



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Cranberry Elementary School  
2775 SHALIMAR TER  
North Port, FL 34286  
941-480-3400  
[www.sarasotacountyschools.net/cranberry](http://www.sarasotacountyschools.net/cranberry)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 66%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 34%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Cranberry Elementary School

##### Principal

Linda McCloud

##### School Advisory Council chair

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Linda McCloud	Principal
John Carey	Assistant Principal
Jennifer Deans	ESE Liaison
Tami Taylor	ESOL Liaison
Scott Singleton	Guidance Counselor
Connie DelBello	Guidance Counselor

#### District-Level Information

##### District

Sarasota

##### Superintendent

Mrs. Lori White

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teacher, education support employees, parents, and other business leaders who are representative of the ethnic, racial, and economic community served by the school

#### Involvement of the SAC in the development of the SIP

SAC members review and give input to the school improvement plan at their first meetings.

#### Activities of the SAC for the upcoming school year

Review and give input to School Improvement Plan and Parent Involvement Plan  
 Review and make any needed changes to the Parent/Student/School compact  
 Review SAC budget and determine use of funds

**Projected use of school improvement funds, including the amount allocated to each project**

to be determined

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Linda McCloud**

Principal

Years as Administrator: 12

Years at Current School: 10

**Credentials**

BA - Elementary Education, FI A & M University  
 Master of Science - Educational Leadership, Nova University  
 Principal Certification - State of FI

**Performance Record**

Effective

**John Carey**

Asst Principal

Years as Administrator: 11

Years at Current School: 8

**Credentials**

BS Education University of Connecticut  
 MS Education Leadership, Nova University  
 Principal Certificate State of FI

**Performance Record**

Effective

**Classroom Teachers**

**# of classroom teachers**

55

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

100%

**# certified in-field**

54, 98%

**# ESOL endorsed**

38, 69%

**# reading endorsed**

3, 5%

**# with advanced degrees**

45, 82%

**# National Board Certified**

5, 9%

**# first-year teachers**

3, 5%

**# with 1-5 years of experience**

2, 4%

**# with 6-14 years of experience**

33, 60%

**# with 15 or more years of experience**

17, 31%

**Education Paraprofessionals****# of paraprofessionals**

12

**# Highly Qualified**

12, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

The Principal, Assistant Principal and classroom teachers will make up the interviewing team. Each new teacher is given a mentor who works with them for one year. This mentor will help the new teacher adjust to their new school environment and the a support system for the new teacher. The Principal will meet wit new teachers every 30, 60 and 90 days to ensure that the new teacher's needs and concerns are addressed .



## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Cranberry participates in the Sarasota County Induction Program (SCIP), which guides our mentor program. Newly hired instructional personnel are paired with veteran teachers who have been formally trained as SCIP mentors. The new hires are assigned to mentors who teach or have taught similar grade levels and curriculum. The mentors are available and willing to devote necessary additional time to supporting the new hires. Planned activities include viewing Classroom Management Tips videos as a cohort group; discussing our Teacher Evaluation System in detail; sharing lesson plan templates and ideas; and coaching new hires in a variety of curricular and management techniques.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Teachers are expected to look at FCAT data, FAIR, and math benchmark assessments along with in class test. If a student falls below 30% or in the "red" on the FAIR assessment then Tier 2 interventions begin. Parents are contacted and the intervention is carried out for 5-6 weeks. This data is graphed and brought to the SWST team. The student is discussed. The student moves to Tier 3 if these were unsuccessful. If Tier two was successful, then the child remains at that level of intervention. If Tier 3 is unsuccessful, then the student is moved through the CARE process. Students placed in Tier 3 meet daily with the reading or math resource teacher. The child will be recommended for afterschool tutoring.

### Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade and individual student academic needs. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

### Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade and individual student academic needs. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

### Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR Reading assessment and utilize the Florida Achieves Mathematics and Science assessments and review data from SuccessMaker (ILS) to summarize data for students at Tier 1, 2, and 3.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The teachers will be trained during faculty meeting on three PS/RTI Modules. There will be on-going trainings with teachers and SWST team members to on current trends and innovative strategies to help students be successful in the classroom. The SWST team met with district leaders, over the summer, to learn about a variety of instructional strategies to help teacher with interventions to be used with Tier 1, 2 and 3 students.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:**

Students in grades 1-5 will work with teachers afterschool on reading and math strategies. Students in the readind tutorial program will work with the the complex text in their Reading Wonders series. Math students will review math skills taught in the classroom and use manipiulatives to aid in the understaning of a variety of math concepts.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Students will take a pre and post assessment in reading and/or math. We will collect data from the FAIR assessment and the district math benchmark assessments.

**Who is responsible for monitoring implementation of this strategy?**

The process will be monitored by administration, classroom teachers, tutors and ther reading and math resource teachers.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Tami Taylor	ESOL Liasion

Name	Title
Janet Irving	Primary Reading Resource
Jayne Burns	Intermediate Reading Resource
Robbie Stookey	Math Resource teacher

### How the school-based LLT functions

The Curriculum Committee looks works with school staff to provide opportunities for professional development. They meet once a month to look at math and reading srategies along with other best practices. This committee also looks at ways to use Title I funding.

### Major initiatives of the LLT

We have a new reading series, "Wonders". Our committee will focus on helping teachers learn about the new series through district webinars and training. teacher collaboration during CPT is vital. This committee will discuss professional development needs for our staff. We will work to increas teach knowledge in close reading and text complexity.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Pre-K students are assessed during the summer so that they are placed in the appropriate kindergarten class. During Kindergarten Orientation in May, students are invited into the K classrooms to help them with the transition. Parents are given a packet of readiness activities to work with their children during the summer.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%	69%	No	83%
American Indian				
Asian				
Black/African American	60%	40%	No	64%
Hispanic	94%	65%	No	95%
White	82%	73%	No	84%
English language learners	66%		No	69%
Students with disabilities	48%	22%	No	53%
Economically disadvantaged	78%	63%	No	81%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	32%	35%
Students scoring at or above Achievement Level 4	139	37%	38%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	228	60%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	60	63%	67%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	52	68%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	33%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	30%	63%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	93	70%	74%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	66%	No	84%
American Indian				
Asian				
Black/African American	66%	49%	No	69%
Hispanic	83%	66%	No	85%
White	83%	69%	No	85%
English language learners	69%	41%	No	72%
Students with disabilities	49%	24%	No	54%
Economically disadvantaged	75%	64%	No	78%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	120	32%	35%
Students scoring at or above Achievement Level 4	130	34%	38%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	228	60%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	43	45%	49%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	25%	29%
Students scoring at or above Achievement Level 4	29	24%	28%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	140	18%	25%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	75	12%	10%
Students retained, pursuant to s. 1008.25, F.S.	25	3%	2%
Students who are not proficient in reading by third grade	15	12%	10%
Students who receive two or more behavior referrals	50	8%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	63	10%	10%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Our goal is to increase parent involvement in after and before school activities. Activities are described in our Title I Parent Involvement Plan.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent participation in school-wide events	600	80%	85%

## Goals Summary

- G1.** By the year 2014, there will be a minimum of a 4 percentage point increase for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4)
- G2.** By the year 2014, there will be a minimum of a 4 percentage point increase for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4)
- G3.** By the Year 2014, there will be a reduction of suspensions from the previous year.
- G4.** By the year 2014, there will be a minimum of a 4 percentage point increase for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student groups who are currently demonstrating proficiency (across Levels 3 &4 ).

## Goals Detail

**G1.** By the year 2014, there will be a minimum of a 4 percentage point increase for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4)

### Targets Supported

- EWS - Elementary School

### Resources Available to Support the Goal

- District Math program specialist
- CPalms Website
- Successmaker ILS system
- FCAT Explorer Website

### Targeted Barriers to Achieving the Goal

- Third through Fifth grade teachers face a blended curriculum this year with FCAT 2.0 and Common Core

### Plan to Monitor Progress Toward the Goal

The district math program specialist will meet with teachers to assist in planning.

### Person or Persons Responsible

Administration

### Target Dates or Schedule:

Fall 2013-May 2014

### Evidence of Completion:

Observation and math assessments



**G2.** By the year 2014, there will be a minimum of a 4 percentage point increase for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4)

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- FCAT Explorer
- Science Lab teacher

**Targeted Barriers to Achieving the Goal**

- Students lack hands on science experience Students not mastering skills in earlier grade levels

**Plan to Monitor Progress Toward the Goal**

Mad Scientist Program

**Person or Persons Responsible**

Science Lab Teacher and administration

**Target Dates or Schedule:**

September 2013-May 2014

**Evidence of Completion:**

FCAT Science Assessment

**G3.** By the Year 2014, there will be a reduction of suspensions from the previous year.

**Targets Supported**

**Resources Available to Support the Goal**

- PBS-rti website at University of South Florida

**Targeted Barriers to Achieving the Goal**

- Students lack of appropriate social skills

**Plan to Monitor Progress Toward the Goal**

Observation of skills

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule:**

daily

**Evidence of Completion:**

Referral data, Teacher observation, cougar coupons

**G4.** By the year 2014, there will be a minimum of a 4 percentage point increase for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student groups who are currently demonstrating proficiency (across Levels 3 &4 ).

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing

**Resources Available to Support the Goal**

- Reading Resource program; after school tutoring program; computer programs; ESOL program; Reading Wonders intervention kit; Cross-Age Tutorial program
- Reading Resource is an inclusion and/or pull-out program, dependent on grade level and areas of concern. Reading teachers meet with small groups for 30 minutes daily.
- The after school tutoring program is to support students with reading strategies in a small group setting. It is held after school hours and facilitated by instructional personnel.
- Computer programs to enhance reading instruction include FCAT Explorer, Successmaker 6, Rosetta Stone, Open Book, and Reading Wonders.
- Our ESOL program offers an additional 30 minutes of reading support to all active English Language Learners.
- The Reading Wonders intervention kit can be used as a guide to support reading interventions for specific skill areas.
- The Cross-Age Tutorial program is offered each spring. Area teens tutor our third, fourth, and fifth grade students in reading on three Saturday mornings.

**Targeted Barriers to Achieving the Goal**

- Lack of background knowledge
- Lack of vocabulary
- Language, either English as a second language or language development

**Plan to Monitor Progress Toward the Goal**

SM6 data; FAIR data

**Person or Persons Responsible**

classroom teachers; reading resource teachers; administration

**Target Dates or Schedule:**

at the end of each quarter

**Evidence of Completion:**

SM6 reports; FAIR reports

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** By the year 2014, there will be a minimum of a 4 percentage point increase for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4)

**G1.B1** Third through Fifth grade teachers face a blended curriculum this year with FCAT 2.0 and Common Core

**G1.B1.S1** The district math program specialist will meet with teachers to assist them with planning

#### Action Step 1

The district math specialist will meet with classroom teachers

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

Fall 2013

#### Evidence of Completion

Attendance log

#### Facilitator:

Sue D'angelo Gocio Math Training

#### Participants:

Classroom teachers 3rd 4th and 5th grade teachers

#### Plan to Monitor Fidelity of Implementation of G1.B1.S1

District math program specialist will meet with teachers to assist with planning

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Fall 2013

#### Evidence of Completion

observations and lesson plans

## Plan to Monitor Effectiveness of G1.B1.S1

The district math program specialist will meet with teachers to assist with planning.

### Person or Persons Responsible

Administration, teachers

### Target Dates or Schedule

Ongoing, fall 2013-May 2014

### Evidence of Completion

Through administration observation, district math assessment and formative and summative assessments.

**G2.** By the year 2014, there will be a minimum of a 4 percentage point increase for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4)

**G2.B1** Students lack hands on science experience Students not mastering skills in earlier grade levels

**G2.B1.S1** The "Mad Scientist" program will make monthly visits to do hands on lab experiments with all fifth grade students.

### Action Step 1

Infusion Training

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

September 2013 PLC meetings

### Evidence of Completion

Sign in sheet

**Action Step 2**

Monthly Mad Scientist student Labs

**Person or Persons Responsible**

Science Lab Teacher, and 5th grade teachers and students

**Target Dates or Schedule**

September 2013-May 2014

**Evidence of Completion**

Lesson plans

**Facilitator:**

Cherie Dame

**Participants:**

Classroom teachers

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

Mad Scientist Student Labs

**Person or Persons Responsible**

Science Lab Teacher, Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Observation

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

Pre and Post Science test

**Person or Persons Responsible**

Science Lab Teacher,

**Target Dates or Schedule**

September 2013 and May 2014

**Evidence of Completion**

Test results

**G3.** By the Year 2014, there will be a reduction of suspensions from the previous year.

**G3.B1** Students lack of appropriate social skills

**G3.B1.S1** Schoolwide Positive Behavior Support program

**Action Step 1**

Monthly PBS meetings

**Person or Persons Responsible**

PBS team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance log

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Positive Behavior Support

**Person or Persons Responsible**

PBS team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Referral Data

**Plan to Monitor Effectiveness of G3.B1.S1**

Positive Behavior Support

**Person or Persons Responsible**

PBS Team, teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Referral Data

### G3.B1.S2 Positive Referral for students

#### Action Step 1

Positive Referrals

##### Person or Persons Responsible

All staff (teachers, paraprofessionals, administration, bus drivers)

##### Target Dates or Schedule

August 2013-May2014

##### Evidence of Completion

Positive referral log

### Plan to Monitor Fidelity of Implementation of G3.B1.S2

Positive Referrals

##### Person or Persons Responsible

Administration and PBS

##### Target Dates or Schedule

August 2013-May2014

##### Evidence of Completion

Referral log

### Plan to Monitor Effectiveness of G3.B1.S2

Positive Referral

##### Person or Persons Responsible

Administration and PBS Team

##### Target Dates or Schedule

Monthly

##### Evidence of Completion

Referral log

### G3.B1.S3 Check-In mentor program

#### Action Step 1

Identify students who would benefit from a "mentor" type relationship

##### Person or Persons Responsible

Teachers and PBS Team

##### Target Dates or Schedule

Fall 2013

##### Evidence of Completion

List of students

### Plan to Monitor Fidelity of Implementation of G3.B1.S3

Daily/Weekly Check-In log

##### Person or Persons Responsible

PBS Team and administration

##### Target Dates or Schedule

Daily/Weekly

##### Evidence of Completion

Check in log

### Plan to Monitor Effectiveness of G3.B1.S3

Monitor goal from Weekly log

##### Person or Persons Responsible

PBS Team

##### Target Dates or Schedule

Fall 2013-May 2014

##### Evidence of Completion

Teacher observation, referral data, Weekly log



### **G3.B1.S4 Teach To Tuesday's**

#### **Action Step 1**

Review Weekly Teach To lesson

#### **Person or Persons Responsible**

Teachers, Administration

#### **Target Dates or Schedule**

August 2013

#### **Evidence of Completion**

Meeting Agenda

### **Plan to Monitor Fidelity of Implementation of G3.B1.S4**

Announce each Teach-To skill on Tuesday

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Lesson Plans

### **Plan to Monitor Effectiveness of G3.B1.S4**

Observation of skill

#### **Person or Persons Responsible**

Teachers and administration

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Positive referrals and coupons and teacher observation

**G4.** By the year 2014, there will be a minimum of a 4 percentage point increase for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student groups who are currently demonstrating proficiency (across Levels 3 &4 ).

**G4.B1** Lack of background knowledge

**G4.B1.S1** Activate prior knowledge students have about a topic

**Action Step 1**

The Reading Wonders facilitator will present webinars.

**Person or Persons Responsible**

classroom teacher; reading resource teachers; SWST Team

**Target Dates or Schedule**

prior to and during reading text throughout the school year

**Evidence of Completion**

Common Assessments; FAIR data; Collaborative Data Meetings; Data Book Review

**Facilitator:**

Rachel Powers

**Participants:**

Teachers; Reading Support Teachers

**Plan to Monitor Fidelity of Implementation of G4.B1.S1**

SM6 reports; FAIR reports

**Person or Persons Responsible**

classroom teacher; reading resource teachers; administrators

**Target Dates or Schedule**

at the end of each quarter

**Evidence of Completion**

SM6 reports; FAIR reports

## Plan to Monitor Effectiveness of G4.B1.S1

SM6 data; FAIR data

### Person or Persons Responsible

administration

### Target Dates or Schedule

at the end of each quarter

### Evidence of Completion

SM6 reports; FAIR reports

## G4.B2 Lack of vocabulary

### G4.B2.S1 Help students to predict word meanings by using context clues

#### Action Step 1

Roni Harty will present a workshop on Text Dependent Questions.

#### Person or Persons Responsible

classroom teacher; reading resource teachers; SWST Team

#### Target Dates or Schedule

prior to and during reading text throughout the school year

#### Evidence of Completion

Common Assessments; FAIR data; Collaborative Data Meetings; Data Book Review

#### Facilitator:

Roni Harty

#### Participants:

Teachers; Reading Support Teachers

### Plan to Monitor Fidelity of Implementation of G4.B2.S1

SM6 reports; FAIR reports

**Person or Persons Responsible**

classroom teacher; reading resource teachers; administration

**Target Dates or Schedule**

at the end of each quarter

**Evidence of Completion**

SM6 reports; FAIR reports

### Plan to Monitor Effectiveness of G4.B2.S1

SM6 data; FAIR data

**Person or Persons Responsible**

administration

**Target Dates or Schedule**

at the end of each quarter

**Evidence of Completion**

SM6 reports; FAIR reports

**G4.B4** Language, either English as a second language or language development

**G4.B4.S1** Divide reading passages into chunks for questions, predictions and summaries

**Action Step 1**

District personnel will conduct workshops for Text Complexity.

**Person or Persons Responsible**

classroom teacher; reading resource teachers; SWST Team

**Target Dates or Schedule**

during reading text throughout the school year

**Evidence of Completion**

Common Assessments; FAIR data; Collaborative Data meetings; Data Book review

**Facilitator:**

District personnel

**Participants:**

Teachers; Reading support teachers

**Plan to Monitor Fidelity of Implementation of G4.B4.S1**

SM6 reports; FAIR reports

**Person or Persons Responsible**

classroom teachers; reading resource teachers; administration

**Target Dates or Schedule**

at the end of each quarter

**Evidence of Completion**

SM6 reports; FAIR reports

**Plan to Monitor Effectiveness of G4.B4.S1**

SM6 data; FAIR data

**Person or Persons Responsible**

administration

**Target Dates or Schedule**

at the end of each quarter

**Evidence of Completion**

SM6 reports; FAIR reports

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How federal, state, and local funds, services, and programs are coordinated and integrated at the school**

Title I dollars will provide teachers with professional development in reading and math. Students will be invited to participate in afterschool tutoring in grades 1-5. There will be several parent nights that will be geared to increasing parent knowledge of the Common Core Standards, FCAT and CELLA. Parents will participate in activities such as Family Math Night, Mad Science Nights, Hands-on Technology Night, Art for the Family Night and a Science Fair evening.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** By the year 2014, there will be a minimum of a 4 percentage point increase for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4)

**G1.B1** Third through Fifth grade teachers face a blended curriculum this year with FCAT 2.0 and Common Core

**G1.B1.S1** The district math program specialist will meet with teachers to assist them with planning

### **PD Opportunity 1**

The district math specialist will meet with classroom teachers

#### **Facilitator**

Sue D'angelo Gocio Math Training

#### **Participants**

Classroom teachers 3rd 4th and 5th grade teachers

#### **Target Dates or Schedule**

Fall2013

#### **Evidence of Completion**

Attendance log



**G2.** By the year 2014, there will be a minimum of a 4 percentage point increase for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4)

**G2.B1** Students lack hands on science experience Students not mastering skills in earlier grade levels

**G2.B1.S1** The "Mad Scientist" program will make monthly visits to do hands on lab experiments with all fifth grade students.

**PD Opportunity 1**

Monthly Mad Scientist student Labs

**Facilitator**

Cherie Dame

**Participants**

Classroom teachers

**Target Dates or Schedule**

September 2013-May 2014

**Evidence of Completion**

Lesson plans

**G4.** By the year 2014, there will be a minimum of a 4 percentage point increase for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student groups who are currently demonstrating proficiency (across Levels 3 &4 ).

**G4.B1** Lack of background knowledge

**G4.B1.S1** Activate prior knowledge students have about a topic

**PD Opportunity 1**

The Reading Wonders facilitator will present webinars.

**Facilitator**

Rachel Powers

**Participants**

Teachers; Reading Support Teachers

**Target Dates or Schedule**

prior to and during reading text throughout the school year

**Evidence of Completion**

Common Assessments; FAIR data; Collaborative Data Meetings; Data Book Review

**G4.B2** Lack of vocabulary

**G4.B2.S1** Help students to predict word meanings by using context clues

**PD Opportunity 1**

Roni Harty will present a workshop on Text Dependent Questions.

**Facilitator**

Roni Harty

**Participants**

Teachers; Reading Support Teachers

**Target Dates or Schedule**

prior to and during reading text throughout the school year

**Evidence of Completion**

Common Assessments; FAIR data; Collaborative Data Meetings; Data Book Review

**G4.B4** Language, either English as a second language or language development

**G4.B4.S1** Divide reading passages into chunks for questions, predictions and summaries

**PD Opportunity 1**

District personnel will conduct workshops for Text Complexity.

**Facilitator**

District personnel

**Participants**

Teachers; Reading support teachers

**Target Dates or Schedule**

during reading text throughout the school year

**Evidence of Completion**

Common Assessments; FAIR data; Collaborative Data meetings; Data Book review

## Appendix 2: Budget to Support School Improvement Goals