendance concerns.</li><li>4. Attendance updates will be given at SAC meetings.</li></ol>
<b>Person Responsible</b>	Joy Ramirez (joy.ramirez@sarasotacountyschools.net)

## Activity #6

**Title** Behavior: Out of School Suspensions

**Rationale** The number of students suspended from school during the 2017/2018 school increased from the previous year by 25%. As a result, thirty-nine students missed 100% of their regularly programmed educational instructional time.

**Intended Outcome** By the end of the 2018/2019 school year, out of school suspensions will decrease by 25%

**Point Person** Jody Long (jody.long@sarasotacountyschools.net)

## Action Step

**Description** Identify the students who previously received an out of school suspension, as well as the infraction. Create a progress monitoring system through collaboration with staff to determine if the behaviors (infractions) are maintaining or have decreased. For those behaviors that are maintaining, develop in conjunction with our School Wide Support Team and families a plan of intervention, which includes the explicit teaching of replacement behaviors, and support from various personnel. As necessary, our partnership with Charlotte Behavioral Health Care will be utilized for presenting mental wellness. An integral part of our ongoing action plan will be our PBIS Program for Tier I classroom support, which includes C.H.A.M.P.S. and H.E.A.R.T.

**Person Responsible** Jody Long (jody.long@sarasotacountyschools.net)

## Plan to Monitor Effectiveness

**Description** Will monitor the effectiveness of the action steps through ongoing collaboration with the SWST, school staff, and families. The data collected will be done so utilizing TPS and in house created spreadsheets which will be reviewed with the school staff and community via SAC meetings.

**Person Responsible** Jody Long (jody.long@sarasotacountyschools.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Parents are encouraged to participate in the PTO, volunteer in classrooms and chaperone field trips, as well as perform non academic clerical assistance from home or in the school. Grade level parent information nights are scheduled to address the Florida Standards, report cards, and the on-line parent portal that can be used to monitor progress. A weekly e-newsletter will be sent to families to maintain positive home/school communication.

Parents are encouraged to take part in the Atwater Food Pantry. Atwater has partnered with Local charities to support food backpacks that students take home over the weekends. Teachers are encouraged to keep open lines of communications through parent conferences, newsletters and teacher

phone calls. The Atwater web page is updated daily and a new Facebook page has been opened to share happenings at school.

### PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### **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

### **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. Prior to the 2018-2019 school year, we offered a Summer Learning Academy where we served K and 1 students. 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.

### **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.

**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.

**Part V: Budget**

Total:	\$19,122.00
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