

Sarasota County Schools

Cranberry Elementary School



2016-17 Schoolwide Improvement Plan

Cranberry Elementary School

2775 SHALIMAR TER, North Port, FL 34286

www.sarasotacountyschools.net/cranberry

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	B

**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 is pending approval by the Sarasota County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Cranberry Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

Cranberry Elementary builds relationships among students, families, and teachers through activities such as, Meet Your Teacher, Open House, Family Engagement Activities, ESOL nights, student projects, monthly newsletters, and parent conferences.

b. 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. Each morning begins with students reciting our Cougar Pledge:

I am a Cougar, respectful, polite.
I will always try to treat others right.
I'll be responsible for my actions today,
in class, at Specials, during lunch and play.
Arriving on time is important to me
to be ready to learn and be all I can be!

c. 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.

d. 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. Students, K-4, attend Social Skills during the Special's rotation.

3. Early Warning Systems

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

a. 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/Behavior Intervention Plans (FBA/BIP) are written to assist teachers with students.

Students who are retained due to failed ELA or math are documented within teacher data books and periodically discussed during data meetings with administration.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	14	10	10	8	20	9	0	0	0	0	0	0	0	71
One or more suspensions	1	0	4	1	2	5	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	1	0	3	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	23	25	23	0	0	0	0	0	0	0	71

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

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

c. 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 2 students. Students working below level also work with the reading support team. After school homework help tutoring is available for student in grades 3-5 who are struggling in math. FSA prep will be available for all students in March in preparation for the Florida State Assessment.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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

2. 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 awareness about Cranberry Elementary within the community.

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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

b. Duties

1. 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.

2. 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), SSA (Statewide Science Assessment) and WIDA.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Linda Daniels	Principal
John Carey	Principal
Tami Taylor	Teacher
Laura Sanabria	Parent
Angela Delagrange	Parent
Rebecca Register	Parent

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Daniels, 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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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. Academic Vocabulary
3. i-Ready growth monitoring

D. Public and Collaborative Teaching

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

1. 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.

2. 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. Technology support is offered to help new staff become effective in utilizing district resources. 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 .

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 and textbooks as well as 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.

b. Instructional Strategies

1. 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.

2. 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/or math strategies. Reading students will work on deficiencies identified through teacher assessment and iReady reports. 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

Daniels, Linda, linda.daniels@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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. The middle school holds a family night for new entering sixth grade students and their families.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the end of the 2017 school year, the number of students who have less than 90% attendance rate will decrease by ten percent.
- G2.** By the end of the 2017 school year, 69% of our students will score proficient, 65% of all students will demonstrate an annual learning gain, and 70% of students in the lowest quartile will demonstrate a learning gain on the FSA ELA Test.
- G3.** By the end of the 2017 school year, 75% of our students will score proficient, 73% of all students will demonstrate an annual learning gain, and 65% of students in the lowest quartile will demonstrate a learning gain on the FSA Math Test.
- G4.** By the end of the 2017 school year, 74% of our fifth grade students will score proficient on the SSA Test.
- G5.** By the end of the 2017 school year, suspension rate will be maintained at 2%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the end of the 2017 school year, the number of students who have less than 90% attendance rate will decrease by ten percent. 1a

G085492

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	65.0

Targeted Barriers to Achieving the Goal 3

- Attendance needs to be recognized as a priority.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher Attendance Referral
- School Social Worker
- Truancy Officer
- Incentives

Plan to Monitor Progress Toward G1. 8

Attendance reports and referrals

Person Responsible

John Carey

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

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

G2. By the end of the 2017 school year, 69% of our students will score proficient, 65% of all students will demonstrate an annual learning gain, and 70% of students in the lowest quartile will demonstrate a learning gain on the FSA ELA Test. **1a**

G085493

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	69.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal **3**

- Teachers need support implementing rigorous Florida Standards efficiently.
- Students need support to make expected learning gains.
- Students who scored in the lowest quartile need extra support to reach proficiency

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Reading Recovery; Reading Resource; computer programs; Reading Wonders intervention kit; 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.
- Computer programs to enhance reading instruction.
- The Reading Wonders intervention kit can be used a a guide to support reading interventions for specific skill areas.
- i-Ready ILS
- Student Textbooks
- Instructional Focus Guides
- The Common Core Companion: The Standards Decoded resource book
- District English Language Arts Program Specialist, writing consultant and curriculum, and i-Ready consultant
- After school and Cross-Age Tutoring programs

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

Florida State ELA Assessment

Person Responsible

Linda Daniels

Schedule

On 6/2/2017

Evidence of Completion

Florida State ELA Assessment Data

G3. By the end of the 2017 school year, 75% of our students will score proficient, 73% of all students will demonstrate an annual learning gain, and 65% of students in the lowest quartile will demonstrate a learning gain on the FSA Math Test. 1a

G085494

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0
Math Gains	73.0
Math Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Teachers need support implementing rigorous Florida Standards efficiently.
- Students need support to make expected learning gains.
- Students who scored in the lowest quartile need extra support to reach proficiency

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPalms Website
- i-Ready ILS
- Manipulatives
- Go Math! mathematics series
- i-Ready program specialist
- Instructional Focus Guides
- Online Resources
- District Math Program Specialist

Plan to Monitor Progress Toward G3. 8

Florida State Math Assessment

Person Responsible

Linda Daniels

Schedule

On 6/2/2017

Evidence of Completion

Florida State Math Assessment Data

G4. By the end of the 2017 school year, 74% of our fifth grade students will score proficient on the SSA Test. 1a

G085495

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Level 5	74.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Wide Focus on Science Calendar
- Science Lab teacher
- FUSION Science Textbooks
- Mad Science Program
- Online Resources (Brain-Pop, Flocabulary, Fusion, OneNote)

Plan to Monitor Progress Toward G4. 8

Statewide Science Assessment

Person Responsible

Linda Daniels

Schedule

Annually, from 4/14/2017 to 5/5/2017

Evidence of Completion

Test Scores

G5. By the end of the 2017 school year, suspension rate will be maintained at 2%. 1a

G085496

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	2.0

Targeted Barriers to Achieving the Goal 3

- Students lack appropriate social skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS Team
- Guidance Counselors
- Clear Behavior Expectations set by Administration

Plan to Monitor Progress Toward G5. 8

Administration reviews suspension data for the school year.

Person Responsible

John Carey

Schedule

On 6/2/2017

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 2017 school year, the number of students who have less than 90% attendance rate will decrease by ten percent. **1**

 G085492

G1.B1 Attendance needs to be recognized as a priority. **2**

 B227341

G1.B1.S1 Attendance tracking 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**

 S239864

Strategy Rationale

Documentation of strategies to increase attendance.

Action Step 1 **5**

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

Person Responsible

Charlene House

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

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 9/6/2016 to 6/2/2017

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 Daniels


Schedule

Quarterly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Attendance folder will document all conferences and interventions.

G1.B1.S2 Attendance will be recognized at quarterly assemblies and monthly at the PBS collectible store **4**

 S239865

Strategy Rationale

Recognizing students for their attendance will motivate them to attend school

Action Step 1 **5**

Students will be given a tangible incentive at the monthly PBS collectible store.

Person Responsible

Tami Taylor

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Monthly attendance report

Action Step 2 **5**

Students will be recognized at quarterly assemblies for their attendance

Person Responsible

Linda Daniels

Schedule

Quarterly, from 11/14/2016 to 4/24/2017

Evidence of Completion

Attendance report

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

PBS will monitor Attendance reports

Person Responsible

Linda Daniels

Schedule

Monthly, from 9/30/2016 to 4/28/2017

Evidence of Completion

PBS team will maintain attendance notes from monthly meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Attendance reports will monitored for an increase in student attendance

Person Responsible

Tami Taylor

Schedule

Monthly, from 9/1/2016 to 5/1/2017

Evidence of Completion

Monthly PBS meeting notes

G2. By the end of the 2017 school year, 69% of our students will score proficient, 65% of all students will demonstrate an annual learning gain, and 70% of students in the lowest quartile will demonstrate a learning gain on the FSA ELA Test. 1

G085493

G2.B1 Teachers need support implementing rigorous Florida Standards efficiently. 2

B227342

G2.B1.S1 Data Driven Discussions 4

S239866

Strategy Rationale

Teachers will meet with administration to discuss student progress and achievement in reading.

Action Step 1 5

Teachers will meet with administrators to analyze student data.

Person Responsible

Linda Daniels

Schedule

Semiannually, from 9/13/2016 to 3/10/2017

Evidence of Completion

Attendance Log

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

Teachers will maintain a data book.

Person Responsible

Linda Daniels

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Administrator data book checks

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

Teachers will access and analyze iReady reports and other classroom data.

Person Responsible

Linda Daniels

Schedule

Semiannually, from 9/13/2016 to 3/10/2017

Evidence of Completion

Student achievement data should show increases.

G2.B1.S2 A variety of resources will be used to assist teachers with deconstructing, understanding and the instruction of Florida Standards. 4

 S239867

Strategy Rationale

Teachers at grades 3-5 will meet monthly during PLC's to deconstruct ELA Florida Standards.

Action Step 1 5

Teachers will collaboratively improve instruction of Florida Standards with the help of resources.

Person Responsible

Linda Daniels

Schedule

Monthly, from 10/12/2016 to 6/2/2017

Evidence of Completion

lesson plans

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

Administrator walk-throughs

Person Responsible

Linda Daniels

Schedule

Monthly, from 10/10/2016 to 6/2/2017

Evidence of Completion

lesson plans

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

Student achievement scores will improve.

Person Responsible

Linda Daniels

Schedule

Monthly, from 10/10/2016 to 6/2/2017

Evidence of Completion

i-Ready reports and classroom data

G2.B1.S3 District English Language Arts Program Specialist, writing consultant and curriculum, and i-Ready Consultant 4

 S239868

Strategy Rationale

Teachers will participate in various trainings and workshops to increase their understanding of best practices in English Language Arts instruction.

Action Step 1 5

Classroom teachers will meet with the District English Language Arts specialist, writing consultant with curriculum, and i-Ready consultant,

Person Responsible

Linda Daniels

Schedule

Quarterly, from 9/27/2016 to 5/26/2017

Evidence of Completion

Attendance Log

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Administrator walk-throughs

Person Responsible

Linda Daniels

Schedule

Monthly, from 9/28/2016 to 5/26/2017

Evidence of Completion

Classroom observation and lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Teachers will access and analyze student data

Person Responsible

Linda Daniels

Schedule

Triannually, from 9/19/2016 to 5/26/2017

Evidence of Completion

i-Ready reports and teacher data books

G2.B2 Students need support to make expected learning gains. 2

 B227343

G2.B2.S1 After school and Cross-Age Tutoring programs 4

 S239869

Strategy Rationale

After school and Cross-Age Tutoring will be offered to assist students with reading.

Action Step 1 5

After school and Cross-Age tutoring programs will offer extra instruction in reading.

Person Responsible

Linda Daniels

Schedule

Weekly, from 2/6/2017 to 4/15/2017

Evidence of Completion

Attendance rosters; lesson plans

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

A master list of student attendance will be maintained for all tutoring programs.

Person Responsible

Tami Taylor

Schedule

Weekly, from 2/6/2017 to 4/15/2017

Evidence of Completion

Attendance roster

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

Those students who attend tutoring programs regularly should increase student achievement scores.

Person Responsible

Linda Daniels

Schedule

Weekly, from 2/6/2017 to 4/15/2017

Evidence of Completion

Attendance logs; i-Ready reports; classroom data

G2.B2.S2 Read Across America Day 4

S239870

Strategy Rationale

Community members will be invited to participate in a reading activity with students in K - 3 on Read Across America Day.

Action Step 1 5

Reading will be celebrated on Read Across America Day by inviting community members to school for reading activities.

Person Responsible

Tami Taylor

Schedule

On 3/2/2017

Evidence of Completion

Sign-in sheet

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Community members will be scheduled in classrooms.

Person Responsible

Tami Taylor

Schedule

On 3/2/2017

Evidence of Completion

Schedule

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Every K - 3 classroom will have a community member scheduled to participate.

Person Responsible

Tami Taylor

Schedule

On 3/2/2017

Evidence of Completion

Sign-in sheet and schedule

G2.B3 Students who scored in the lowest quartile need extra support to reach proficiency 2

 B227344

G2.B3.S1 Reading Recovery, Reading Resource teachers and Para SSP7 Aide 4

 S239871

Strategy Rationale

Reading Recovery, Reading Resource teachers and a Para SSP 7 Aide work with students and instructional staff K-5.

Action Step 1 5

Reading Recovery, Reading Resource teachers and a Para SSP7 Aide provide additional reading instruction to small groups of students and collaborate with those students's teachers.

Person Responsible

Linda Daniels

Schedule

Daily, from 8/29/2016 to 5/26/2017

Evidence of Completion

Attendance rosters; lesson plans

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

Reading Recovery teachers, Reading Resource teachers and a Para SSP 7 Aide will maintain an attendance log and lesson plans, as well as track student performance on i-Ready.

Person Responsible

Linda Daniels

Schedule

Daily, from 9/13/2016 to 5/26/2017

Evidence of Completion

Attendance log; lesson plans; i-Ready reports

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

Student achievement scores should increase.

Person Responsible

Linda Daniels

Schedule

Monthly, from 9/13/2016 to 5/26/2017

Evidence of Completion

i-Ready reports; classroom data

G2.B3.S2 Tier 2 and Tier 3 interventions 4

S239872

Strategy Rationale

Students meet with teachers and administration/support staff in small groups or individually for specific reading instruction.

Action Step 1 5

Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.

Person Responsible

Linda Daniels

Schedule

Daily, from 9/6/2016 to 5/26/2017

Evidence of Completion

Attendance rosters

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Teachers will maintain Tier 2 and Tier 3 documentation.

Person Responsible

Linda Daniels

Schedule

Daily, from 9/6/2016 to 5/26/2017

Evidence of Completion

Tier 2 and Tier 3 documents

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Student achievement should increase.

Person Responsible

Linda Daniels

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

i-Ready reports; classroom data

G3. By the end of the 2017 school year, 75% of our students will score proficient, 73% of all students will demonstrate an annual learning gain, and 65% of students in the lowest quartile will demonstrate a learning gain on the FSA Math Test. 1

G085494

G3.B1 Teachers need support implementing rigorous Florida Standards efficiently. 2

B227345

G3.B1.S1 The district math specialist and i-Ready consultant will schedule trainings with teachers to assist them with effective use of instructional tools. 4

S239873

Strategy Rationale

Teachers will participate in various trainings and workshops to increase their understanding of best practices in math instruction.

Action Step 1 5

Classroom teachers will meet with District Math Specialist and i-Ready consultant

Person Responsible

Linda Daniels

Schedule

Every 2 Months, from 9/7/2016 to 5/26/2017

Evidence of Completion

Attendance log

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

Administrator walk-throughs

Person Responsible

Linda Daniels

Schedule

Weekly, from 9/8/2016 to 5/26/2017

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 Daniels

Schedule

Triannually, from 9/19/2016 to 5/26/2017

Evidence of Completion

i-Ready reports and teacher data books

G3.B1.S2 Math Rounding 4

S239874

Strategy Rationale

Teachers meet to observe modeled math lessons and then collaborate to discuss instructional strategies.

Action Step 1 5

Teachers will observe math lessons and collaborate on strategies

Person Responsible

Linda Daniels

Schedule

Semiannually, from 9/22/2016 to 3/10/2017

Evidence of Completion

PLC notes

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

Administrator Walk Throughs

Person Responsible

Linda Daniels

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Lesson plans and observations

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

Data Driven Discussion

Person Responsible

Linda Daniels


Schedule

Semiannually, from 9/19/2016 to 3/10/2017

Evidence of Completion

Math data will be analyzed to show evidence of academic achievement increases

G3.B1.S3 Data Driven Discussions 4

 S239875

Strategy Rationale

Teachers will meet with administration to discuss student progress and achievement in math.

Action Step 1 5

Teachers will meet with administrators to analyze student data

Person Responsible

Linda Daniels

Schedule

Semiannually, from 9/13/2016 to 3/10/2017

Evidence of Completion

Attendance log

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Teachers will maintain a data book

Person Responsible

Linda Daniels

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Administrator data book check

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Teachers will analyze and access i-Ready reports and other classroom data

Person Responsible

Linda Daniels

Schedule

Semiannually, from 9/13/2016 to 3/10/2017


Evidence of Completion

Student achievement data will show increases.

G3.B2 Students need support to make expected learning gains. 2

 B227346

G3.B2.S1 Math Homework Help and Cross-Age Tutoring 4

 S239876

Strategy Rationale

Math Homework Help and Cross-Age Tutoring will be offered to assist students with understanding math concepts and strategies.

Action Step 1 5

Students will receive assistance with current math concepts and strategies in homework help and tutoring programs.

Person Responsible

Linda Daniels

Schedule

Weekly, from 10/3/2016 to 3/30/2017

Evidence of Completion

Attendance roster

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

Math Homework Help and Cross-Age tutoring teachers will maintain an attendance log and topic roster that lists concepts addressed.

Person Responsible

Linda Daniels

Schedule

Weekly, from 10/3/2016 to 3/30/2017

Evidence of Completion

Attendance log; topic roster

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

Student Math achievement scores should increase.

Person Responsible

Linda Daniels

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

i-Ready reports; classroom data

G3.B3 Students who scored in the lowest quartile need extra support to reach proficiency 2

 B227347

G3.B3.S1 Tier 2 and Tier 3 interventions 4

 S239877

Strategy Rationale

Students meet with teachers and administration/support staff in small groups or individually for specific math instruction.

Action Step 1 5

Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.

Person Responsible

Linda Daniels

Schedule

Daily, from 9/6/2016 to 5/26/2017

Evidence of Completion

Attendance rosters

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Teachers will maintain Tier 2 and Tier 3 documentation.

Person Responsible

Linda Daniels

Schedule

Daily, from 9/6/2016 to 5/26/2017

Evidence of Completion

Tier 2 and Tier 3 documents

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Student achievement should increase.

Person Responsible

Linda Daniels

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

i-Ready reports; classroom data

G4. By the end of the 2017 school year, 74% of our fifth grade students will score proficient on the SSA Test.

1

G085495

G4.B1 Students lack hands on science experience 2

B227348

G4.B1.S1 The "Mad Scientist" program supplements classroom instruction with hands on lab experiments with all fifth grade students (monthly). 4

S239878

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 8/31/2016 to 3/6/2017

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

Monthly, from 8/31/2016 to 3/6/2017

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 10/28/2016 to 3/3/2017

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

 S239879

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 8/22/2016 to 6/2/2017

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 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans and inquiry lab grades

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

Semiannually, from 8/22/2016 to 6/2/2017

Evidence of Completion

Summative assessment data

G4.B1.S3 Fifth Grade students will attend "Science Boot Camp" to review grade 3 and grade 4 standards. 4

 S239880

Strategy Rationale

Some science standards are covered in grade 3 and grade 4 but not covered in grade 5.

Action Step 1 5

The science teacher will meet with each fifth grade class to review grade 3 and 4 science standards

Person Responsible

Cheri Dame

Schedule

Daily, from 3/1/2017 to 3/31/2017

Evidence of Completion

Science lab teacher lesson plans

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Administrators will do walk-throughs

Person Responsible

John Carey

Schedule

Daily, from 3/1/2017 to 3/31/2017

Evidence of Completion

Science lab teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

District science benchmark assessment and a science pre assessment

Person Responsible

Cheri Dame

Schedule

Triannually, from 9/1/2016 to 1/31/2017

Evidence of Completion

Summative and formative assessment data

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

 B227349

G4.B2.S1 Science Leader at each grade level to plan, mentor, and motivate **4**

 S239881

Strategy Rationale

Having a school wide focus on science helps us all build a community of scientists.

Action Step 1 **5**

Teachers will meet and plan for instruction

Person Responsible

Linda Daniels

Schedule

Quarterly, from 8/17/2016 to 3/13/2017

Evidence of Completion

Lesson plans will reflect science instruction planning.

Action Step 2 **5**

Science Lab teacher will attend FAST Conference

Person Responsible

Cheri Dame

Schedule

On 10/19/2016

Evidence of Completion

Lesson plans will reflect shared strategies

Action Step 3 5

After school tutoring program will offer extra instruction in science.

Person Responsible

Cheri Dame

Schedule

On 3/31/2017

Evidence of Completion

Attendance log and lesson plans

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

Administrators will walk-through classrooms during science block and monitor lesson plans.

Person Responsible

Linda Daniels

Schedule

Weekly, from 8/29/2016 to 6/2/2017

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 9/9/2016 to 6/2/2017

Evidence of Completion

Unit Test

G5. By the end of the 2017 school year, suspension rate will be maintained at 2%. 1

G085496

G5.B1 Students lack appropriate social skills 2

B227350

G5.B1.S1 Schoolwide Positive Behavior Support program 4

S239882

Strategy Rationale

Research shows that the PBS program reduces misbehaviors and increases the appropriate behaviors.

Action Step 1 5

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

Person Responsible

Linda Daniels

Schedule

Monthly, from 9/19/2016 to 6/2/2017

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 Daniels

Schedule

Monthly, from 9/30/2016 to 5/12/2017

Evidence of Completion

Store order forms

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

Monitor suspensions

Person Responsible

John Carey

Schedule

Monthly, from 9/30/2016 to 6/2/2017

Evidence of Completion

Analyze data to see if there is a decrease in suspensions

G5.B1.S2 Social Skills Lessons 4

 S239883

Strategy Rationale

Teaches students appropriate behavior.

Action Step 1 5

Guidance will provide grade level appropriate social skills lessons.

Person Responsible

Linda Daniels

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson Plans/ Classroom Walk-Throughs

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

PBS Team reviews discipline referral data.

Person Responsible

Linda Daniels

Schedule

Monthly, from 9/19/2016 to 5/31/2017

Evidence of Completion

discipline data reports

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 Daniels

Schedule

Monthly, from 9/19/2016 to 6/2/2017

Evidence of Completion

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

G5.B1.S3 Parent/school communication 4

S239884

Strategy Rationale

Parent/school communication increases appropriate student behaviors.

Action Step 1 5

Family Engagement activities and continued use of Agenda Books will increase parent/school communication.

Person Responsible

John Carey

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Monthly Family Engagement activities

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Parents will be encouraged to participate in Family Engagement activities.

Person Responsible

John Carey

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Attendance rosters

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Appropriate student behaviors should increase as a result of parent/school communication during Family Engagement activities.

Person Responsible

John Carey

Schedule

Monthly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Discipline reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G4.B2.S1.A2 A310595	Science Lab teacher will attend FAST Conference	Dame, Cheri	10/19/2016	Lesson plans will reflect shared strategies	10/19/2016 one-time
G4.B1.S3.MA1 M318421	District science benchmark assessment and a science pre assessment	Dame, Cheri	9/1/2016	Summative and formative assessment data	1/31/2017 triannually
G2.B2.S2.MA1 M318399	Every K - 3 classroom will have a community member scheduled to participate.	Taylor, Tami	3/2/2017	Sign-in sheet and schedule	3/2/2017 one-time
G2.B2.S2.MA1 M318400	Community members will be scheduled in classrooms.	Taylor, Tami	3/2/2017	Schedule	3/2/2017 one-time
G2.B2.S2.A1 A310583	Reading will be celebrated on Read Across America Day by inviting community members to school for...	Taylor, Tami	3/2/2017	Sign-in sheet	3/2/2017 one-time
G4.B1.S1.MA1 M318417	Benchmark Assessments	Taylor, Tami	10/28/2016	Test results	3/3/2017 semiannually
G4.B1.S1.MA1 M318418	Mad Scientist Student Labs	Dame, Cheri	8/31/2016	Observation and Lesson Plans	3/6/2017 monthly
G4.B1.S1.A1 A310591	Monthly Mad Scientist Student Labs	Dame, Cheri	8/31/2016	Lesson plans	3/6/2017 monthly
G2.B1.S1.MA1 M318391	Teachers will access and analyze iReady reports and other classroom data.	Daniels, Linda	9/13/2016	Student achievement data should show increases.	3/10/2017 semiannually
G2.B1.S1.A1 A310579	Teachers will meet with administrators to analyze student data.	Daniels, Linda	9/13/2016	Attendance Log	3/10/2017 semiannually
G3.B1.S2.MA1 M318408	Data Driven Discussion	Daniels, Linda	9/19/2016	Math data will be analyzed to show evidence of academic achievement increases	3/10/2017 semiannually
G3.B1.S2.A1 A310587	Teachers will observe math lessons and collaborate on strategies	Daniels, Linda	9/22/2016	PLC notes	3/10/2017 semiannually
G3.B1.S3.MA1 M318410	Teachers will analyze and access i-Ready reports and other classroom data	Daniels, Linda	9/13/2016	Student achievement data will show increases.	3/10/2017 semiannually
G3.B1.S3.A1 A310588	Teachers will meet with administrators to analyze student data	Daniels, Linda	9/13/2016	Attendance log	3/10/2017 semiannually
G4.B2.S1.A1 A310594	Teachers will meet and plan for instruction	Daniels, Linda	8/17/2016	Lesson plans will reflect science instruction planning.	3/13/2017 quarterly
G3.B2.S1.MA1 M318413	Math Homework Help and Cross-Age tutoring teachers will maintain an attendance log and topic roster...	Daniels, Linda	10/3/2016	Attendance log; topic roster	3/30/2017 weekly
G3.B2.S1.A1 A310589	Students will receive assistance with current math concepts and strategies in homework help and...	Daniels, Linda	10/3/2016	Attendance roster	3/30/2017 weekly
G4.B2.S1.A3 A310596	After school tutoring program will offer extra instruction in science.	Dame, Cheri	3/1/2017	Attendance log and lesson plans	3/31/2017 one-time
G4.B1.S3.MA1 M318422	Administrators will do walk-throughs	Carey, John	3/1/2017	Science lab teacher lesson plans	3/31/2017 daily
G4.B1.S3.A1 A310593	The science teacher will meet with each fifth grade class to review grade 3 and 4 science standards	Dame, Cheri	3/1/2017	Science lab teacher lesson plans	3/31/2017 daily

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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.B2.S1.MA1 M318397	Those students who attend tutoring programs regularly should increase student achievement scores.	Daniels, Linda	2/6/2017	Attendance logs; i-Ready reports; classroom data	4/15/2017 weekly
G2.B2.S1.MA1 M318398	A master list of student attendance will be maintained for all tutoring programs.	Taylor, Tami	2/6/2017	Attendance roster	4/15/2017 weekly
G2.B2.S1.A1 A310582	After school and Cross-Age tutoring programs will offer extra instruction in reading.	Daniels, Linda	2/6/2017	Attendance rosters; lesson plans	4/15/2017 weekly
G1.B1.S2.A2 A310578	Students will be recognized at quarterly assemblies for their attendance	Daniels, Linda	11/14/2016	Attendance report	4/24/2017 quarterly
G1.B1.S2.MA1 M318389	PBS will monitor Attendance reports	Daniels, Linda	9/30/2016	PBS team will maintain attendance notes from monthly meetings.	4/28/2017 monthly
G1.B1.S2.MA1 M318388	Attendance reports will monitored for an increase in student attendance	Taylor, Tami	9/1/2016	Monthly PBS meeting notes	5/1/2017 monthly
G4.MA1 M318425	Statewide Science Assessment	Daniels, Linda	4/14/2017	Test Scores	5/5/2017 annually
G5.B1.S1.MA1 M318427	Classrooms participate in PBS prize store.	Daniels, Linda	9/30/2016	Store order forms	5/12/2017 monthly
G2.B3.S1.MA1 M318401	Student achievement scores should increase.	Daniels, Linda	9/13/2016	i-Ready reports; classroom data	5/26/2017 monthly
G2.B3.S1.MA1 M318402	Reading Recovery teachers, Reading Resource teachers and a Para SSP 7 Aide will maintain an...	Daniels, Linda	9/13/2016	Attendance log; lesson plans; i-Ready reports	5/26/2017 daily
G2.B3.S1.A1 A310584	Reading Recovery, Reading Resource teachers and a Para SSP7 Aide provide additional reading...	Daniels, Linda	8/29/2016	Attendance rosters; lesson plans	5/26/2017 daily
G3.B1.S1.MA1 M318406	Teachers will access and analyze student data	Daniels, Linda	9/19/2016	i-Ready reports and teacher data books	5/26/2017 triannually
G3.B1.S1.MA1 M318407	Administrator walk-throughs	Daniels, Linda	9/8/2016	observations and lesson plans	5/26/2017 weekly
G3.B1.S1.A1 A310586	Classroom teachers will meet with District Math Specialist and i-Ready consultant	Daniels, Linda	9/7/2016	Attendance log	5/26/2017 every-2-months
G3.B2.S1.MA1 M318412	Student Math achievement scores should increase.	Daniels, Linda	10/3/2016	i-Ready reports; classroom data	5/26/2017 monthly
G3.B3.S1.MA1 M318414	Student achievement should increase.	Daniels, Linda	9/6/2016	i-Ready reports; classroom data	5/26/2017 weekly
G3.B3.S1.MA1 M318415	Teachers will maintain Tier 2 and Tier 3 documentation.	Daniels, Linda	9/6/2016	Tier 2 and Tier 3 documents	5/26/2017 daily
G3.B3.S1.A1 A310590	Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.	Daniels, Linda	9/6/2016	Attendance rosters	5/26/2017 daily
G1.B1.S2.A1 A310577	Students will be given a tangible incentive at the monthly PBS collectible store.	Taylor, Tami	9/30/2016	Monthly attendance report	5/26/2017 monthly
G2.B3.S2.MA1 M318403	Student achievement should increase.	Daniels, Linda	9/6/2016	i-Ready reports; classroom data	5/26/2017 weekly
G2.B3.S2.MA1 M318404	Teachers will maintain Tier 2 and Tier 3 documentation.	Daniels, Linda	9/6/2016	Tier 2 and Tier 3 documents	5/26/2017 daily
G2.B3.S2.A1 A310585	Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.	Daniels, Linda	9/6/2016	Attendance rosters	5/26/2017 daily

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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
G3.B1.S2.MA1 M318409	Administrator Walk Throughs	Daniels, Linda	10/3/2016	Lesson plans and observations	5/26/2017 monthly
G2.B1.S3.MA1 M318395	Teachers will access and analyze student data	Daniels, Linda	9/19/2016	i-Ready reports and teacher data books	5/26/2017 triannually
G2.B1.S3.MA1 M318396	Administrator walk-throughs	Daniels, Linda	9/28/2016	Classroom observation and lesson plans	5/26/2017 monthly
G2.B1.S3.A1 A310581	Classroom teachers will meet with the District English Language Arts specialist, writing consultant...	Daniels, Linda	9/27/2016	Attendance Log	5/26/2017 quarterly
G5.B1.S2.MA1 M318429	PBS Team reviews discipline referral data.	Daniels, Linda	9/19/2016	discipline data reports	5/31/2017 monthly
G1.MA1 M318390	Attendance reports and referrals	Carey, John	8/22/2016	Attendance reports will show a decrease in total students having low attendance rates.	6/2/2017 quarterly
G2.MA1 M318405	Florida State ELA Assessment	Daniels, Linda	2/28/2017	Florida State ELA Assessment Data	6/2/2017 one-time
G3.MA1 M318416	Florida State Math Assessment	Daniels, Linda	2/28/2017	Florida State Math Assessment Data	6/2/2017 one-time
G5.MA1 M318432	Administration reviews suspension data for the school year.	Carey, John	8/22/2016	Suspension data and positive referrals	6/2/2017 one-time
G1.B1.S1.MA1 M318386	Using data collected, administrator will hold parent conferences and communicate with truancy...	Daniels, Linda	9/6/2016	Attendance folder will document all conferences and interventions.	6/2/2017 quarterly
G1.B1.S1.MA1 M318387	Administrator will read attendance reports and follow-up with classroom teachers.	Carey, John	9/6/2016	Administrator will maintain attendance folder with collected data.	6/2/2017 biweekly
G1.B1.S1.A1 A310576	Teachers can use the referral form to document district attendance policies.	House, Charlene	8/22/2016	Attendance reports	6/2/2017 biweekly
G2.B1.S1.MA1 M318392	Teachers will maintain a data book.	Daniels, Linda	8/22/2016	Administrator data book checks	6/2/2017 weekly
G4.B2.S1.MA1 M318423	Monitoring completion of Units	Dame, Cheri	9/9/2016	Unit Test	6/2/2017 every-3-weeks
G4.B2.S1.MA1 M318424	Administrators will walk-through classrooms during science block and monitor lesson plans.	Daniels, Linda	8/29/2016	Teacher schedules and observation from walk-throughs.	6/2/2017 weekly
G5.B1.S1.MA1 M318426	Monitor suspensions	Carey, John	9/30/2016	Analyze data to see if there is a decrease in suspensions	6/2/2017 monthly
G5.B1.S1.A1 A310597	Monthly PBS meetings to support classroom teachers in their efforts to promote positive social skill...	Daniels, Linda	9/19/2016	Attendance log, meeting notes	6/2/2017 monthly
G2.B1.S2.MA1 M318393	Student achievement scores will improve.	Daniels, Linda	10/10/2016	i-Ready reports and classroom data	6/2/2017 monthly
G2.B1.S2.MA1 M318394	Administrator walk-throughs	Daniels, Linda	10/10/2016	lesson plans	6/2/2017 monthly
G2.B1.S2.A1 A310580	Teachers will collaboratively improve instruction of Florida Standards with the help of resources.	Daniels, Linda	10/12/2016	lesson plans	6/2/2017 monthly
G4.B1.S2.MA1 M318419	Teachers will administer Pre Test and Post Test of mastery of grade level benchamrks.	Dame, Cheri	8/22/2016	Summative assessment data	6/2/2017 semiannually
G4.B1.S2.MA1 M318420	Administrator will do walk-throughs to monitor implementation.	Carey, John	8/22/2016	Lesson plans and inquiry lab grades	6/2/2017 weekly

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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
G4.B1.S2.A1 A310592	Students will visit Science Lab to complete hands-on inquiry labs	Dame, Cheri	8/22/2016	Lesson plans	6/2/2017 biweekly
G5.B1.S2.MA1 M318428	Increase of positive referrals and cougar coupon distribution and decrease of office discipline...	Daniels, Linda	9/19/2016	Store order forms, number of positive referrals, number of discipline referrals.	6/2/2017 monthly
G5.B1.S2.A1 A310598	Guidance will provide grade level appropriate social skills lessons.	Daniels, Linda	8/22/2016	Teacher Lesson Plans/ Classroom Walk-Throughs	6/2/2017 weekly
G3.B1.S3.MA1 M318411	Teachers will maintain a data book	Daniels, Linda	8/22/2016	Administrator data book check	6/2/2017 weekly
G5.B1.S3.MA1 M318430	Appropriate student behaviors should increase as a result of parent/school communication during...	Carey, John	9/19/2016	Discipline reports	6/2/2017 monthly
G5.B1.S3.MA1 M318431	Parents will be encouraged to participate in Family Engagement activities.	Carey, John	8/22/2016	Attendance rosters	6/2/2017 monthly
G5.B1.S3.A1 A310599	Family Engagement activities and continued use of Agenda Books will increase parent/school...	Carey, John	8/22/2016	Monthly Family Engagement activities	6/2/2017 monthly

V. 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 2017 school year, 69% of our students will score proficient, 65% of all students will demonstrate an annual learning gain, and 70% of students in the lowest quartile will demonstrate a learning gain on the FSA ELA Test.

G2.B1 Teachers need support implementing rigorous Florida Standards efficiently.

G2.B1.S1 Data Driven Discussions

PD Opportunity 1

Teachers will meet with administrators to analyze student data.

Facilitator

Linda Daniels; John Carey

Participants

Instructional staff K - 5

Schedule

Semiannually, from 9/13/2016 to 3/10/2017

G2.B1.S2 A variety of resources will be used to assist teachers with deconstructing, understanding and the instruction of Florida Standards.

PD Opportunity 1

Teachers will collaboratively improve instruction of Florida Standards with the help of resources.

Facilitator

Linda Daniels; John Carey; Tami Taylor

Participants

Instructional Staff K-5

Schedule

Monthly, from 10/12/2016 to 6/2/2017

G2.B1.S3 District English Language Arts Program Specialist, writing consultant and curriculum, and i-Ready Consultant

PD Opportunity 1

Classroom teachers will meet with the District English Language Arts specialist, writing consultant with curriculum, and i-Ready consultant,

Facilitator

Suzanne Naiman, Lisa Collum, Michelle Kloese

Participants

Instructional Staff K-5

Schedule

Quarterly, from 9/27/2016 to 5/26/2017

G3. By the end of the 2017 school year, 75% of our students will score proficient, 73% of all students will demonstrate an annual learning gain, and 65% of students in the lowest quartile will demonstrate a learning gain on the FSA Math Test.

G3.B1 Teachers need support implementing rigorous Florida Standards efficiently.

G3.B1.S1 The district math specialist and i-Ready consultant 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 and i-Ready consultant

Facilitator

Sue D'angelo/ Michelle Kloese Math/i-Ready Training

Participants

Instructional staff (K-5)

Schedule

Every 2 Months, from 9/7/2016 to 5/26/2017

G3.B1.S2 Math Rounding

PD Opportunity 1

Teachers will observe math lessons and collaborate on strategies

Facilitator

Sue D'Angelo

Participants

Instructors (K-5)

Schedule

Semiannually, from 9/22/2016 to 3/10/2017

G3.B1.S3 Data Driven Discussions

PD Opportunity 1

Teachers will meet with administrators to analyze student data

Facilitator

Linda Daniels John Carey

Participants

Instructional Staff (K-5)

Schedule

Semiannually, from 9/13/2016 to 3/10/2017

G4. By the end of the 2017 school year, 74% of our fifth grade students will score proficient on the SSA Test.

G4.B1 Students lack hands on science experience

G4.B1.S1 The "Mad Scientist" program supplements classroom instruction with hands on lab experiments with all fifth grade students (monthly).

PD Opportunity 1

Monthly Mad Scientist Student Labs

Facilitator

Tom Landry

Participants

Classroom teachers

Schedule

Monthly, from 8/31/2016 to 3/6/2017

G4.B2 Students not mastering skills in earlier grade levels

G4.B2.S1 Science Leader at each grade level to plan, mentor, and motivate

PD Opportunity 1

Teachers will meet and plan for instruction

Facilitator

Cheri Dame

Participants

Science Lead Classroom Teacher (K-5)

Schedule

Quarterly, from 8/17/2016 to 3/13/2017

VI. Technical Assistance Items

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

G2. By the end of the 2017 school year, 69% of our students will score proficient, 65% of all students will demonstrate an annual learning gain, and 70% of students in the lowest quartile will demonstrate a learning gain on the FSA ELA Test.

G2.B3 Students who scored in the lowest quartile need extra support to reach proficiency

G2.B3.S2 Tier 2 and Tier 3 interventions

TA Opportunity 1

Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.

Facilitator

Participants

Schedule

Daily, from 9/6/2016 to 5/26/2017

G3. By the end of the 2017 school year, 75% of our students will score proficient, 73% of all students will demonstrate an annual learning gain, and 65% of students in the lowest quartile will demonstrate a learning gain on the FSA Math Test.

G3.B3 Students who scored in the lowest quartile need extra support to reach proficiency

G3.B3.S1 Tier 2 and Tier 3 interventions

TA Opportunity 1

Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.

Facilitator

Participants

Schedule

Daily, from 9/6/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	Teachers can use the referral form to document district attendance policies.	\$0.00
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2	G1.B1.S2.A1	Students will be given a tangible incentive at the monthly PBS collectible store.				\$0.00
3	G1.B1.S2.A2	Students will be recognized at quarterly assemblies for their attendance				\$0.00
4	G2.B1.S1.A1	Teachers will meet with administrators to analyze student data.				\$2,920.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I, Part A		\$2,920.00
5	G2.B1.S2.A1	Teachers will collaboratively improve instruction of Florida Standards with the help of resources.				\$44,373.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1271 - Cranberry Elementary School	Title I, Part A		\$30,583.00
	6400	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I, Part A		\$13,790.00
6	G2.B1.S3.A1	Classroom teachers will meet with the District English Language Arts specialist, writing consultant with curriculum, and i-Ready consultant,				\$8,124.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1271 - Cranberry Elementary School	Title I, Part A		\$3,000.00
	6400	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I, Part A		\$5,124.00
7	G2.B2.S1.A1	After school and Cross-Age tutoring programs will offer extra instruction in reading.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I, Part A		\$10,000.00
8	G2.B2.S2.A1	Reading will be celebrated on Read Across America Day by inviting community members to school for reading activities.				\$0.00
9	G2.B3.S1.A1	Reading Recovery, Reading Resource teachers and a Para SSP7 Aide provide additional reading instruction to small groups of students and collaborate with those students's teachers.				\$434,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title I, Part A		\$420,700.00
	5000	150-Aides	1271 - Cranberry Elementary School	Title I, Part A		\$13,400.00
10	G2.B3.S2.A1	Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.				\$0.00

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11	G3.B1.S1.A1	Classroom teachers will meet with District Math Specialist and i-Ready consultant				\$0.00
12	G3.B1.S2.A1	Teachers will observe math lessons and collaborate on strategies				\$17,395.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1271 - Cranberry Elementary School	Title I, Part A		\$6,395.00
	5100	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I, Part A		\$11,000.00
13	G3.B1.S3.A1	Teachers will meet with administrators to analyze student data				\$2,920.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I, Part A		\$2,920.00
14	G3.B2.S1.A1	Students will receive assistance with current math concepts and strategies in homework help and tutoring programs.				\$10,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I, Part A		\$10,000.00
	5100	510-Supplies	1271 - Cranberry Elementary School	Title I, Part A		\$100.00
15	G3.B3.S1.A1	Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.				\$0.00
16	G4.B1.S1.A1	Monthly Mad Scientist Student Labs				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	310-Professional and Technical Services	1271 - Cranberry Elementary School	Title I, Part A	0.0	\$7,000.00
17	G4.B1.S2.A1	Students will visit Science Lab to complete hands-on inquiry labs				\$0.00
18	G4.B1.S3.A1	The science teacher will meet with each fifth grade class to review grade 3 and 4 science standards				\$0.00
19	G4.B2.S1.A1	Teachers will meet and plan for instruction				\$12,324.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	1271 - Cranberry Elementary School	Title I, Part A	0.0	\$12,324.00
20	G4.B2.S1.A2	Science Lab teacher will attend FAST Conference				\$927.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title I, Part A		\$927.00

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21	G4.B2.S1.A3	After school tutoring program will offer extra instruction in science.				\$5,267.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title I, Part A		\$5,000.00
	5100	510-Supplies	1271 - Cranberry Elementary School	Title I, Part A		\$267.00
22	G5.B1.S1.A1	Monthly PBS meetings to support classroom teachers in their efforts to promote positive social skill choices.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		\$0.00
			<i>Notes: Booster Club raises funds for PBS Prizes</i>			
			District-Wide	Title I, Part A		\$0.00
23	G5.B1.S2.A1	Guidance will provide grade level appropriate social skills lessons.				\$0.00
24	G5.B1.S3.A1	Family Engagement activities and continued use of Agenda Books will increase parent/school communication.				\$6,109.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	1271 - Cranberry Elementary School	Title I, Part A		\$6,109.00
					Total:	\$561,559.00