Atwater Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Atwater Elementary

4701 HUNTSVILLE AVE, North Port, FL 34288

www.sarasotacountyschools.net/atwater

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 engagement, and differentiated instruction.

Provide the school's vision statement.

The vision of Atwater Elementary is Excellence in Academics and Character.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Thro, Cynthia	Principal	The Core Leadership Team is designated as a working group consisting of the Principal, Assistant Principals, School Counselor, School Psychologist, and Instructional Literacy Coach. They provide data on RtI/MTSS procedures and goals as well as input regarding academic and behavioral areas that need to be addressed and levels of support for students. The Leadership Team receives annual training from the district and continues to receive ongoing training throughout the year. Professional Development for RtI/MTSS is conducted for the staff on an ongoing basis. The Leadership Team then evaluates additional staff professional development needs during weekly PLC meetings throughout the year. The school principal provides a common vision for the use of data-based decision-making, ensures that the school based-team is implementing RtI, provide continual guidance and support for the effective implementation of RtI. The principal also works closely with the school's Safety Committee to ensure the safety of all our school's students and staff so that meaningful instruction can take place. The principal ensures that all staff comply with the district-wide school site standards.
Pikula, Rene	Assistant Principal	The assistant principal evaluates and provides feedback to faculty about their instructional practices. The assistant principal works closely with the principal, curriculum resource teachers, behavior support and guidance counselors to evaluate and support all students identified by the Early Warning System, plus lower quartile achievers in reading and math, and develop academic and social/emotional support plans for struggling students to ensure nobody slips through the gaps. The AP is also responsible for providing curriculum resources for all teachers, and for ensuring alignment between state standards and instructional practices.
Archer, Michele	Behavior Specialist	Collaborates with teachers on PBIS and Student behavior to help students achieve socially, emotionally and academically.
Fowler, Jennifer	Curriculum Resource Teacher	Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;"

Name	Position Title	Job Duties and Responsibilities
		assists in the design and implementation for progress monitoring, data collection, and data analysis ; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Managing current RtI student data, whole school progress monitoring data, fidelity checks, and key communicator of the RtI process between teachers, parents, and students.
Morales, Yanel	Curriculum Resource Teacher	Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis ; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Managing current RtI student data, whole school progress monitoring data, fidelity checks, and key communicator of the RtI process between teachers, parents, and students.
idoyaga, deborah	ELL Compliance Specialist	Ensure the delivery of services to and for English Language Learner students. Assist in instructional planning aimed at meeting the needs of ELL students.
Jenkins, Christine	Curriculum Resource Teacher	Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis ; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Managing current RtI student data, whole school progress monitoring data, fidelity checks, and key communicator of the RtI process between teachers, parents, and students.
Ramirez, Joy	Attendance/ Social Work	Assists families and students with needs related to attendance, socioeconomic needs, homelessness, and foster care.

Name	Position Title	Job Duties and Responsibilities
Rutherford, Brandi	Curriculum Resource Teacher	Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis ; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Managing current RtI student data, whole school progress monitoring data, fidelity checks, and key communicator of the RtI process between teachers, parents, and students.
Edson, Cynthia	School Counselor	Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school counselor continues to link child serving and community agencies to the schools and families to support the child's academic emotional, behavioral, and social success.
Steiner, Ami	Teacher, ESE	Ensure the delivery of services to and for ESE students. Assist in instructional planning aimed at meeting the needs of ESE students
Musgrove, Sarah	Instructional Coach	A literacy coach is an instructional leader with specialized knowledge in the science of reading, evidence-based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. The coach provides collegial, job-embedded support to ensure literacy instruction is data-informed and student-centered. Coaches accomplish this by collaborating with leaders and teachers, engaging in practices such as co-teaching, co-planning, modeling, reflective conversations and data chats with teachers to build teacher and school capacity to improve student achievement for all.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan is developed in a timely and meaningful consultation of the School Advisory Council involving multiple stakeholders comprised of teachers, principal, leadership team, paraprofessionals, specialized instructional support personnel, business partners and parents. Student

needs are identified through a variety of information-gathering progress monitoring. The results of the data analysis guides the strategies that we will implement to improve instruction for all students.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Leadership Team will meet monthly to monitor the progress of the school improvement plan to discuss, recalibrate, and change items that need to be updated and/or added to improve student achievement. Teachers will meet with their PLC teams weekly to monitor data and implement intervention. SAC committee meets monthly to revise and monitor the plan.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	35%
2022-23 Economically Disadvantaged (FRL) Rate	72%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	54	31	44	22	33	0	0	0	188
One or more suspensions	0	2	0	2	4	3	0	0	0	11
Course failure in English Language Arts (ELA)	0	0	0	0	1	3	0	0	0	4
Course failure in Math	0	0	2	1	3	8	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	5	14	18	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	5	19	20	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	6	4	11	27	29	0	0	0	78
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	0	42	10	35	0	0	0	89

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	10	7	5	1	0	0	0	0	24
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	38	28	30	24	26	0	0	0	153
One or more suspensions	0	1	0	1	2	2	0	0	0	6
Course failure in ELA	0	0	2	4	2	0	0	0	0	8
Course failure in Math	0	0	1	4	0	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	9	7	18	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	8	9	16	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	6	4	11	27	29	0	0	0	78

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	9	6	12	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	38	28	30	24	26	0	0	0	153
One or more suspensions	0	1	0	1	2	2	0	0	0	6
Course failure in ELA	0	0	2	4	2	0	0	0	0	8
Course failure in Math	0	0	1	4	0	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	9	7	18	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	8	9	16	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	6	4	11	27	29	0	0	0	78

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	9	6	12	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	65	65	53	64	66	56	63		
ELA Learning Gains				63			56		
ELA Lowest 25th Percentile				48			38		
Math Achievement*	64	68	59	68	52	50	69		
Math Learning Gains				61			57		
Math Lowest 25th Percentile				55			38		
Science Achievement*	68	69	54	57	67	59	62		
Social Studies Achievement*					65	64			
Middle School Acceleration					51	52			
Graduation Rate					60	50			
College and Career Acceleration						80			
ELP Progress	70	68	59	63			65		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	2	1
ELL	65			
AMI				
ASN				
BLK	50			
HSP	61			
MUL	65			
PAC				
WHT	70			
FRL	67			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL	63			
AMI				
ASN				
BLK	51			
HSP	60			
MUL	59			
PAC				
WHT	64			
FRL	58			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	65			64			68					70
SWD	29			36			23				4	
ELL	64			58			61				5	70
AMI												
ASN												
BLK	50			53			46				3	
HSP	66			57			43				5	58
MUL	59			70							2	
PAC												
WHT	67			66			78				5	74
FRL	65			61			66				5	70

2021-22 ACCOUNTABILITY 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 2020-21**	**C & C Accel 2020-21**	**ELP Progress**
All Students	64	63	48	68	61	55	57					63
SWD	31	42	36	39	50	47	36					
ELL	67	67		71	59		50					63
AMI												
ASN												
BLK	55	59	20	61	62	50	53					
HSP	61	71		63	51	70	44					62
MUL	61	53		63	56		60					
PAC												
WHT	67	64	60	71	64	57	62					70
FRL	61	63	45	65	62	51	49					70

2020-21 ACCOUNTABILITY 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 2019-20**	**C & C Accel 2019-20**	**ELP Progress**
All Students	63	56	38	69	57	38	62					65
SWD	20	27		44	53		40					
ELL	73	54		73	54		50					65
AMI												
ASN												
BLK	39			53								
HSP	67	63		73	75		60					60
MUL	56			64								
PAC												
WHT	67	53	27	71	56	35	68					
FRL	59	63	50	66	53	36	61					77

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	63%	67%	-4%	54%	9%
04	2023 - Spring	60%	67%	-7%	58%	2%
03	2023 - Spring	64%	61%	3%	50%	14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	70%	70%	0%	59%	11%
04	2023 - Spring	65%	70%	-5%	61%	4%
05	2023 - Spring	57%	66%	-9%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	67%	-4%	51%	12%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The state mandated progress monitoring assessment (F.A.S.T) data from PM 3 reveals growth in ELA and Math proficiency in grade 5 from 50% in 2021-2022 to 57% in 2022-2023. There was a decline in percent proficient in ELA for grades 3 and 4 with a decline in 3rd grade from a 68% to 65% and in 4th grade from a 63% to 61%. In Math, there was a decrease in proficiency in grades 3 and 4. Grade 3 decreased from a 75% to 70% and 4th grade from 73%-65%.

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

The data components which demonstrated the lowest performance was 3rd grade ELA and 4th grade math. 3rd ELA proficiency declined by 3%. In 4th grade math, results demonstrated an 8% decline from 73% to 65%.
SWD population demonstrated the greatest need for improvement in ELA and Math as 30% of SWD students in 3rd grade demonstrating proficiency, in 4th grade 27% and 5th grade 18%.
The contributing factors to this need for improvement include the increase in enrollment and student services, new math standards, and the adoption of a new math curriculum. Our action is to increase staffing with additional ESE resource teachers and Instructional support teachers to allow for more

classroom support and feedback. The additional support staff will model best practices, plan with teachers weekly, and provide professional development to all staff to increase teacher capacity. Professional development will be focused on structured literacy, standards-based instruction, and data-driven instruction. Teachers will participate professional learning communities to collaboratively plan lessons focused on academic standards, data, interventions, and Multi-Tiered System of Supports (MTSS).

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.

According to the F.A.S.T data in PM 3 a gap at any grade level compared to the state average has not been indicated. Our results showed: In ELA, 3rd grade state average proficiency was 50% and Atwater 65%; 4th grade state average proficiency was 57% and Atwater 61%; 5th grade state average proficiency was 55% and Atwater 63%. In Math, 3rd grade state average proficiency was 59% and Atwater 70%; 4th grade state average proficiency was 61% and Atwater 65%; 5th grade state average proficiency was 55% and Atwater 57%.

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

The data component that showed the most improvement was in fifth grade science. According to the 2023 FSSA results, proficiency increased by 7% (57% to 63%) and 12% higher than the state average in 2023. Actions our school took in the area of science to improve proficiency include forming a science committee focused on increasing student engagement and created a scope and sequence of standards-aligned lessons for each grade level. In addition, teachers collaboratively planned using the district Science Inventory Assessment data to drive instruction, and utilized a science instructional coach to assist with planning, created resources and modeled intentional lessons based in areas of need identified by data.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data, two areas of concern include attendance and students with reading deficiencies.

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

Highest priority areas include: increasing proficiency in ELA and Math with students with disabilities, and increasing proficiency in ELA, Math, and Science at a Tier 1 level.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on Atwater's ESSA Data, the subgroup Students with Disabilities has been identified as Additional Targeted Support an Improvement area falling below the federal index (41%) with a 40% based on the 2021-2022 Florida Standards Assessment.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on the 2022-2023 data, by the end of the 2024 school year, there will be a minimum of 4% percentage points increase to the Federal Percent of Points Index for the subgroup Students with Disabilities, as measured by PM3 Florida Assessment of Student Thinking (F.A.S.T.).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

On-going progress monitoring data of students with IEPs by classroom teachers, ESE resource teachers, and ESE Liaison will be discussed at CPT/PLCs. Progress monitoring data will reviewed by administration. Regular data chats will be held to discuss strategic schedules and groupings of students to address student IEP goals, current deficit areas based on formative and summative assessments will be flexible to meet the needs of individual learning. Team and individual data chats will be held with administration to discuss student learning and growth. This includes FAST Progress Monitoring for ELA and Math 3x a year starting with the baseline in the Fall of 2023. In addition to the F.A.S.T, the leadership team will use walk through tools to ensure quality Tier I instruction in all areas for all students. Students within this ESSA group will be monitored for the need of intervention. Classroom walk-throughs will occur regularly and teachers will be given ongoing feedback and support by Instructional coaches and administration based on observations.

Person responsible for monitoring outcome:
Cynthia Thro (cynthia.thro@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ongoing collaboration between ESE teachers and general education teachers will occur weekly during PLCs and planning days to plan and monitor student learning. Ongoing progress monitoring will be shared with the Leadership Team to facilitate data chats and discussions during PLC. Professional Development opportunities will be provided with instructional strategies and differentiation in both ELA and Math. Focus will be placed on coaching and feedback for instructional staff and support staff who directly work with our Exceptional Student Population.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Instructional Support Teachers have been hired to support, teach and model standards-based systematic explicit instruction for our teachers. Additional staff will be aligned with struggling readers, they are able to target the needs of this ESSA group to ensure they are receiving additional interventions 2-4 times a week. Providing our teachers with opportunities to collaborate and participate in quality professional development opportunities will help them improve and refine their practice and Tier 1 instruction. Data chats with administration and Instructional Support Teachers will provide collaborative opportunities to discuss student needs and plan instruction.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continuous progress monitoring to facilitate discussions on student achievement and effective planning for Students With Disabilities.
Consistent Collaboration between ESE Teacher and Classroom Teacher within the inclusion model.
Coaching and modeling provided by Instructional Support Teachers. Align schedules and staff to ensure services occur outside of the students' core instructional times.

Person Responsible: Rene Pikula (rene.pikula@sarasotacountyschools.net)

By When: By May 2024.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Disruptive student behavior that results in student removal from class and/or resulting in suspension.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-2024 school year, the number of students receiving Office Discipline Referrals will decrease by 5%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monthly discipline data will be monitored by the PBIS Team and shared at our monthly staff and SAC meeting. Our Behavior Specialist will monitor students and develop Tier II and Tier III interventions to support students. Continuous review of on-going data during collaborative planning times, teacher-support team meetings, weekly SWST meetings and other relevant meeting times with all staff.

Person responsible for monitoring outcome:

Cynthia Thro (cynthia.thro@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Atwater Elementary is a PBIS (Positive Behavior Intervention School) which is an evidence-based three tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates learning environments where all children succeed. CHAMPS, a PBIS strategy, has been shown to increase student and teacher clarity about behavior expectations. Ongoing professional development on PBIS and CHAMPS provides opportunities for teachers to acquire necessary strategies for student engagement expectations.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Recognition, support, and positive reinforcement all help to encourage positive behavior in school on a regular basis. We meet all students where they are, and our students enter our school with various levels of readiness. Some require a great deal of teaching, modeling, reteaching, and reinforcement, and we have chosen strategies that can help all students improve, regardless of their starting point.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly PBIS meetings are held to support classroom teachers in their efforts to promote development and use of positive social skill choices.

Person Responsible: Michele Archer (michele.archer@sarasotacountyschools.net)

By When: By May 2024.

Continue CHAMPS implementation, provide CHAMPS training with new staff, and review behavior data to ensure progress towards this goal.

Person Responsible: Michele Archer (michele.archer@sarasotacountyschools.net)

By When: By May 2024.

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We reviewed our F.A.S.T PM3 data 63% of students across grade levels 3, 4, and 5 were considered proficient in ELA and 64% of students across grade levels 3, 4, and 5 were considered proficient in Math. There was no change in ELA from 2021-2022 to 2022-2023 school year. Math had a decrease from 68% in 2021-2022 to 64% in 2022-2023. This is a slight drop last year FSA Data. From this data, our focus areas need to be on using intentional planning framework that ensures high levels of student learning through the Professional Learning Communities model. Teams will collaborate and reflect on teaching practices to achieve high learning for all students. This will provide the opportunity for teams to analysis data and develop student intervention plans using research based materials. Each grade level team will have a common intervention block where they will be developing lessons to help decrease skill deficits, provide opportunities to reteach lessons, and enrich student learning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As measured by the FAST Progress Monitoring 3, there will be a 4% increase in the percentage of students proficient ELA as compared to 2022-2023 PM3 F.A.S,T data of 63%. In mathematics there will be a 4% increase from 64% in 2022-2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Will use the grade level progress monitoring spreadsheet, look at the growth within F.A.S.T. testing results, and grade level learning target assessments. Data will be reviewed regularly by the Instructional support team meetings and at weekly collaborative PLC meetings.

Person responsible for monitoring outcome:

Cynthia Thro (cynthia.thro@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The master schedule has been developed to include a grade level intervention block where teachers are collaborating and working together, using the PLC process, to implement evidence based interventions for small groups and individuals, targeted to student needs. Teachers will participate in full day and half day PLC days aimed at building knowledge best practices in ELA and Math instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Best practice instruction ensures that students are receiving lessons that are both rigorous and relevant. Through professional development, coaching, and modeling, teachers will deepen their understanding of standards based lesson planning and instructional delivery ensuring student progress and success to close or eliminate the achievement gap. Teacher clarity allows for the narrowing and focusing of activities, as well as, reinforces the gradual release of responsibility of learning from the teacher to the students so that students feel ownership of their learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All teachers will participate in quarterly data chats to determine next steps for instruction in the content areas. Students performing below level will be identified and tracked, referred to SWST as appropriate.

Person Responsible: Rene Pikula (rene.pikula@sarasotacountyschools.net)

By When: By May 2024.

Through the PLC process teachers will analyze data and create a plan of action to implement whole group and small group lessons that are standard based and geared to meeting all students learning needs.

Person Responsible: Yanel Morales (yanel.morales@sarasotacountyschools.net)

By When: By May 2024.

Use of the Instructional Support team to assist in planning purposeful, multisensory, interventions.

Person Responsible: Sarah Musgrove (sarah.musgrove@sarasotacountyschools.net)

By When: By May 2024.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding allocations will be reviewed and approved by the Leadership Team and the School Advisory Committee. Resources will be allocated to address early interventions and substantial reading deficiencies through utilizing the research-based phonics program (UFLI). Funds have been allocated for evidenced-based planning through professional learning communities. Funding for specialized instructional support personnel to support at a Tier 1 level providing coaching and modeling of highly effective teaching strategies for teachers and provide additional support for Tier 2 students.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Parents and families are regularly invited to attend School Advisory Council to formulate suggestions and to
participate as appropriate in decisions related to the education of all students at Atwater. If this Schoolwide
Improvement Plan is not satisfactory to parents or families they are encouraged to submit such comments
in writing so that the school can respond appropriately.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

At Atwater Elementary School we choose to create a community of learners that promotes a positive school
culture and environment. Through our Positive Behavior Support Program, our school-wide declaration and
H.E.A.R.T. expectations, we give our students the tools necessary to be successful members of our school
and the community. The PBIS committee is focused on promoting a positive culture with students, teachers,
staff and parents. Each grade level has a member who is represented on the PBIS committee. There is a
Title 1 Annual Meeting scheduled for parents and families to attend. All parents are
invited and encouraged to attend through timely notice in English, Spanish, and Ukrainian.
The purpose of the Title 1 Annual Meetings is to describe the school's participation in the Title 1, Part A
program and the rights of families to be involved. During the Title 1 Annual Meeting, information related to
curriculum, the State's challenging academic standards, local and state assessments including alternative
assessments, achievement levels, how to monitor progress, and parents right to know is provided.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Atwater plans to strengthen the academic program through the implementation of the evidence-based phonics program (UFLI) to improve the quality of learning in ELA, additional specialized support staff will be utilized to provide coaching and modeling at a Tier 1 level for all teachers and support Tier 2 students in ELA and Math, the science planning committee will develop a scope and sequence of engaging, hands-on learning opportunities to enrich the curriculum, and the implementation of an after-school program for fifth grade students in science (Little Doctors).

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Atwater's Parent Engagement Coordinator works with administrators and school staff to develop materials
and trainings designed to provide support to families in understanding academic standards and
assessments, monitoring student progress and how to work with teachers to improve student

achievement.
The Home School Liaison works closely with families to provide needed resources as well as support the home-school connection. Parents, business owners and community members participate on the SAC committee to provide input regarding important school decisions. Our PTO is actively involved in holing fun
family engagement nights to foster a sense of school spirit and connect the school to the families.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Atwater has 2 full time school counselors, 1 mental health provider, and 1 home-school liaison. We also have clubs and after school activities: Theater Club, Little Medical School, STEAM family engagement, and Color Guard.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Through our Positive Behavior Support Program, our school-wide declaration and H.E.A.R.T. expectations, we give our students the tools necessary to be successful members of our school and the community. We have incentives for positive behavior such as monthly incentives, quarterly celebration, and a school-wide incentive store where students are able to "purchase" rewards with the earned Starbucks for demonstrating H.E.A.R.T expectations.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Based on results from academic assessments, professional learning in the areas of: the Science of Reading, the PLC process, and behavior management techniques using Acting Right strategies will be used to improve instruction.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The 2023-24 school year will be the first year Atwater has implemented a Pre-K program.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
3	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	$0.00
		Total:	**$0.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No