



## Atwater Elementary

4701 HUNTSVILLE AVE, North Port, FL 34288

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
68%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
36%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

### School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

A team from Atwater participated in a District sponsored training titled Restorative Strategies. The intent of this professional development was to focus upon the building of community within our school and modeling for students how to develop a sense of empathy based upon the specific criteria; respect, responsibility, and relationships. This instructional initiative required that the participating team serve as school leaders to support the ongoing implementation of the strategies and to train additional teachers throughout the year. Atwater believes that the strongest connector to making students desire to do their best is to build upon social capital through participatory learning. Participatory learning has an interconnection between Atwater learning about the diverse cultures we serve and the building of those relationships.

The entire Atwater staff learned about Experiential Learning, Creating the Teachable Moments Through Adventure Based Team Building Initiatives. The focus of this professional development was to illustrate for staff, through active participation, what can be learned about students' personality traits, thinking skills, confidence levels, and leadership skills. This initiative allowed teachers to learn about how all of the aforementioned pieces should be brought together in a culminating event called debriefing so that students can learn about themselves, each other, as well as teachers learning about students.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The Sarasota County School Board and Atwater Elementary School prohibit the act of bullying on our campus. Any student who is found to be bullying others will be disciplined according to the Code of Student Conduct. An anonymous "Bully Reporting Box" is located outside of the Music room to aid in the reporting of possible bullying incidents.

In addition, Atwater has planned a series of family nights throughout the school year that will focus upon bringing staff, parents, students, and external agencies together to create greater awareness about internet safety, bullying, social media, as personal safety while living within the surrounding community.

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



Through a series of collaborative work sessions over the summer, our Positive Behavior Support Team created systematic mechanisms for implementation into the 2014/2015 school year. These mechanisms were presented to each staff member, and are routinely revisited to ensure adherence and understanding.

In addition, our school has provided explicit instruction to students regarding our H.E.A.R.T. Expectations, including but not limited to how each characteristic is defined, what it should and should not look like when applied to real world situations, and the reinforcements utilized by all staff to recognize students illustrating these traits throughout the day. For example, we have 'Starbucks' students can receive, monthly All-Star of the Month ceremonies, quarterly grade level celebrations, and ongoing Shining Star events for each grade level.

In conjunction with the explicit teaching of expectations, all staff have been trained to utilize our newly created Atwater Classroom Behavior Intervention Report. In order to maintain the most efficient lines of communication for the best interest of students, the Atwater Response Team receives email communications from teachers who have completed the aforementioned form. Thereafter, a member responds to the student and teacher for follow-up.

Atwater has also implemented a proactive approach through the assignment of qualified personnel to perform 'check-ins' twice a day with each classroom teacher in order to form relationships with students and develop interventions for targeted students displaying behaviors of concern. Data collection and documentation is also an integral part of this process.

Also, all of Atwater's staff has received CPI (Crisis Prevention Institute) professional development which deals with the diverse situations staff may encounter with students and how to deescalate these potentially volatile situations using verbal techniques and establishing therapeutic rapport.

### **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. These services chosen for individual students are based upon collaborative conversation 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 program
- Atwater has contracted with an outside agency, Charlotte Behavioral Health Care for mental health care services
- Ripple Effects

### **Early Warning Systems**

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

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

Our early warning system includes progress monitoring, an incorporated component of the CPT process, SWST, information generated from parents, intervention progress through the Student Support Team, CBHC (Charlotte Behavioral Health Care), FBA/BIPs, and behavioral data.

### **Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

### Family and Community Involvement

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/53579>.

#### **Description**

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

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

Based upon student achievement data, input from parent conferences, information gathered from the city council, and staff feedback, Atwater is working in conjunction with the All Faiths Food Bank to maintain a semi-monthly food pantry, the North Port Kiwanis Club to provide students apparel and footwear, the North Port Rotary Club to ensure each student in fourth grade receives a dictionary, and the Schoolhouse Link, THE SARASOTA Y to assist families secure necessary school registration documents, housing, transportation, housing, free breakfast, lunch, and school uniforms.

### Effective Leadership

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

#### School Leadership Team

##### Membership

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

Name	Title
Hutchinson, Kirk	Principal

### Duties

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

Kirk Hutchinson, Principal  
Jody Long, Assistant Principal  
Victoria Stonestreet, School Counselor and MTSS Facilitator  
Amber Luke, ESE Liaison  
Marnie Eckerd, Title I Teacher  
Ben Muster, School Psychologist  
Sindy Hark, School Social Worker  
Sande Coward, ESOL Liaison  
Tom Laird, Truancy Officer  
Brooke Raider, School Counselor/Home School Liaison and Parent Involvement Chair  
Brandy Castaneda, SLP

**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 every Thursday to discuss individual students and their progress towards master 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 Rtl Team meet with grade level teams to discuss students' progress. The Rtl 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 programs, our Title 1 dollars are used to contract additional staff who provide our students with supplemental instruction. Our Parent Involvement funds are used to establish parent conference nights and provide parent training and family involvement events. Our school stresses ongoing professional development for our staff. As such, we use our professional development dollars to provide our staff with additional training in a number of areas that support student growth and achievement in all educational and social/emotional areas.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Kirk Hutchinson	Principal
Susan Lord	Business/Community
Stephen Lord	Teacher
Maje Gerner	Education Support Employee
Lyndsey Mosher	Teacher
Laura Giraldo	Teacher
Jennifer Johnson	Teacher
Marina Lamela	Teacher
Jermaine Andrews	Teacher
Marnie Eckerd	Teacher
Joy Ramirez	Parent

### Duties

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

*Evaluation of last year's school improvement plan*

Atwater's SAC is responsible for the review and comparison of the intended outcomes developed on the previous year's SIP and the results. Thereafter, SAC is charged with providing input into the current year's SIP development and the ongoing review of our progress towards the goals outlined within. In addition, SAC shall monitor students' and the school's progress in attaining goals and evaluate the appropriateness of the indicators of student progress and strategies and evaluation procedures which are selected to measure student performance.

*Development of this school improvement plan*

The SAC is responsible for the approval of our SIP and the ongoing review of our progress towards its goals. SAC also define adequate progress for each school goal and for the overall school improvement plan when defining adequate progress for school goals; negotiate the definition of adequate progress with the School Board; and notify and request assistance from the School Board when the school fails to make adequate progress on the overall plan.

*Preparation of the school's annual budget and plan*

SAC provides input on the school's annual budget and the use of school improvement funds to assist in the preparation of the school budget.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

School improvement funds will be used to provide enrichment opportunities for our students.

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

Yes

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

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

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hutchinson, Kirk	Principal

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The major initiatives of the LLT this year will be to increase the effectiveness of our intervention programs and to increase the overall proficiency of our students. Duties include:

Kirk Hutchinson, Principal

Jody Long, Assistant Principal

Victoria Stonestreet, School Counselor and MTSS Facilitator

Amber Luke, ESE Liaison

Marnie Eckerd, Title I Teacher

Brandie Whitaker, Title I Teacher

Sandee Coward, ESOL Liaison

Tina Blashinsky, Title I Teacher

Brooke Raider, School Counselor/Home School Liaison and Parent Involvement Chair

Brandy Castaneda, SLP

Ryan McConnell, ESE Behavior Specialist

Rick Taylor, Title I Teacher

## Public and Collaborative Teaching

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

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Our grade level teams participate within the Collaborate Planning Process on a weekly basis.

Approximately four times throughout the year teachers are provided an entire school day to review data, plan daily instruction, interventions, and learning extension activities. In addition, teachers are compensated for biweekly meetings after school to craft long-range instructional plans with an emphasis upon the Florida, unpacked, and deconstructed standards as well as assessments, formative and summative, DOK, resources, and mathematical practices.

A targeted population of ESE teachers and support staff are also provided a compensated opportunity to participate in Trans-D; professional development that is ongoing and grounded in presenting needs. This group led by District staff sustains three primary functions; collaborative problem solving, cross training of school-based educators working with target populations, and the development and implementation of collaboratively created team strategies.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Our school implements the Sarasota County Induction Program (SCIP) to support and maintain teachers new to our District. We also provide ongoing professional development for our staff as well as regular feedback regarding their progress towards their professional development goals. The individuals responsible for this are the school administrators and the SCIP Mentors.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Our school implements the Sarasota County Induction Program (SCIP) to support and maintain teachers new to our District. The teachers selected to serve as mentors have completed District requirements and have been selected based on their specific backgrounds and skill-sets. The mentoring activities are those specified in the SCIP.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Through coordination and collaboration between staff members and District personnel as well as ongoing use of the District provided IFGs, Instructional Focus Guides.

#### Instructional Strategies

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

Our Leadership Team meets weekly to discuss overall trends and individual students in relationship to the progress towards mastery of learning goals. Multiple forms of data are triangulated to ensure an accurate depiction of student needs. This multi-disciplinary team is responsible for aligning the needs of the students to the interventions and instruction. The members of the Student Support Team meet with grade level teams to discuss students' progress and the implementation of approved, research-based intervention plans.

In addition, specific students, based upon set entry criteria are extended an invitation to participate in the All-Star Academy Tutorial Program which extends learning opportunities based upon specific student needs.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 18,000

Our school conducts an after-school program that targets those students who scored a Level 2 on the prior year's FCAT, FAIR data, iReady diagnostic data, and ongoing progress monitoring data. This program targets students in grades 3-5.

**Strategy Rationale**

Through the review of student performance data and collaboration between staff, specific areas of difficulty can be determined and targeted instruction can be delivered to students in a small group setting, hence addressing the learning needs of the participating students.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Hutchinson, Kirk, kirk.hutchinson@sarasotacountyschools.net

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

The student data for this program will be obtained from classroom formative and summative assessments as well as iReady Data Reports.

**Student Transition and Readiness**

**PreK-12 Transition**

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

**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 some topics to begin discussing and working on with their children. This gives the families a brief overview of Kindergarten and helps the families become familiar with the rigor of our program. We also have an orientation during the summer that allows the students to take a tour of the school and for parents to have their questions answered. 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). The analysis of this data helps us determine the initial programming for our incoming students.

**College and Career Readiness**

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

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

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

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



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** By the year 2015, there will be at least a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency.
- G2.** By the year 2015, our school's overall learning gains in reading will increase by a minimum of four percentage points.
- G3.** By the year 2015, our school's overall learning gains in mathematics will increase by a minimum of four percentage points.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** By the year 2015, there will be at least a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. **1a**

G037937

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	67.0
AMO Math - African American	54.0
AMO Math - ED	63.0
AMO Math - ELL	59.0
AMO Math - Hispanic	59.0
AMO Math - SWD	58.0
AMO Math - White	71.0
AMO Reading - All Students	76.0
AMO Reading - African American	67.0
AMO Reading - ED	74.0
AMO Reading - ELL	62.0
AMO Reading - Hispanic	67.0
AMO Reading - SWD	53.0
AMO Reading - White	80.0
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** **2**

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

**Targeted Barriers to Achieving the Goal** **3**

- Lack of familiarity with the new FL, Deconstructed, and Unpacked Standards as well as the IFG (Instructional Focus Guides).
- Limited time to provide interventions.
- Limited differentiated lessons to address multiple learning styles and student performance levels.
- Staff/families with limited knowledge of effective instructional strategies for ELLs.
- Multi-age and multi-level ESE classrooms.
- Staff with limited knowledge of effective instructional strategies for children from families that are economically disadvantaged.
- Students' limited background knowledge of cultural/global events/happenings.
- Need for increased rigor in our current instructional strategies.

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

Student Progress Monitoring Data  
CELLA Results  
IPT Data

**Person Responsible**

Kirk Hutchinson

**Schedule**

Monthly, from 8/18/2014 to 5/25/2015

**Evidence of Completion**

Regular review of student data including FAIR, classroom assessments, District Benchmark Assessments, and iReady.

**G2.** By the year 2015, our school's overall learning gains in reading will increase by a minimum of four percentage points. 1a

G052948

**Targets Supported 1b**

Indicator	Annual Target
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	74.0

**Resources Available to Support the Goal 2**

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

**Targeted Barriers to Achieving the Goal 3**

- Need for increased rigor in our current instructional strategies.
- Limited differentiated lessons to address multiple learning styles and student performance levels.

**Plan to Monitor Progress Toward G2. 8**

Student Progress Monitoring Data

**Person Responsible**

Kirk Hutchinson

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Regular review of student data including FAIR, classroom assessments, District Benchmark Assessments, and iReady.

**G3.** By the year 2015, our school's overall learning gains in mathematics will increase by a minimum of four percentage points. **1a**

G052949

**Targets Supported** **1b**

Indicator	Annual Target
Math Gains	70.0
Math Lowest 25% Gains	77.0

**Resources Available to Support the Goal** **2**

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

**Targeted Barriers to Achieving the Goal** **3**

- Need for increased rigor in our current instructional strategies.
- Limited differentiated lessons to address multiple learning styles and student performance levels.

**Plan to Monitor Progress Toward G3.** **8**

Student Progress Monitoring Data

**Person Responsible**

Jody Long

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Regular review of student data including FAIR, classroom assessments, District Benchmark Assessments, and iReady.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

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

**G1.** By the year 2015, there will be at least a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. **1**

 G037937

**G1.B1** Lack of familiarity with the new FL, Deconstructed, and Unpacked Standards as well as the IFG (Instructional Focus Guides). **2**

 B091221

**G1.B1.S1** Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus guides. **4**

 S102105

### Strategy Rationale

The greater amount of time teachers have to collaborate and participate in professional development with the FL, Deconstructed, and Unpacked Standards will assist with increasing their knowledge base regarding how to most effectively meet the needs of students.

### Action Step 1 **5**

Use of collaborative planning team recording sheets and completeness of lesson plans and long-range planning guides. Progress monitoring discussion during collaborative planning times and student data chats. CPT Action Plans showing teachers collaborative reviewing progress monitoring data.

#### Person Responsible

Kirk Hutchinson

#### Schedule

Weekly, from 8/18/2014 to 5/25/2015

#### Evidence of Completion

Appropriate documentation of lessons and interventions demonstrating student growth (FAIR, curriculum assessments, iReady, MTSS Documentation), and PRIDE observations and evaluations.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Collaborative Planning Notes and LLT/Data Chat Discussions

**Person Responsible**

Kirk Hutchinson

**Schedule**

Weekly, from 8/18/2014 to 5/25/2015

***Evidence of Completion***

CPT Minutes, LLT Minutes, and Data Chat Notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Progress Monitoring Data

**Person Responsible**

Kirk Hutchinson


**Schedule**

Biweekly, from 8/18/2014 to 5/25/2015


***Evidence of Completion***

PM Data and Data Chat/LLT Meeting Minutes

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

 B091222

**G1.B2.S1** Provide strategic interventions during the school day with support staff and in after-school academic enrichment programs. 4

 S102106

**Strategy Rationale**

Through the triangulation of data, specific areas of difficulty can be identified and the aforementioned strategy can be employed to scaffold learning.

**Action Step 1** 5

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

**Person Responsible**

Kirk Hutchinson

**Schedule**

***Evidence of Completion***

Appropriate documentation of lessons and interventions demonstrating student growth (FAIR, Curriculum Assessments, iReady, MTSS Documentation), and PRIDE observations and evaluations.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Collaborative Planning Notes and LLT/Data Chat Discussions

**Person Responsible**

Kirk Hutchinson

**Schedule**

***Evidence of Completion***

CPT Minutes, LLT Minutes, and Data Chat Notes

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Progress Monitoring Data

**Person Responsible**


Kirk Hutchinson

**Schedule**

***Evidence of Completion***

PM Data and Data Chat/LLT Meeting Minutes

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

 B091223

**G1.B3.S1** Implement differentiated instruction to address the multiple learning styles/modalities and instructional levels of the students. Use learning style and interest surveys as appropriate. Use formative and summative data to identify student needs. 4

 S102107

**Strategy Rationale**

In order to best meet the needs of all learners, a variation in instructional delivery and resources must be utilized. The data collection ensures the learning goals and objectives are accurate for each student.

**Action Step 1** 5

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.

**Person Responsible**

Kirk Hutchinson

**Schedule**

***Evidence of Completion***

Lesson plans and classroom lessons



**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Classroom Visit Tracking Document

**Person Responsible**

Kirk Hutchinson

**Schedule**

***Evidence of Completion***

Completion of classroom visit log

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Progress Monitoring Data

**Person Responsible**


Kirk Hutchinson

**Schedule**


***Evidence of Completion***

PM Data and Data Chat/LLT Meeting Minutes

**G1.B4** Staff/families with limited knowledge of effective instructional strategies for ELLs. 2

 B091224

**G1.B4.S1** Provide professional development and resources for staff and families for effective instructional strategies for ELL students. 4

 S102108

**Strategy Rationale**

The greater the knowledge base regarding strategies for ELL learners will increase the ability to meet the needs of ELL students including identifying learning barriers such as English language acquisition.

**Action Step 1** 5

Staff taking ESOL professional development and number of family nights offered to help our ELL families.

**Person Responsible**

Jody Long

**Schedule**

***Evidence of Completion***

Percent of staff who are in compliance with state ESOL requirements and the number of ELL families who attend our Family Resource Nights, as well as student achievement as recorded by our progress monitoring spreadsheets.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Number of staff taking ESOL professional development and number of family nights offered to help our ELL families.

**Person Responsible**

Jody Long

**Schedule**

***Evidence of Completion***

Number of staff taking ESOL professional development and number of ESOL families participating in our family night.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Progress Monitoring Data  
IPT Data  
CELLA Results

**Person Responsible**


Jody Long

**Schedule**


***Evidence of Completion***

PM Data and Data Chat/LLT/Parent Involvement Meeting Minutes

**G1.B5 Multi-age and multi-level ESE classrooms. 2**

 B091225

**G1.B5.S1** Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students. Provide ESE support in accordance with IEP goals and accommodations in all school settings. 4

 S102109

**Strategy Rationale**

In order to best meet the needs of our students, teachers will vary instructional delivery as well as instructional location.

**Action Step 1 5**

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. ESE students are scheduled in the regular education classroom as appropriate.

**Person Responsible**

Jody Long

**Schedule**

***Evidence of Completion***

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

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Collaborative Planning Notes and LLT/Data Chat Discussions

**Person Responsible**

Jody Long

**Schedule**

***Evidence of Completion***

CPT Minutes, LLT Minutes, and Data Chat Notes

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Progress Monitoring Data

**Person Responsible**


Jody Long

**Schedule**


***Evidence of Completion***

PM Data and Data Chat/LLT Meeting Minutes

**G1.B6** Staff with limited knowledge of effective instructional strategies for children from families that are economically disadvantaged. **2**

 B091226

**G1.B6.S1** Provide professional development and resources to staff and parents from families that are economically disadvantaged. **4**

 S102110

### **Strategy Rationale**

Increase awareness about the challenges being economically disadvantaged has upon students and the learning environment, and provide necessary resources to assist with eliminating this barrier.

### **Action Step 1** **5**

Staff participating in professional development and long-range planning on best practices for working with children from families that are economically disadvantaged.

#### **Person Responsible**

Kirk Hutchinson

#### **Schedule**

Biweekly, from 8/18/2014 to 5/25/2015

#### **Evidence of Completion**

Percent of staff that are taking professional development pertaining to the instructional strategies for children that come from families that are economically disadvantaged.

### **Plan to Monitor Fidelity of Implementation of G1.B6.S1** **6**

Professional Development opportunities relating to increasing student achievement in students who come from economically disadvantaged homes.

#### **Person Responsible**

Kirk Hutchinson

#### **Schedule**

#### **Evidence of Completion**

Agendas and sign-in sheets from the PD sessions

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Progress Monitoring Data

**Person Responsible**


Kirk Hutchinson

**Schedule**

***Evidence of Completion***

PM Data and Data Chat/LLT Meeting Minutes

**G1.B7** Students' limited background knowledge of cultural/global events/happenings. 2

 B091227

**G1.B7.S1** Provide our students with enriching cultural experiences through field trips, virtual assemblies, presentations, guest speakers, and cultural opportunities. 4

 S102111

**Strategy Rationale**

Building background knowledge and creating opportunities for exposure to real-world events creates the conduit to create connections between learning and past experiences.

**Action Step 1** 5

Provide events, field trips, presentations, and guest speakers.

**Person Responsible**

Jody Long

**Schedule**

***Evidence of Completion***

The number of participants engaged in events during and after school, as well as field trips. Our progress monitoring data should show a positive correlation between the activities and student achievement.

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

Number and schedule of enrichment events and opportunities

**Person Responsible**

Jody Long

**Schedule**

***Evidence of Completion***

Schedule, participant rosters

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1** 7

Progress Monitoring Data

**Person Responsible**


Jody Long

**Schedule**


***Evidence of Completion***

PM Data and Data Chat/LLT Meeting Minutes

**G1.B8** Need for increased rigor in our current instructional strategies. 2

 B091228

**G1.B8.S1** Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students and to provide an increased level of rigor in student learning. Provide continued professional development pertaining to the FSA and Webb's Depth of Knowledge. 4

 S102112

**Strategy Rationale**

Through the increase of rigorous instruction, as acquired by professional development opportunities, teachers will be able to create enriching and meaningful learning activities for students that are relevant and can be applied throughout the disciplines.

**Action Step 1** 5

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons show an increased level of rigor. Collaborative planning sessions address rigor and complexity of lessons.

**Person Responsible**

Jody Long

**Schedule**

***Evidence of Completion***

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

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

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

**Person Responsible**

Jody Long

**Schedule**

***Evidence of Completion***

CPT Minutes, LLT Minutes, and Data Chat Notes



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

Progress Monitoring Data

**Person Responsible**

Jody Long

**Schedule**

**Evidence of Completion**

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


**G2.** By the year 2015, our school's overall learning gains in reading will increase by a minimum of four percentage points. 1

 G052948

**G2.B1** Need for increased rigor in our current instructional strategies. 2

 B133376

**G2.B1.S1** Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students and to provide an increased level of rigor in student learning. Provide continued professional development pertaining to the FSA and Webb's Depth of Knowledge. 4

 S145266

**Strategy Rationale**

Through the increase of rigorous instruction, as acquired by professional development opportunities, teachers will be able to create enriching and meaningful learning activities for students that are relevant and can be applied throughout the disciplines.

**Action Step 1 5**

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons show an increased level of rigor. Collaborative planning sessions address rigor and complexity of lessons.

**Person Responsible**

Jody Long

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

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

**Person Responsible**

Jody Long

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

CPT Minutes, LLT Minutes, and Data Chat Notes

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Progress Monitoring Data

**Person Responsible**

Jody Long

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

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

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

B133381

**G2.B5.S1** Implement differentiated instruction to address the multiple learning styles/modalities and instructional levels of the students. Use learning style and interest surveys as appropriate. Use formative and summative data to identify student needs. 4

S145267

**Strategy Rationale**

In order to best meet the needs of all learners, a variation in instructional delivery and resources must be utilized. The data collection ensures the learning goals and objectives are accurate for each student.

**Action Step 1** 5

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.

**Person Responsible**

Kirk Hutchinson

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Lesson plans and classroom lessons

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

Classroom Visit Tracking Document

**Person Responsible**

Kirk Hutchinson

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Completion of classroom visit log

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

Progress Monitoring Data

**Person Responsible**

Kirk Hutchinson

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015


**Evidence of Completion**

PM Data and Data Chat/LLT Meeting Minutes


**G3.** By the year 2015, our school's overall learning gains in mathematics will increase by a minimum of four percentage points. 1

 G052949

**G3.B2** Need for increased rigor in our current instructional strategies. 2

 B133384

**G3.B2.S1** Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students and to provide an increased level of rigor in student learning. Provide continued professional development pertaining to the FSA and Webb's Depth of Knowledge. 4

 S145268

**Strategy Rationale**

Through the increase of rigorous instruction, as acquired by professional development opportunities, teachers will be able to create enriching and meaningful learning activities for students that are relevant and can be applied throughout the disciplines.

**Action Step 1 5**

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons show an increased level of rigor. Collaborative planning sessions address rigor and complexity of lessons.

**Person Responsible**

Jody Long

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

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

**Person Responsible**

Jody Long

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

CPT Minutes, LLT Minutes, and Data Chat Notes

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Progress Monitoring Data

**Person Responsible**

Jody Long

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

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

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

B133386

**G3.B4.S1** Implement differentiated instruction to address the multiple learning styles/modalities and instructional levels of the students. Use learning style and interest surveys as appropriate. Use formative and summative data to identify student needs. 4

S145269

**Strategy Rationale**

In order to best meet the needs of all learners, a variation in instructional delivery and resources must be utilized. The data collection ensures the learning goals and objectives are accurate for each student.

**Action Step 1** 5

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.

**Person Responsible**

Kirk Hutchinson

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Lesson plans and classroom lessons

**Plan to Monitor Fidelity of Implementation of G3.B4.S1** 6

Classroom Visit Tracking Document

**Person Responsible**

Kirk Hutchinson

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Completion of classroom visit log

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7**

Progress Monitoring Data

**Person Responsible**

Kirk Hutchinson

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

PM Data and Data Chat/LLT Meeting Minutes

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Use of collaborative planning team recording sheets and completeness of lesson plans and long-range planning guides. Progress monitoring discussion during collaborative planning times and student data chats. CPT Action Plans showing teachers collaborative reviewing progress monitoring data.	Hutchinson, Kirk	8/18/2014	Appropriate documentation of lessons and interventions demonstrating student growth (FAIR, curriculum assessments, iReady, MTSS Documentation), and PRIDE observations and evaluations.	5/25/2015 weekly
G1.B2.S1.A1	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.	Hutchinson, Kirk	Appropriate documentation of lessons and interventions demonstrating student growth (FAIR, Curriculum Assessments, iReady, MTSS Documentation), and PRIDE observations and evaluations.	weekly	
G1.B3.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Hutchinson, Kirk	Lesson plans and classroom lessons	one-time	
G1.B4.S1.A1	Staff taking ESOL professional development and number of family nights offered to help our ELL families.	Long, Jody	Percent of staff who are in compliance with state ESOL requirements and the number of ELL families who attend our Family Resource Nights, as well as student	one-time	

Sarasota - 1241 - Atwater Elementary - 2014-15 SIP  
Atwater Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			achievement as recorded by our progress monitoring spreadsheets.		
G1.B5.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. ESE students are scheduled in the regular education classroom as appropriate.	Long, Jody	Classroom visit logs and observation data on frequency of differentiated instruction/ lesson plans and PRIDE observations and evaluations.	one-time	
G1.B6.S1.A1	Staff participating in professional development and long-range planning on best practices for working with children from families that are economically disadvantaged.	Hutchinson, Kirk	8/18/2014	Percent of staff that are taking professional development pertaining to the instructional strategies for children that come from families that are economically disadvantaged.	5/25/2015 biweekly
G1.B7.S1.A1	Provide events, field trips, presentations, and guest speakers.	Long, Jody	The number of participants engaged in events during and after school, as well as field trips. Our progress monitoring data should show a positive correlation between the activities and student achievement.	one-time	
G1.B8.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons show an increased level of rigor. Collaborative planning sessions address rigor and complexity of lessons.	Long, Jody	Classroom visit logs and observation data on frequency of differentiated instruction/ lesson plans, and PRIDE observations and evaluations.	one-time	
G2.B1.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons show an increased level of rigor. Collaborative planning sessions address rigor and complexity of lessons.	Long, Jody	8/18/2014	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.	5/29/2015 weekly
G2.B5.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Hutchinson, Kirk	8/18/2014	Lesson plans and classroom lessons	5/29/2015 weekly
G3.B2.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons show an increased level of	Long, Jody	8/18/2014	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.	5/29/2015 weekly



**Sarasota - 1241 - Atwater Elementary - 2014-15 SIP**  
Atwater Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	rigor. Collaborative planning sessions address rigor and complexity of lessons.				
G3.B4.S1.A1	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Hutchinson, Kirk	8/18/2014	Lesson plans and classroom lessons	5/29/2015 weekly
G1.MA1	Student Progress Monitoring Data CELLA Results IPT Data	Hutchinson, Kirk	8/18/2014	Regular review of student data including FAIR, classroom assessments, District Benchmark Assessments, and iReady.	5/25/2015 monthly
G1.B1.S1.MA1	Progress Monitoring Data	Hutchinson, Kirk	8/18/2014	PM Data and Data Chat/LLT Meeting Minutes	5/25/2015 biweekly
G1.B1.S1.MA1	Collaborative Planning Notes and LLT/ Data Chat Discussions	Hutchinson, Kirk	8/18/2014	CPT Minutes, LLT Minutes, and Data Chat Notes	5/25/2015 weekly
G1.B2.S1.MA1	Progress Monitoring Data	Hutchinson, Kirk	PM Data and Data Chat/LLT Meeting Minutes	one-time	
G1.B2.S1.MA1	Collaborative Planning Notes and LLT/ Data Chat Discussions	Hutchinson, Kirk	CPT Minutes, LLT Minutes, and Data Chat Notes	one-time	
G1.B3.S1.MA1	Progress Monitoring Data	Hutchinson, Kirk	PM Data and Data Chat/LLT Meeting Minutes	one-time	
G1.B3.S1.MA1	Classroom Visit Tracking Document	Hutchinson, Kirk	Completion of classroom visit log	one-time	
G1.B4.S1.MA1	Progress Monitoring Data IPT Data CELLA Results	Long, Jody	PM Data and Data Chat/LLT/ Parent Involvement Meeting Minutes	one-time	
G1.B4.S1.MA1	Number of staff taking ESOL professional development and number of family nights offered to help our ELL families.	Long, Jody	Number of staff taking ESOL professional development and number of ESOL families participating in our family night.	one-time	
G1.B5.S1.MA1	Progress Monitoring Data	Long, Jody	PM Data and Data Chat/LLT Meeting Minutes	one-time	
G1.B5.S1.MA1	Collaborative Planning Notes and LLT/ Data Chat Discussions	Long, Jody	CPT Minutes, LLT Minutes, and Data Chat Notes	one-time	
G1.B6.S1.MA1	Progress Monitoring Data	Hutchinson, Kirk	PM Data and Data Chat/LLT Meeting Minutes	one-time	
G1.B6.S1.MA1	Professional Development opportunities relating to increasing student achievement in students who come from economically disadvantaged homes.	Hutchinson, Kirk	Agendas and sign-in sheets from the PD sessions	one-time	
G1.B7.S1.MA1	Progress Monitoring Data	Long, Jody	PM Data and Data Chat/LLT Meeting Minutes	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B7.S1.MA1	Number and schedule of enrichment events and opportunities	Long, Jody	Schedule, participant rosters	one-time	
G1.B8.S1.MA1	Progress Monitoring Data	Long, Jody	PM Data and Data Chat/LLT Meeting Minutes, PD survey responses	one-time	
G1.B8.S1.MA1	Collaborative Planning Notes and LLT/ Data Chat Discussions, and professional development participation	Long, Jody	CPT Minutes, LLT Minutes, and Data Chat Notes	one-time	
G2.MA1	Student Progress Monitoring Data	Hutchinson, Kirk	8/18/2014	Regular review of student data including FAIR, classroom assessments, District Benchmark Assessments, and iReady.	5/29/2015 monthly
G2.B1.S1.MA1	Progress Monitoring Data	Long, Jody	8/18/2014	PM Data and Data Chat/LLT Meeting Minutes, PD survey responses	5/29/2015 monthly
G2.B1.S1.MA1	Collaborative Planning Notes and LLT/ Data Chat Discussions, and professional development participation	Long, Jody	8/18/2014	CPT Minutes, LLT Minutes, and Data Chat Notes	5/29/2015 weekly
G2.B5.S1.MA1	Progress Monitoring Data	Hutchinson, Kirk	8/18/2014	PM Data and Data Chat/LLT Meeting Minutes	5/29/2015 monthly
G2.B5.S1.MA1	Classroom Visit Tracking Document	Hutchinson, Kirk	8/18/2014	Completion of classroom visit log	5/29/2015 weekly
G3.MA1	Student Progress Monitoring Data	Long, Jody	8/18/2014	Regular review of student data including FAIR, classroom assessments, District Benchmark Assessments, and iReady.	5/29/2015 monthly
G3.B2.S1.MA1	Progress Monitoring Data	Long, Jody	8/18/2014	PM Data and Data Chat/LLT Meeting Minutes, PD survey responses	5/29/2015 monthly
G3.B2.S1.MA1	Collaborative Planning Notes and LLT/ Data Chat Discussions, and professional development participation	Long, Jody	8/18/2014	CPT Minutes, LLT Minutes, and Data Chat Notes	5/29/2015 weekly
G3.B4.S1.MA1	Progress Monitoring Data	Hutchinson, Kirk	8/18/2014	PM Data and Data Chat/LLT Meeting Minutes	5/29/2015 monthly
G3.B4.S1.MA1	Classroom Visit Tracking Document	Hutchinson, Kirk	8/18/2014	Completion of classroom visit log	5/29/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** By the year 2015, there will be at least a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency.

**G1.B1** Lack of familiarity with the new FL, Deconstructed, and Unpacked Standards as well as the IFG (Instructional Focus Guides).

**G1.B1.S1** Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus guides.

### **PD Opportunity 1**

Use of collaborative planning team recording sheets and completeness of lesson plans and long-range planning guides. Progress monitoring discussion during collaborative planning times and student data chats. CPT Action Plans showing teachers collaborative reviewing progress monitoring data.

#### **Facilitator**

Curriculum Leaders

#### **Participants**

Classroom Teachers

#### **Schedule**

Weekly, from 8/18/2014 to 5/25/2015

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

**G1.B2.S1** Provide strategic interventions during the school day with support staff and in after-school academic enrichment programs.

**PD Opportunity 1**

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

**Facilitator**

School Administration and Curriculum Leaders

**Participants**

Instructional Staff

**Schedule**

**G1.B4** Staff/families with limited knowledge of effective instructional strategies for ELLs.

**G1.B4.S1** Provide professional development and resources for staff and families for effective instructional strategies for ELL students.

**PD Opportunity 1**

Staff taking ESOL professional development and number of family nights offered to help our ELL families.

**Facilitator**

ESOL Liaison and Parent Involvement Committee

**Participants**

Classroom Teachers and School Families

**Schedule**

**G1.B6** Staff with limited knowledge of effective instructional strategies for children from families that are economically disadvantaged.

**G1.B6.S1** Provide professional development and resources to staff and parents from families that are economically disadvantaged.

**PD Opportunity 1**

Staff participating in professional development and long-range planning on best practices for working with children from families that are economically disadvantaged.

**Facilitator**

School Administration and Curriculum Leaders

**Participants**

Instructional Staff

**Schedule**

Biweekly, from 8/18/2014 to 5/25/2015

**G1.B8** Need for increased rigor in our current instructional strategies.

**G1.B8.S1** Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students and to provide an increased level of rigor in student learning. Provide continued professional development pertaining to the FSA and Webb's Depth of Knowledge.

**PD Opportunity 1**

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons show an increased level of rigor. Collaborative planning sessions address rigor and complexity of lessons.

**Facilitator**

Administration

**Participants**

Instructional Staff

**Schedule**

**G2.** By the year 2015, our school's overall learning gains in reading will increase by a minimum of four percentage points.

**G2.B1** Need for increased rigor in our current instructional strategies.

**G2.B1.S1** Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students and to provide an increased level of rigor in student learning. Provide continued professional development pertaining to the FSA and Webb's Depth of Knowledge.

**PD Opportunity 1**

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons show an increased level of rigor. Collaborative planning sessions address rigor and complexity of lessons.

**Facilitator**

Administration

**Participants**

Instructional Staff

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**G3.** By the year 2015, our school's overall learning gains in mathematics will increase by a minimum of four percentage points.

**G3.B2** Need for increased rigor in our current instructional strategies.

**G3.B2.S1** Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students and to provide an increased level of rigor in student learning. Provide continued professional development pertaining to the FSA and Webb's Depth of Knowledge.

**PD Opportunity 1**

Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons show an increased level of rigor. Collaborative planning sessions address rigor and complexity of lessons.

**Facilitator**

Administration

**Participants**

Instructional Staff

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> By the year 2015, there will be at least a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency.	135,000
<b>Goal 2:</b> By the year 2015, our school's overall learning gains in reading will increase by a minimum of four percentage points.	40,000
<b>Goal 3:</b> By the year 2015, our school's overall learning gains in mathematics will increase by a minimum of four percentage points.	40,000
<b>Grand Total</b>	<b>215,000</b>

### Goal 1: By the year 2015, there will be at least a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency.

Description	Source	Total
<b>B1.S1.A1</b>	Title I Part A	40,000
<b>B2.S1.A1</b>	Title I Part A	40,000
<b>B4.S1.A1</b>	Title I Part A	6,000
<b>B6.S1.A1</b> - Funding shared with Barrier 4	Title I Part A	6,000
<b>B7.S1.A1</b>	Title I Part A	3,000
<b>B8.S1.A1</b> - Funding shared with Barrier 1	Title I Part A	40,000
<b>Total Goal 1</b>		<b>135,000</b>

### Goal 2: By the year 2015, our school's overall learning gains in reading will increase by a minimum of four percentage points.

Description	Source	Total
<b>B1.S1.A1</b> - Funding shared with Barrier 1	Title I Part A	40,000
<b>Total Goal 2</b>		<b>40,000</b>

### Goal 3: By the year 2015, our school's overall learning gains in mathematics will increase by a minimum of four percentage points.

Description	Source	Total
<b>B2.S1.A1</b> - Funding shared with Barrier 1	Title I Part A	40,000
<b>Total Goal 3</b>		<b>40,000</b>