Atwater Elementary

2019-20 Schoolwide Improvement Plan

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Atwater Elementary

4701 HUNTSVILLE AVE, North Port, FL 34288

www.sarasotacountyschools.net/atwater

Demographics

Principal: Cynthia Thro

Start Date for this Principal: 6/17/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: B (59%) 2016-17: B (61%) 2015-16: C (48%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	68%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	B	B	C

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Thro, Cynthia	Principal	The School Leadership Team meets weekly to discuss individual students and their progress towards mastery of the grade-level curriculum and any behavioral concerns. This multi-disciplinary team is responsible for aligning the needs of the students to the interventions and instruction needed. The members of the 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 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. Atwater continues the visible learning multi-year learning cycle this year including the focal points of analyzing teaching for student results and CHAMPs; creating a multi-layer approach to enhance and increase student achievement through collective efficacy and specific feedback.
Stonestreet, Vicki	School Counselor	Member of the School Leadership Team. See description of responsibilities under Principal tab.
Coward, Sandee	Instructional Coach	Member of the School Leadership Team. See description of responsibilities under Principal tab.
Steiner, Ami	Administrative Support	Member of the School Leadership Team. See description of responsibilities under Principal tab.
Ramirez, Joy	Attendance/ Social Work	Member of the School Leadership Team. See description of responsibilities under Principal tab.
Schwartz, Curtis	Assistant Principal	Member of the School Leadership Team. See description of responsibilities under Principal tab.
Blashinsky, Christina	Instructional Coach	Member of the School Leadership Team. See description of responsibilities under Principal tab.
Lamela, Marina	SAC Member	Member of the School Leadership Team. See description of responsibilities under Principal tab.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	106	109	116	114	139	0	0	0	0	0	0	0	675
Attendance below 90 percent	5	7	10	6	11	14	0	0	0	0	0	0	0	53
One or more suspensions	0	4	1	2	0	3	0	0	0	0	0	0	0	10
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	4	10	23	0	0	0	0	0	0	0	37

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	6	4	0	0	0	0	0	0	0	13

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	3	4	3	4	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
33

Date this data was collected or last updated
Monday 6/17/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	0	1	7	8	3	0	0	0	0	0	0	0	22

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	0	1	7	8	3	0	0	0	0	0	0	0	22

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	68%	68%	57%	63%	68%	55%
ELA Learning Gains	69%	62%	58%	58%	63%	57%
ELA Lowest 25th Percentile	65%	53%	53%	49%	54%	52%
Math Achievement	75%	73%	63%	64%	72%	61%
Math Learning Gains	76%	67%	62%	69%	68%	61%
Math Lowest 25th Percentile	58%	53%	51%	59%	57%	51%
Science Achievement	65%	65%	53%	67%	64%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	91 (0)	106 (0)	109 (0)	116 (0)	114 (0)	139 (0)	675 (0)
Attendance below 90 percent	5 (15)	7 (9)	10 (9)	6 (14)	11 (17)	14 (17)	53 (81)
One or more suspensions	0 (11)	4 (10)	1 (9)	2 (8)	0 (8)	3 (6)	10 (52)
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)	4 (33)	10 (39)	23 (22)	37 (94)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	70%	70%	0%	58%	12%
	2018	60%	68%	-8%	57%	3%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	64%	67%	-3%	58%	6%
	2018	52%	67%	-15%	56%	-4%
Same Grade Comparison		12%				
Cohort Comparison		4%				
05	2019	68%	68%	0%	56%	12%
	2018	66%	66%	0%	55%	11%
Same Grade Comparison		2%				
Cohort Comparison		16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	78%	73%	5%	62%	16%
	2018	65%	72%	-7%	62%	3%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	74%	72%	2%	64%	10%
	2018	54%	71%	-17%	62%	-8%
Same Grade Comparison		20%				
Cohort Comparison		9%				
05	2019	69%	70%	-1%	60%	9%
	2018	69%	72%	-3%	61%	8%
Same Grade Comparison		0%				
Cohort Comparison		15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	64%	65%	-1%	53%	11%
	2018	65%	67%	-2%	55%	10%
Same Grade Comparison		-1%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	27	50	64	50	65	52	14				
ELL	51	68	80	54	71	64	21				
BLK	62	77		60	70	54	62				
HSP	62	68	67	64	71	56	46				
MUL	64	81		71	71						
WHT	71	67	57	80	78	59	68				
FRL	64	68	64	73	75	56	62				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	93
Total Points Earned for the Federal Index	569

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the data the lowest component areas were ELA and Math Lowest 25% and Science in 2019. In 2018, ELA and Math Lowest 25% both scored a 48%, but showed an upward trend from the 2018 to 2019 with ELA Lowest 25% reaching 65% and Math Lowest 25% reaching 58%. In Science we showed a decline from 2018 to 2019 of 2%. Possible contributing factors to last year's low performance is the percentage of Lowest 25%, SWD and ELL students that required additional differentiated instruction and support. We have recently implemented a new guided reading program and additional support during our intervention block.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on the data the greatest decline from the prior year was Science. Science Achievement in 2018 was 67% and in 2019 it was 65% showing a 2% decline. With only a 2% decline the factors could be attributed to two new teachers on the grade level who may not have been as familiar with grade level science standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We were above the state average in all components. Our Math Learning Gains had the greatest positive gap of +14% above the state average for the 2019 school year. There was an increase focus on our Bottom Quartile students and we implemented additional PD for all math teachers.

Which data component showed the most improvement? What new actions did your school take in this area?

Our Math Learning Gains showed the most improvement, from 64% to 76%. In addition to our Math instruction some of the new actions that our school took in this area were standards based instruction, differentiated instruction and i-Ready Standards Mastery.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

After reviewing our EWS data our potential area of concern is our students that earned a level 1 on State Wide Assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Standards Based Instruction
2. Differentiated Instruction: Small group instruction, enrichment and intervention
3. Developing Assessment Capable Learners
4. Attendance
5. Community Involvement and Parent Engagement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Standards Based Instruction
Rationale	Teachers focusing on planning and implementing standards based lessons will help increase learning gains in these areas.

State the measurable outcome the school plans to achieve	ELA Learning Gains will increase from 68% to 72%. ELA Lowest 25% Gains will increase from 65% to 68%. Math Learning Gains will increase from 75% to 78% Math Lowest 25% Gains will increase from 58% to 61%. Science Achievement will increase from 65% to 69%.
Person responsible for monitoring outcome	Cynthia Thro (cynthia.thro@sarasotacountyschools.net)
Evidence-based Strategy	Planning with the standards in mind. Breaking down the standards into Learning Intentions and Success Criteria: Teacher Clarity
Rationale for Evidence-based Strategy	These strategies with promote professional growth and help implement best practices in instruction.

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 i-Ready 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. 6. Parents will be invited to monthly informational sessions to provide strategies and activities to help their children make academic gains in various subject areas including social and emotional (Ex: All-Star Parent Sessions). 7. Parents will be invited to attend monthly family engagement evenings to provide opportunities to learn and participate in standards based activities led by teachers and support staff in various subject areas (Ex: NP Chick-fil-A Community Night, Family Media Night, Facebook Bedtime Story-time, Publix Math Night, Science Night, FSA Informational Night, etc.)
Person Responsible	Cynthia Thro (cynthia.thro@sarasotacountyschools.net)

#2	
Title	Differentiated Instruction
Rationale	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. Implementation of small group instruction helped boost the lowest 25% in math and reading in the 2018-2019 school year.
State the measurable outcome the school plans to achieve	ELA Learning Gains will increase from 68% to 72%. ELA Lowest 25% Gains will increase from 65% to 68%. Math Learning Gains will increase from 75% to 78% Math Lowest 25% Gains will increase from 58% to 61% SWD achievement in ELA will increase from 27% to 37% SWD achievement in Math will increase from 50% to 55% ELL achievement in ELA will increase from 51% to 55% ELL achievement in Math will increase from 54% to 59%. Science Achievement will increase from 65% to 69%.
Person responsible for monitoring outcome	Cynthia Thro (cynthia.thro@sarasotacountyschools.net)
Evidence-based Strategy	Evidence-based strategies to be used will consist of Reading Recovery, RTI, i-Ready and Fountas & Pinnell Guided Reading books based on the Jan Richardson model.
Rationale for Evidence-based Strategy	These strategies with promote professional growth and help implement best practices in instruction.

Action Step	
Description	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. 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. 3. Teachers will effectively use technology to ensure students are getting instruction 4. The utilization of i-Ready Standards Mastery within the areas of ELA and Math. 5. ESE and ELL students will receive differentiated levels of support based on need through inclusion and small group resource instruction support. 6. Teachers will be trained on the proper use of Fountas & Pinnell Guided Reading program based on the Jan Richardson model. 7. Parents will be invited to monthly informational sessions to provide strategies and activities to help their children make academic gains in various subject areas including social and emotional (Ex: All-Star Parent Sessions). 8. Parents will be invited to attend monthly family engagement evenings to provide opportunities to learn and participate in standards based activities led by teachers and support staff in various subject areas (Ex: NP Chick-fil-A Community Night, Family Media Night, Facebook Bedtime Story-time, Publix Math Night, Science Night, FSA Informational Night, etc.)
Person Responsible	Cynthia Thro (cynthia.thro@sarasotacountyschools.net)

#3	
Title	Assessment Capable Learners
Rationale	What we need are learners who understand their current performance, recognize the gap between their current performance and the expected performance, and select strategies to close that gap. When schools are filled with students who have those characteristics, learning becomes not only visible, but also palpable.
State the measurable outcome the school plans to achieve	ELA Learning Gains will increase from 68% to 72%. ELA Lowest 25% Gains will increase from 65% to 68%. Math Learning Gains will increase from 75% to 78% Math Lowest 25% Gains will increase from 58% to 61% SWD achievement in ELA will increase from 27% to 37% SWD achievement in Math will increase from 50% to 55% ELL achievement in ELA will increase from 51% to 55% ELL achievement in Math will increase from 54% to 59%. Science Achievement will increase from 65% to 69%.
Person responsible for monitoring outcome	Cynthia Thro (cynthia.thro@sarasotacountyschools.net)
Evidence-based Strategy	The evidence based strategy to support Assessment Capable learners is effective feedback and intentional follow up after students are assessed.
Rationale for Evidence-based Strategy	These strategies with promote professional growth and help implement best practices in instruction.
Action Step	
Description	1. Teach Cognitive strategies such as summarizing or estimating, especially when used to deepen understanding of the content being studied 2. Teach Metacognitive strategies such as planning, monitoring, and regulating the learning process 3. Teach Motivational strategies such as self-efficacy and self-regulation to remain focused and engaged in learning 4. Teach Management strategies such as finding, navigating, and evaluating resources and information 5. Parents will be invited to monthly informational sessions to provide strategies and activities to help their children make academic gains in various subject areas including social and emotional (Ex: All-Star Parent Sessions). 6. Parents will be invited to attend monthly family engagement evenings to provide opportunities to learn and participate in standards based activities led by teachers and support staff in various subject areas (Ex: NP Chick-fil-A Community Night, Family Media Night, Facebook Bedtime Story-time, Publix Math Night, Science Night, FSA Informational Night, etc.)
Person Responsible	Cynthia Thro (cynthia.thro@sarasotacountyschools.net)

#4	
Title	Attendance
Rationale	Attendance for the 2018-19 school year was 97.3%.
State the measurable outcome the school plans to achieve	Attendance for the 2019-20 school year will increase to 97.5%.
Person responsible for monitoring outcome	Joy Ramirez (joy.ramirez@sarasotacountyschools.net)
Evidence-based Strategy	Teacher student mentoring and whole school monitoring
Rationale for Evidence-based Strategy	We are continuing to use this strategy based on the improvement we saw in the 2018-2019 school year while using mentoring and monitoring.
Action Step	
Description	1. Student attendance will be monitored and district policy guidelines will be followed. 2. The district "Strive for Five" initiative will be supported. a. Poster Contest b. Attendance BINGO c. School-wide Attendance song and dance. d. Daily attendance tips on the morning news. 3. The Home School Liaison (HSL) will be utilized by teachers to make parent contacts and problem solve attendance concerns and conduct home visits when necessary. 4. Students with attendance concerns will be given an attendance mentor. 5. Monthly incentives and recognition for students that meet attendance requirements. 6. Attendance ribbons and traveling trophy for individual classes that have reached attendance goals. 7. Quarterly events to celebrate top attendance classes in each grade level.
Person Responsible	Joy Ramirez (joy.ramirez@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

n/a

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 Schoolwide Improvement Plan 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.

The school plans to build positive relationships with parents, families, and other community stakeholders by inviting them to monthly informational sessions to provide strategies and activities to help their children make academic gains in various subject areas including social and emotional (Ex: All-Star Parent Sessions). In addition, parents, families, and other community stakeholders will be invited to attend monthly family engagement evenings to provide opportunities to learn and participate in standards-based activities led by teachers and support staff in various subject areas (Ex: NP Chick-fil-A Community Night, Family Media Night, Facebook Bedtime Story-time, Publix Math Night, Science Night, FSA Informational Night, etc.)

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.

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

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 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.

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.

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. The fourth grade team takes a field trip to the local technical school and does an investigation on all they have to offer for their future. teachers start the year with the focus on developing students that are college and career ready and tie these concepts into their classroom curriculum.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Standards Based Instruction	$0.00
2	III.A.	Areas of Focus: Differentiated Instruction	$0.00
3	III.A.	Areas of Focus: Assessment Capable Learners	$0.00
4	III.A.	Areas of Focus: Attendance	$0.00
		Total:	$0.00