

Sarasota County Schools

# Cranberry Elementary School



2015-16 School Improvement Plan

# Cranberry Elementary School

2775 SHALIMAR TER, North Port, FL 34286

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

## School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	64%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	31%

## School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

## School Board Approval

This plan was approved by the Sarasota County School Board on 12/8/2015.

## 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 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

Cranberry Elementary School will establish a climate of community and cooperation between all students, parents, teachers, and staff so that all students can reach their fullest potential.

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

Cranberry Elementary School students will "make tracks towards excellence" in a safe, caring, and respectful environment which promotes life-long learning and socially responsible citizens.

#### School Environment

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

Cranberry Elementary builds relationships between students, families, and teachers through activities such as, Meet Your Teacher, Open House, Parent Involvement Activities, ESOL nights, student projects, and parent conferences.

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

Cranberry's school motto is "Be Respectful, Responsible, and Ready To Learn." This is tied to our Positive Behavior Support Program which encourages students to uphold the school motto.

##### 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

Cranberry Elementary has a Positive Behavior Support Program. Principals, teachers, and support staff expect students to follow set behavior expectations. If students do not follow these expectations, consequences are in place. This is done with support of parents and the program is consistently enforced.

##### 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

Cranberry Elementary provides social-emotional support through our Guidance Counselors and Instructional Staff, who offer social skill programs, small groups, and mentoring.

#### 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

We monitor attendance and mail parent letters when students have 5 unexcused absences in a 30 day period. Classroom teachers also make parent phone calls and discuss attendance at



conferences. Teachers know to bring their attendance concerns to the School Wide Support Team (SWST) which may result in a Children At Risk in Education (CARE) meeting with the District attendance clerk.

We monitor our Discipline Referrals through our Positive Behavior Support Team (PBS). The PBS team encourages school wide positive behavior and conducts monthly prize shopping and quarterly reward assemblies. Students are also discussed in weekly administration meetings. Classroom teachers also bring students to SWST to discuss their behavior concerns. Functional Behavioral Assessments (FBA) are written to assist teachers with students.

Students who are retained, failed ELA or math are flagged

**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
	K	1	2	3	4	5	
Attendance below 90 percent	15	13	8	19	9	16	80
One or more suspensions	0	13	3	3	6	9	34
Course failure in ELA or Math	8	13	2	11	2	0	36
Level 1 on statewide assessment	0	0	0	26	20	16	62
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	2	4	3	9

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

Students in grades K-5 receive Tier 2 and 3 interventions in math and reading. Teachers meet with parent and bring students up before the SWST team. Our reading resource teachers and support staff meet with all level 1 and two students. Students working below level also work with the reading support team. After school and before school tutoring is available for student in grades 3-5 who are struggling in math and reading. FSA prep will be available for all students in March in preparation for the Florida State Assessment.

**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/205189>.

**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**

Cranberry has a Business Partner Coordinator who is the liaison between our community partners and our school. Community resources are used to increase academic performance, provide behavior rewards, and promote community awareness.

Cranberry collaborates with the City of North Port and All Faiths Food Bank to deliver food to over 250 people in the North Port community every month. Teachers, parents and community supporters volunteer monthly to ensure the distribution of food to our community.

The Environmental Club meets monthly to promote local service projects and the environment. Members participate in the annual Poinsettia Parade. The school Choir performs locally for the City Government and a City Holiday celebration.

**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:**

Name	Title
McCloud, Linda	Principal
Deans, Jennifer	Administrative Support
Hronek, Lisa	Teacher, K-12
Carey, John	Assistant Principal
Singleton, Scott	Guidance Counselor
Taylor, Tami	Instructional Coach

**Duties**

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

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.

**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**

Teachers are expected to look at state assessment data, i-Ready (an ILS), and math benchmark assessments along with in class tests. i-Ready data is used to identify students (using "profiles") who begin Tier II interventions . 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 interventions were unsuccessful. If Tier II was successful, then the child remains at that level of intervention. If Tier 3 is unsuccessful, then the student is scheduled for a CARE meeting. Students placed in Tier 3 meet daily with the reading or math resource teacher. The child will be recommended for after school tutoring.

Title I dollars will provide teachers with professional development in reading and math. Students will be invited to participate in after school tutoring in grades 1-5. There will be several parent nights that will be geared to increasing parent knowledge of the Florida State Standards (FSA) and WIDA. Parents will participate in activities such as Family Nights, Art for the Family Night, and a Science Fair evening.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Linda McCloud	Principal
Angela Feo	Teacher
John Carey	Principal
Angela Delagrange	Parent
Elaine Paynter	Parent
William Nolin	Parent
Millie Galan	Education Support Employee
Tami Taylor	Teacher

#### 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*

Monthly meetings are held to discuss the academic performance of students. i-Ready data, FSA scores, and Benchmark assessments are shared and we collaborate on strategies to increase performance. The committee makes note of strengths and weaknesses.

*Development of this school improvement plan*

SAC members review and give input to the school improvement plan at their first meetings. Adjustments are made as necessary to be sure the SIP supports our school goals.

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

The SAC team discussed and comprised a budget based on input from parents and staff representation. Monies are delegated for cross age tutoring, science projects and supplies for hands-on lessons, teacher professional development.

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

SAC monies were used for Science Fair Awards and Projects, Teacher Professional Development, Cross Age Tutoring, and Hands-on Science supplies. •

2015-2016 Budget is \$5,000.00

Monies from the budget is to be used for:

- Conferences: \$1800
- Science Lab Activities: \$800
- Cross Age Tutoring (materials/snacks): \$500
- Snacks for SAC meetings: \$50 or less per meeting
- Misc./Reserve: \$1500

**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*

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
McCloud, Linda	Principal
Carey, John	Assistant Principal
Taylor, Tami	Instructional Coach
Hronek, Lisa	Teacher, K-12
Burns, Jayne	Teacher, K-12
Butigian, Kathleen	Teacher, K-12
Irving, Janet	Teacher, K-12

#### Duties

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

Our committee will focus on helping teachers continue to learn about the new standards through district webinars and training. Teacher collaboration during CPT is vital. This committee will meet monthly to discuss professional development needs for our staff. We will work to increase teacher awareness in the following areas:

1. Accountable Talk
2. Six-Step Vocabulary
3. i-Ready growth monitoring

Additionally, the committee plans and implements a parent involvement evening that focuses on literacy.

#### 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**

Cranberry teachers meet once a week or more to discuss the academic and the emotional needs of students. During these collaborative planning meetings teacher are encouraged to share strategies, analyze student work, develop assessments and lesson plans. Tiered interventions for students with

academic or behavior concerns are discussed. Teachers are also encouraged to lead discussions at faculty meetings, share information learned at a workshop or just talk about the kindness of another teacher or staff member.

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

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 with new teachers every 30, 60 and 90 days to ensure that the new teacher's needs and concerns are addressed .

### **Describe the school's teacher mentoring program, including the rationale for pairings and 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. In addition, technology support is offered for all new hires to assist in transitioning to the rigorous technology expectations.

## **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***

The school district equips teachers with state adopted materials, textbooks and an Instructional Focus Guide (IFG) that is aligned to the Florida Standards. School administrators do classroom walk-throughs to ensure that district-provided programs and instructional materials are being used by our instructional staff. Florida State Standards are required to be documented in lesson plans.

#### **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***

Cranberry uses data from I-Ready (ILS), formative and summative assessments to determine the needs of our students. After analyzing student test data, teachers plan lessons, ability group, provide Tier 2 and Tier 3 interventions, differentiate instruction and provide supplemental reading instruction from academic support teachers.

Instruction is modified in various ways. Struggling students are provided interventions, leveled readers, shortened assignments and extra time to complete tasks. Before and after school tutoring reinforces skills taught in the classroom. Growth monitoring helps teachers gauge student learning. I-Ready provides teachers with growth monitoring data showing how students are performing on tasks

aligned to the FSA. IEP's, 504's and ESOL strategies ensure that students are getting the accommodations needed for their success.

**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:** After School Program

**Minutes added to school year:** 2,880

Students in grades 3-5 will work with teachers after school on reading and math strategies. Students in the reading 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 manipulatives to aid in the understanding of a variety of math concepts.

**Strategy Rationale**

Extra support and practice has been proven to increase academic achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

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

McCloud, Linda, linda.mccloud@sarasotacountyschools.net

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

Students will take a pre and post assessment in reading and/or math. We will collect data from i-Ready and FSA.

**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**

Pre-K students are assessed at the end of the year so that they are placed in the appropriate kindergarten class. In addition, our Pre-K students are integrated into regular kindergarten activities during the last quarter of the school year. This gives them a chance to learn the Kindergarten teachers and Specials teachers. 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 over the summer.

The Middle school guidance counselor and administration visits our 5th grade students providing an interactive introduction to the middle school environment. Students take a field trip to visit the middle school and finally the middle school holds a family night for new entering sixth grade students and their families.

**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**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## 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 end of the 2016 school year, the number of students with less than a 90% attendance rate will decrease by ten percent.
- G2.** By the end of the 2016 school year, 67% of our students will score proficient on the FSA ELA Test.
- G3.** By the end of the 2016 school year, 71% of our students will score proficient on the FSA Math Test.
- G4.** By the end of the 2016 school year, 72% of our fifth grade students will score proficient on the FCAT 2.0 Science test.
- G5.** By the end of the 2016 school year, there will be a reduction of 10 percent in the number of suspensions from the previous year.

## 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 end of the 2016 school year, the number of students with less than a 90% attendance rate will decrease by ten percent. **1a**

G072309

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

Indicator	Annual Target
Attendance Below 90%	72.0

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

- Teacher Attendance Referral
- School Social Worker
- Truancy Officer
- Attendance Contract for parents and students

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

- Attendance has not been recognized as a priority.

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

Attendance reports and referrals

**Person Responsible**

John Carey

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Attendance reports will show a decrease in total students having low attendance rates.

**G2.** By the end of the 2016 school year, 67% of our students will score proficient on the FSA ELA Test. 1a

 G072310

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	67.0
AMO Reading - White	
AMO Reading - SWD	
AMO Reading - ED	
FAA Writing Proficiency	61.0

**Resources Available to Support the Goal** 2

- Reading Resource; after school tutoring; computer programs; Reading Wonders intervention kit; Cross-Age Tutorial; i-Ready
- Reading Resource is mainly inclusion, with some pull-out, dependent on grade level and areas of concern. Reading teachers meet with small groups 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 Rosetta Stone and Reading Wonders.
- 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.
- i-Ready ILS
- Writing Consultant
- District Writing Simulations
- Student Textbooks
- Instructional Focus Guides

**Targeted Barriers to Achieving the Goal** 3

- Low proficiency in reading comprehension
- Low proficiency in vocabulary
- Students have low proficiency with phonemic awareness and phonics skills
- Low proficiency in written response to text

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

Administrators will meet with teachers for data discussions

**Person Responsible**

Linda McCloud

**Schedule**

Semiannually, from 11/11/2015 to 5/20/2016

***Evidence of Completion***

Reports from i-Ready and classroom reading assessments

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

Florida State ELA Assessment

**Person Responsible**

Linda McCloud

**Schedule**

On 6/3/2016

***Evidence of Completion***

Florida State ELA Assessment Data

**G3.** By the end of the 2016 school year, 71% of our students will score proficient on the FSA Math Test.

1a

G072311

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	71.0
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	

**Resources Available to Support the Goal** 2

- District Math program specialist
- CPalms Website
- i-Ready ILS
- Manipulatives
- Go Math! mathematics series

**Targeted Barriers to Achieving the Goal** 3

- Full implementation of Florida Standards to promote math fluency with a newly-adopted math series

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

Administrators will meet with teachers for data chats.

**Person Responsible**

Linda McCloud

**Schedule**

Semiannually, from 11/11/2015 to 6/3/2016

**Evidence of Completion**

Reports from i-Ready and classroom assessments

**G4.** By the end of the 2016 school year, 72% of our fifth grade students will score proficient on the FCAT 2.0 Science test. 1a

G072312

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	72.0

**Resources Available to Support the Goal** 2

- FCAT Explorer (4-5)
- Science Lab teacher
- FUSION Science Textbooks
- Mad Science Program

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G4.** 8

All teachers will administer pre and post grade level benchmark assessments.

**Person Responsible**

Linda McCloud

**Schedule**

Semiannually, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Scores from post test should show growth toward our goal.

**G5.** By the end of the 2016 school year, there will be a reduction of 10 percent in the number of suspensions from the previous year. 1a

G072313

**Targets Supported** 1b

Indicator	Annual Target
Instructional Minutes	8.0

**Resources Available to Support the Goal** 2

- PBS-Rtl website at University of South Florida
- PBS Team
- Guidance Counselors
- Teach To Guide

**Targeted Barriers to Achieving the Goal** 3

- Students lack of appropriate social skills
- Limited parent involvement

**Plan to Monitor Progress Toward G5.** 8

Administration reviews suspension data for the school year.

**Person Responsible**

John Carey

**Schedule**

On 6/3/2016

**Evidence of Completion**

Suspension data and positive referrals

## 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 end of the 2016 school year, the number of students with less than a 90% attendance rate will decrease by ten percent. **1**

 G072309

**G1.B1** Attendance has not been recognized as a priority. **2**

 B188547

**G1.B1.S1** This form will assist teachers in tracking attendance interventions, such as contacting parents, follow through with SWST, implementing attendance contracts, contacting truancy worker, and social worker visits for identifying and helping with home needs. **4**

 S199992

### Strategy Rationale

Documentation of strategies to increase attendance.

### Action Step 1 **5**

Teachers will use the referral form to document district attendance policies.

#### Person Responsible

Charlene House

#### Schedule

Biweekly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Attendance reports

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

Administrator will read attendance reports and follow-up with classroom teachers.

**Person Responsible**

John Carey

**Schedule**

Biweekly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Administrator will maintain attendance folder with collected data.

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

Using data collected, administrator will hold parent conferences and communicate with truancy worker and social worker.

**Person Responsible**

Linda McCloud

**Schedule**

Quarterly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Attendance folder will document all conferences and interventions.



**G2.** By the end of the 2016 school year, 67% of our students will score proficient on the FSA ELA Test. 1

G072310

**G2.B1** Low proficiency in reading comprehension 2

B188548

**G2.B1.S1** Students will utilize the i-Ready program to increase reading comprehension. 4

S199993

### Strategy Rationale

i-Ready is an integrated learning system proven to show growth in reading comprehension.

### Action Step 1 5

Teachers will implement the i-Ready program with students.

#### Person Responsible

Linda McCloud

#### Schedule

Biweekly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Student i-Ready reports

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

Teachers will access and analyze student usage and performance reports.

#### Person Responsible

Tami Taylor

#### Schedule

Biweekly, from 9/21/2015 to 5/9/2016

#### Evidence of Completion

i-Ready reports

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

Administrators will do walk-throughs.

**Person Responsible**

Linda McCloud

**Schedule**

Weekly, from 9/21/2015 to 5/9/2016

***Evidence of Completion***

Students will actively participate in reading comprehension tasks on i-Ready; lesson plans

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

Teachers will participate in data chats with administrators.

**Person Responsible**

Linda McCloud

**Schedule**

Semiannually, from 11/11/2015 to 5/9/2016

***Evidence of Completion***

Student growth should be evident as shown on i-Ready reports.

**G2.B1.S2** Students will participate in after school tutoring and/or the Cross-Age Tutorial program. 4

S199994

### Strategy Rationale

Additional practice with reading strategies will increase student reading skills.

### Action Step 1 5

Teachers and teens will tutor students in small groups in reading comprehension strategies.

#### Person Responsible

Linda McCloud

#### Schedule

Weekly, from 11/9/2015 to 5/20/2016

#### Evidence of Completion

Attendance logs

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Data Coach will collect documentation of student attendance and participation.

#### Person Responsible

Tami Taylor

#### Schedule

Biweekly, from 11/9/2015 to 5/20/2016

#### Evidence of Completion

Student attendance logs

### Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administrators will walk-through tutoring sessions.

#### Person Responsible

Linda McCloud

#### Schedule

Weekly, from 11/9/2015 to 5/20/2016

#### Evidence of Completion

lesson plans; walk-throughs

**G2.B2** Low proficiency in vocabulary **2**

 B188549

**G2.B2.S1** Teachers will use the Six-Step Vocabulary process to enhance vocabulary instruction. **4**

 S199995

**Strategy Rationale**

Research suggests that a methodical approach to vocabulary instruction best increases student achievement in reading.

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

Teachers will use the Six-Step vocabulary instructional process.

**Person Responsible**

Linda McCloud

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Lesson plans, vocabulary journals, graphic organizers

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** **6**

Administration will do classroom walk-through to observe use of Six-Step Vocabulary process.

**Person Responsible**

Linda McCloud

**Schedule**

Weekly, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

Classroom walk-through and Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Administration and teachers will collaborate to discuss vocabulary data

**Person Responsible**

Linda McCloud

**Schedule**

Monthly, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

Classroom assessments, i-ready data

**G2.B3** Students have low proficiency with phonemic awareness and phonics skills 2

 B188550

**G2.B3.S1** Para SSP7 and resource teachers will work with students who are struggling with reading skills, such as phonics, phonemic awareness, vocabulary, and reading comprehension. 4

 S199996

**Strategy Rationale**

Small group instruction provides these students with support.

**Action Step 1** 5

Para Aide and resource teachers will work with K, 1 and 2 students in phonics and phonemic awareness

**Person Responsible**

Linda McCloud

**Schedule**

Daily, from 9/8/2015 to 5/27/2016

**Evidence of Completion**

I-Ready data results

**Action Step 2** 5

Resource teachers will work with students on phonics, vocabulary and comprehension strategies.

**Person Responsible**

Linda McCloud

**Schedule**

Daily, from 9/8/2015 to 5/27/2016

***Evidence of Completion***

i-Ready data results

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Para aide and resource teachers working with students

**Person Responsible**

Linda McCloud

**Schedule**

Daily, from 11/2/2015 to 5/20/2016

***Evidence of Completion***

Walk-through, student data

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

I-Ready Growth Monitoring

**Person Responsible**

John Carey

**Schedule**

Quarterly, from 11/2/2015 to 5/20/2016

***Evidence of Completion***

Disaggregate results from the I-Ready reports

**G2.B4** Low proficiency in written response to text **2**

 B188551

**G2.B4.S1** Writing Consultant (k-5) **4**

 S199997

**Strategy Rationale**

Training in instructional strategies in writing will increase student performance.

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

Teachers will attend trainings with the writing consultant.

**Person Responsible**

Linda McCloud

**Schedule**

Every 2 Months, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Shared writing samples

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** **6**

Administrators will walk-through during the ELA block.

**Person Responsible**

Linda McCloud

**Schedule**

Weekly, from 8/31/2015 to 6/3/2016

***Evidence of Completion***

Lesson Plans and walk-throughs

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Administrators will meet with teachers for data chats.

**Person Responsible**

Linda McCloud

**Schedule**

Semiannually, from 11/11/2015 to 6/3/2016

**Evidence of Completion**

Teacher writing assessments, student work samples, writing simulation products

**G3.** By the end of the 2016 school year, 71% of our students will score proficient on the FSA Math Test. 1

 G072311

**G3.B1** Full implementation of Florida Standards to promote math fluency with a newly-adopted math series

2

 B188552

**G3.B1.S1** The district math program specialist will schedule trainings with teachers to assist them with effective use of instructional tools. 4

 S199998

**Strategy Rationale**

Trainings will prepare instructional staff to use Go Math! instructional materials effectively.

**Action Step 1** 5

Classroom teachers will meet with District Math Specialist.

**Person Responsible**

Linda McCloud

**Schedule**

Semiannually, from 10/7/2015 to 5/20/2016

**Evidence of Completion**

Attendance log



**Action Step 2** 5

Teachers will implement the use of i-Ready program with students

**Person Responsible**

Linda McCloud

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Student i-Ready reports

**Action Step 3** 5

Teachers will use BlackBoard Learn to access Instructional Focus Guides and Resources.

**Person Responsible**

Linda McCloud

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Lesson plans

**Action Step 4** 5

Teachers will participate in training for math fluency strategies

**Person Responsible**

Linda McCloud

**Schedule**

On 12/9/2015

***Evidence of Completion***

Attendance log

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Administrator walk-throughs

**Person Responsible**

Linda McCloud

**Schedule**

Weekly, from 10/7/2015 to 6/3/2016

***Evidence of Completion***

observations and lesson plans

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Teachers will access and analyze student data.

**Person Responsible**

Linda McCloud

**Schedule**

Semiannually, from 11/11/2015 to 6/3/2016

***Evidence of Completion***

Administrator observation during walk-throughs, i-Ready data, formative and summative assessments.

**G3.B1.S2** Students will participate in after school tutoring and/or the Cross-Age Tutorial program. 4

 S199999

### Strategy Rationale

Additional practice with math strategies will increase students' math skills.

### Action Step 1 5

Teachers and teens will tutor students in small groups in math strategies.

#### Person Responsible

Linda McCloud

#### Schedule

Weekly, from 11/9/2015 to 5/20/2016

#### Evidence of Completion

Attendance logs

### Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Data Coach will collect documentation of student attendance and participation.

#### Person Responsible

Tami Taylor

#### Schedule

Biweekly, from 11/9/2015 to 5/20/2016

#### Evidence of Completion

Student Attendance logs

### Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Administrators will walk-through tutoring sessions.

#### Person Responsible

Linda McCloud

#### Schedule

Weekly, from 11/9/2015 to 5/20/2016

#### Evidence of Completion

Lesson plans, walk-throughs


**G4.** By the end of the 2016 school year, 72% of our fifth grade students will score proficient on the FCAT 2.0 Science test. **1**

 G072312

**G4.B1** Students lack hands on science experience **2**

 B188553

**G4.B1.S1** The "Mad Scientist" program supplement classroom instruction with hands on lab experiments with all fifth grade students (monthly) and 4th graders (quarterly). **4**

 S200000

### Strategy Rationale

Mad Science has shown growth in FCAT scores for schools who have implemented their FCAT program.

### Action Step 1 **5**

Monthly Mad Scientist Student Labs

#### Person Responsible

Cheri Dame

#### Schedule

Monthly, from 8/26/2015 to 8/26/2015

#### Evidence of Completion

Lesson plans

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

Mad Scientist Student Labs

#### Person Responsible

Cheri Dame

#### Schedule

On 5/10/2016

#### Evidence of Completion

Observation and Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Benchmark Assessments

**Person Responsible**

Tami Taylor


**Schedule**

Semiannually, from 11/2/2015 to 4/1/2016

**Evidence of Completion**

Test results

**G4.B1.S2** All students visit the Science Lab as part of the Specials wheel for hands-on science instruction. 4

 S200001

**Strategy Rationale**

Research suggests hands-on experience makes learning concrete.

**Action Step 1** 5

Students will visit Science Lab to complete hands-on inquiry labs

**Person Responsible**

Cheri Dame

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Lesson plans

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Administrator will do walk-throughs to monitor implementation.

**Person Responsible**

John Carey

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Lesson plans and inquiry lab outcome

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

Teachers will administer Pre Test and Post Test of mastery of grade level benchmarks.

**Person Responsible**

Cheri Dame

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016


***Evidence of Completion***

Graded papers, teacher observations, and formative assessments

**G4.B2** Students not mastering skills in earlier grade levels **2**

 B188554

**G4.B2.S1** Science instruction mandatory at all grade levels using FUSION science text book. **4**

 S200002

**Strategy Rationale**

FUSION is a district adopted text which provides students with the opportunity to meet all grade level benchmarks.

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

Teachers will plan and implement science instruction.

**Person Responsible**

Linda McCloud

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Lesson plans will reflect science instruction planning.

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** **6**

Administrators will walk-through classrooms during science block.

**Person Responsible**

Linda McCloud

**Schedule**

Weekly, from 9/1/2015 to 6/3/2016

***Evidence of Completion***

Teacher schedules and observation from walk-throughs.

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Monitoring completion of Units

**Person Responsible**

Cheri Dame

**Schedule**

Every 3 Weeks, from 8/31/2015 to 5/27/2016

**Evidence of Completion**

Unit Test

**G4.B2.S2** Students will be tutored in science content. 4

 S200003

**Strategy Rationale**

Additional practice with science content will increase student science skills.

**Action Step 1** 5

The Science Lab teacher will tutor small groups of students in science content.

**Person Responsible**

Cheri Dame

**Schedule**

Weekly, from 2/8/2016 to 5/20/2016

**Evidence of Completion**

Attendance logs

**Plan to Monitor Fidelity of Implementation of G4.B2.S2** 6

Data Coach will collect documentation of student attendance and participation.

**Person Responsible**

Tami Taylor

**Schedule**

Biweekly, from 2/8/2016 to 5/20/2016

**Evidence of Completion**

Student attendance logs



**Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7**

Administrators will walk-through tutoring sessions.

**Person Responsible**

Linda McCloud

**Schedule**

Weekly, from 2/8/2016 to 5/20/2016

**Evidence of Completion**

Lesson plans, walk-throughs


**G5.** By the end of the 2016 school year, there will be a reduction of 10 percent in the number of suspensions from the previous year. 1

 G072313

**G5.B1** Students lack of appropriate social skills 2

 B188555

**G5.B1.S1** Schoolwide Positive Behavior Support program 4

 S200004

**Strategy Rationale**

research show that the PBS program reduces misbehaviors and increases the appropriate behaviorts.

**Action Step 1 5**

Monthly PBS meetings to support classroom teachers in their efforts to promote positive social skill choices.

**Person Responsible**

Linda McCloud

**Schedule**

Monthly, from 9/4/2015 to 6/3/2016

**Evidence of Completion**

Attendance log, meeting notes

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Classrooms participate in PBS prize store.

**Person Responsible**

Linda McCloud

**Schedule**

Monthly, from 9/29/2015 to 9/29/2015

**Evidence of Completion**

Store order forms

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Monitor suspensions

**Person Responsible**

**Schedule**

Monthly, from 9/4/2015 to 5/27/2016

**Evidence of Completion**

Analyze data to see if there is a decrease in suspensions

**G5.B1.S2 School wide classroom guidance lessons** 4

 S200005

**Strategy Rationale**

Teaches students appropriate behavior.

**Action Step 1** 5

Guidance will provide grade level appropriate social skills lessons.

**Person Responsible**

Linda McCloud

**Schedule**

Weekly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Teacher Lesson Plans/ Classroom Walk-Throughs

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

Guidance counselors will provide schedule of social skills trainings.

**Person Responsible**

Linda McCloud

**Schedule**

Weekly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Teacher Lesson Plans/Guidance Calendars

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

Increase of positive referrals and cougar coupon distribution and decrease of office discipline referrals.

**Person Responsible**

Linda McCloud

**Schedule**

Monthly, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

Store order forms, number of positive referrals, number of discipline referrals.

**G5.B2 Limited parent involvement** 2

B188556

**G5.B2.S1 Implement a variety of family involvement activities.** 4

S200006

**Strategy Rationale**

Research suggests that increased family involvement positively affects student achievement.

**Action Step 1** 5

The Parent Involvement Committee will design a variety of family activity events.

**Person Responsible**

Linda McCloud

**Schedule**

Monthly, from 9/8/2015 to 5/20/2016

**Evidence of Completion**

Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

The Parent Involvement Committee will collect documentation, such as surveys, from each event, then track suspension rates.

**Person Responsible**

Tami Taylor

**Schedule**

Monthly, from 9/8/2015 to 5/20/2016

**Evidence of Completion**

sign-in sheets, surveys, suspension rate reports

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7**

Parent survey responses will be positive and student suspension rates will decrease.

**Person Responsible**

Tami Taylor

**Schedule**

Quarterly, from 9/8/2015 to 5/20/2016

**Evidence of Completion**

Parent surveys, suspension data reports

**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	Teachers will use the referral form to document district attendance policies.	House, Charlene	8/24/2015	Attendance reports	6/3/2016 biweekly
G2.B1.S1.A1	Teachers will implement the i-Ready program with students.	McCloud, Linda	8/24/2015	Student i-Ready reports	6/3/2016 biweekly
G2.B1.S2.A1	Teachers and teens will tutor students in small groups in reading comprehension strategies.	McCloud, Linda	11/9/2015	Attendance logs	5/20/2016 weekly
G2.B2.S1.A1	Teachers will use the Six-Step vocabulary instructional process.	McCloud, Linda	8/24/2015	Lesson plans, vocabulary journals, graphic organizers	6/3/2016 daily
G2.B3.S1.A1	Para Aide and resource teachers will work with K, 1 and 2 students in phonics and phonemic awareness	McCloud, Linda	9/8/2015	I-Ready data results	5/27/2016 daily
G2.B4.S1.A1	Teachers will attend trainings with the writing consultant.	McCloud, Linda	8/24/2015	Shared writing samples	6/3/2016 every-2-months
G3.B1.S1.A1	Classroom teachers will meet with District Math Specialist.	McCloud, Linda	10/7/2015	Attendance log	5/20/2016 semiannually
G3.B1.S2.A1	Teachers and teens will tutor students in small groups in math strategies.	McCloud, Linda	11/9/2015	Attendance logs	5/20/2016 weekly
G4.B1.S1.A1	Monthly Mad Scientist Student Labs	Dame, Cheri	8/26/2015	Lesson plans	8/26/2015 monthly
G4.B1.S2.A1	Students will visit Science Lab to complete hands-on inquiry labs	Dame, Cheri	8/24/2015	Lesson plans	6/3/2016 biweekly
G4.B2.S1.A1	Teachers will plan and implement science instruction.	McCloud, Linda	8/24/2015	Lesson plans will reflect science instruction planning.	6/3/2016 weekly
G4.B2.S2.A1	The Science Lab teacher will tutor small groups of students in science content.	Dame, Cheri	2/8/2016	Attendance logs	5/20/2016 weekly
G5.B1.S1.A1	Monthly PBS meetings to support classroom teachers in their efforts to promote positive social skill choices.	McCloud, Linda	9/4/2015	Attendance log, meeting notes	6/3/2016 monthly
G5.B1.S2.A1	Guidance will provide grade level appropriate social skills lessons.	McCloud, Linda	9/7/2015	Teacher Lesson Plans/ Classroom Walk-Throughs	6/3/2016 weekly
G5.B2.S1.A1	The Parent Involvement Committee will design a variety of family activity events.	McCloud, Linda	9/8/2015	Sign-in sheets	5/20/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A2	Resource teachers will work with students on phonics, vocabulary and comprehension strategies.	McCloud, Linda	9/8/2015	i-Ready data results	5/27/2016 daily
G3.B1.S1.A2	Teachers will implement the use of i-Ready program with students	McCloud, Linda	8/24/2015	Student i-Ready reports	6/3/2016 daily
G3.B1.S1.A3	Teachers will use BlackBoard Learn to access Instructional Focus Guides and Resources.	McCloud, Linda	8/24/2015	Lesson plans	6/3/2016 quarterly
G3.B1.S1.A4	Teachers will participate in training for math fluency strategies	McCloud, Linda	12/8/2015	Attendance log	12/9/2015 one-time
G1.MA1	Attendance reports and referrals	Carey, John	8/24/2015	Attendance reports will show a decrease in total students having low attendance rates.	6/3/2016 quarterly
G1.B1.S1.MA1	Using data collected, administrator will hold parent conferences and communicate with truancy worker and social worker.	McCloud, Linda	9/7/2015	Attendance folder will document all conferences and interventions.	6/3/2016 quarterly
G1.B1.S1.MA1	Administrator will read attendance reports and follow-up with classroom teachers.	Carey, John	9/7/2015	Administrator will maintain attendance folder with collected data.	6/3/2016 biweekly
G2.MA1	Administrators will meet with teachers for data discussions	McCloud, Linda	11/11/2015	Reports from i-Ready and classroom reading assessments	5/20/2016 semiannually
G2.MA2	Florida State ELA Assessment	McCloud, Linda	2/29/2016	Florida State ELA Assessment Data	6/3/2016 one-time
G2.B1.S1.MA1	Teachers will participate in data chats with administrators.	McCloud, Linda	11/11/2015	Student growth should be evident as shown on i-Ready reports.	5/9/2016 semiannually
G2.B1.S1.MA1	Teachers will access and analyze student usage and performance reports.	Taylor, Tami	9/21/2015	i-Ready reports	5/9/2016 biweekly
G2.B1.S1.MA1	Administrators will do walk-throughs.	McCloud, Linda	9/21/2015	Students will actively participate in reading comprehension tasks on i-Ready; lesson plans	5/9/2016 weekly
G2.B2.S1.MA1	Administration and teachers will collaborate to discuss vocabulary data	McCloud, Linda	10/1/2015	Classroom assessments, i-ready data	6/3/2016 monthly
G2.B2.S1.MA1	Administration will do classroom walk-through to observe use of Six-Step Vocabulary process.	McCloud, Linda	10/1/2015	Classroom walk-through and Lesson Plans	6/3/2016 weekly
G2.B3.S1.MA1	I-Ready Growth Monitoring	Carey, John	11/2/2015	Disaggregate results from the I-Ready reports	5/20/2016 quarterly
G2.B3.S1.MA1	Para aide and resource teachers working with students	McCloud, Linda	11/2/2015	Walk-through, student data	5/20/2016 daily
G2.B4.S1.MA1	Administrators will meet with teachers for data chats.	McCloud, Linda	11/11/2015	Teacher writing assessments, student work samples, writing simulation products	6/3/2016 semiannually
G2.B4.S1.MA1	Administrators will walk-through during the ELA block.	McCloud, Linda	8/31/2015	Lesson Plans and walk-throughs	6/3/2016 weekly
G2.B1.S2.MA1	Administrators will walk-through tutoring sessions.	McCloud, Linda	11/9/2015	lesson plans; walk-throughs	5/20/2016 weekly
G2.B1.S2.MA1	Data Coach will collect documentation of student attendance and participation.	Taylor, Tami	11/9/2015	Student attendance logs	5/20/2016 biweekly
G3.MA1	Administrators will meet with teachers for data chats.	McCloud, Linda	11/11/2015	Reports from i-Ready and classroom assessments	6/3/2016 semiannually
G3.B1.S1.MA1	Teachers will access and analyze student data.	McCloud, Linda	11/11/2015	Administrator observation during walk-throughs, i-Ready data, formative and summative assessments.	6/3/2016 semiannually
G3.B1.S1.MA1	Administrator walk-throughs	McCloud, Linda	10/7/2015	observations and lesson plans	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S2.MA1	Administrators will walk-through tutoring sessions.	McCloud, Linda	11/9/2015	Lesson plans, walk-throughs	5/20/2016 weekly
G3.B1.S2.MA1	Data Coach will collect documentation of student attendance and participation.	Taylor, Tami	11/9/2015	Student Attendance logs	5/20/2016 biweekly
G4.MA1	All teachers will administer pre and post grade level benchmark assessments.	McCloud, Linda	8/24/2015	Scores from post test should show growth toward our goal.	5/27/2016 semiannually
G4.B1.S1.MA1	Benchmark Assessments	Taylor, Tami	11/2/2015	Test results	4/1/2016 semiannually
G4.B1.S1.MA1	Mad Scientist Student Labs	Dame, Cheri	8/26/2015	Observation and Lesson Plans	5/10/2016 one-time
G4.B2.S1.MA1	Monitoring completion of Units	Dame, Cheri	8/31/2015	Unit Test	5/27/2016 every-3-weeks
G4.B2.S1.MA1	Administrators will walk-through classrooms during science block.	McCloud, Linda	9/1/2015	Teacher schedules and observation from walk-throughs.	6/3/2016 weekly
G4.B1.S2.MA1	Teachers will administer Pre Test and Post Test of mastery of grade level benchamrks.	Dame, Cheri	8/24/2015	Graded papers, teacher observations, and formative assessments	6/3/2016 biweekly
G4.B1.S2.MA1	Administrator will do walk-throughs to monitor implementation.	Carey, John	8/24/2015	Lesson plans and inquiry lab outcome	6/3/2016 weekly
G4.B2.S2.MA1	Administrators will walk-through tutoring sessions.	McCloud, Linda	2/8/2016	Lesson plans, walk-throughs	5/20/2016 weekly
G4.B2.S2.MA1	Data Coach will collect documentation of student attendance and participation.	Taylor, Tami	2/8/2016	Student attendance logs	5/20/2016 biweekly
G5.MA1	Administration reviews suspension data for the school year.	Carey, John	8/24/2015	Suspension data and positive referrals	6/3/2016 one-time
G5.B1.S1.MA1	Monitor suspensions		9/4/2015	Analyze data to see if there is a decrease in suspensions	5/27/2016 monthly
G5.B1.S1.MA1	Classrooms participate in PBS prize store.	McCloud, Linda	9/29/2015	Store order forms	9/29/2015 monthly
G5.B2.S1.MA1	Parent survey responses will be positive and student suspension rates will decrease.	Taylor, Tami	9/8/2015	Parent surveys, suspension data reports	5/20/2016 quarterly
G5.B2.S1.MA1	The Parent Involvement Committee will collect documentation, such as surveys, from each event, then track suspension rates.	Taylor, Tami	9/8/2015	sign-in sheets, surveys, suspension rate reports	5/20/2016 monthly
G5.B1.S2.MA1	Increase of positive referrals and cougar coupon distribution and decrease of office discipline referrals.	McCloud, Linda	8/31/2015	Store order forms, number of positive referrals, number of discipline referrals.	6/3/2016 monthly
G5.B1.S2.MA1	Guidance counselors will provide schedule of social skills trainings.	McCloud, Linda	9/7/2015	Teacher Lesson Plans/Guidance Calendars	6/3/2016 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.

**G2.** By the end of the 2016 school year, 67% of our students will score proficient on the FSA ELA Test.

### **G2.B1** Low proficiency in reading comprehension

**G2.B1.S1** Students will utilize the i-Ready program to increase reading comprehension.

#### **PD Opportunity 1**

Teachers will implement the i-Ready program with students.

##### **Facilitator**

Michelle Kloese / i-Ready Trainer

##### **Participants**

Instructional Staff (K-5)

##### **Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

### **G2.B2** Low proficiency in vocabulary

**G2.B2.S1** Teachers will use the Six-Step Vocabulary process to enhance vocabulary instruction.

#### **PD Opportunity 1**

Teachers will use the Six-Step vocabulary instructional process.

##### **Facilitator**

Linda McCloud

##### **Participants**

Instructional Staff

##### **Schedule**

Daily, from 8/24/2015 to 6/3/2016



**G2.B4** Low proficiency in written response to text

**G2.B4.S1** Writing Consultant (k-5)

**PD Opportunity 1**

Teachers will attend trainings with the writing consultant.

**Facilitator**

Lisa Capitano

**Participants**

Instructional Staff (k-5)

**Schedule**

Every 2 Months, from 8/24/2015 to 6/3/2016

**G3.** By the end of the 2016 school year, 71% of our students will score proficient on the FSA Math Test.

**G3.B1** Full implementation of Florida Standards to promote math fluency with a newly-adopted math series

**G3.B1.S1** The district math program specialist will schedule trainings with teachers to assist them with effective use of instructional tools.

**PD Opportunity 1**

Classroom teachers will meet with District Math Specialist.

**Facilitator**

Sue D'angelo Math Training

**Participants**

instructional staff (K-5)

**Schedule**

Semiannually, from 10/7/2015 to 5/20/2016

## **PD Opportunity 2**

Teachers will implement the use of i-Ready program with students

### **Facilitator**

Michelle Kloese/ i-Ready Trainer

### **Participants**

Instructional Staff (K-5)

### **Schedule**

Daily, from 8/24/2015 to 6/3/2016

## **PD Opportunity 3**

Teachers will participate in training for math fluency strategies

### **Facilitator**

Linda McCloud, John Carey

### **Participants**

Instructional staff (K-5)

### **Schedule**

On 12/9/2015

## Technical Assistance Items

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

### Budget

#### Budget Data

1	<b>G1.B1.S1.A1</b>	<b>Teachers will use the referral form to document district attendance policies.</b>				<b>\$0.00</b>
2	<b>G2.B1.S1.A1</b>	<b>Teachers will implement the i-Ready program with students.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$0.00
<i>Notes: Direct instruction funds</i>						
3	<b>G2.B1.S2.A1</b>	<b>Teachers and teens will tutor students in small groups in reading comprehension strategies.</b>				<b>\$18,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I Part A	0.0	\$14,000.00
	5100	510-Supplies	1271 - Cranberry Elementary School	Title I Part A	0.0	\$4,000.00
4	<b>G2.B2.S1.A1</b>	<b>Teachers will use the Six-Step vocabulary instructional process.</b>				<b>\$12,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	310-Professional and Technical Services	1271 - Cranberry Elementary School	Title I Part A	0.0	\$12,000.00
5	<b>G2.B3.S1.A1</b>	<b>Para Aide and resource teachers will work with K, 1 and 2 students in phonics and phonemic awareness</b>				<b>\$176,110.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title I Part A	3.0	\$176,110.00
6	<b>G2.B3.S1.A2</b>	<b>Resource teachers will work with students on phonics, vocabulary and comprehension strategies.</b>				<b>\$257,816.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title I Part A	3.0	\$257,816.00
7	<b>G2.B4.S1.A1</b>	<b>Teachers will attend trainings with the writing consultant.</b>				<b>\$18,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data							
	6400	310-Professional and Technical Services	1271 - Cranberry Elementary School	Title I Part A	0.0	\$15,000.00	
	6400	510-Supplies	1271 - Cranberry Elementary School	Title I Part A	0.0	\$3,000.00	
8	G3.B1.S1.A1	<b>Classroom teachers will meet with District Math Specialist.</b>					<b>\$0.00</b>
9	G3.B1.S1.A2	<b>Teachers will implement the use of i-Ready program with students</b>					<b>\$0.00</b>
10	G3.B1.S1.A3	<b>Teachers will use BlackBoard Learn to access Instructional Focus Guides and Resources.</b>					<b>\$0.00</b>
11	G3.B1.S1.A4	<b>Teachers will participate in training for math fluency strategies</b>					<b>\$12,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	6400	310-Professional and Technical Services	1271 - Cranberry Elementary School	Title I Part A	0.0	\$12,000.00	
12	G3.B1.S2.A1	<b>Teachers and teens will tutor students in small groups in math strategies.</b>					<b>\$18,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	5100	510-Supplies	1271 - Cranberry Elementary School			\$4,000.00	
	5100	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I Part A	0.0	\$14,000.00	
13	G4.B1.S1.A1	<b>Monthly Mad Scientist Student Labs</b>					<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	5100	310-Professional and Technical Services	1271 - Cranberry Elementary School	Title I Part A	0.0	\$10,000.00	
14	G4.B1.S2.A1	<b>Students will visit Science Lab to complete hands-on inquiry labs</b>					<b>\$0.00</b>
15	G4.B2.S1.A1	<b>Teachers will plan and implement science instruction.</b>					<b>\$4,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	6400	310-Professional and Technical Services	1271 - Cranberry Elementary School	Title I Part A	0.0	\$4,000.00	
16	G4.B2.S2.A1	<b>The Science Lab teacher will tutor small groups of students in science content.</b>					<b>\$14,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	5100	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I Part A	0.0	\$10,000.00	
	5100	510-Supplies	1271 - Cranberry Elementary School	Title I Part A	0.0	\$4,000.00	

### Budget Data

<b>17</b>	<b>G5.B1.S1.A1</b>	<b>Monthy PBS meetings to support classroom teachers in their efforts to promote positive social skill choices.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$0.00
<i>Notes: Booster Club rasies funds for PBS Prizes</i>						
			District-Wide	Title I Part A		\$0.00
<b>18</b>	<b>G5.B1.S2.A1</b>	<b>Guidance will provide grade level appropriate social skills lessons.</b>				<b>\$0.00</b>
<b>19</b>	<b>G5.B2.S1.A1</b>	<b>The Parent Involvement Committee will design a variety of family activity events.</b>				<b>\$6,081.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	510-Supplies	1271 - Cranberry Elementary School	Title I Part A	0.0	\$6,081.00
					<b>Total:</b>	<b>\$546,007.00</b>