Cranberry Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 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	28%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Cranberry Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 among 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 School Counselor, Home School Liaison, and Instructional Staff, who offer social skill programs, small groups, and mentoring.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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. Daily phone calls are made to the homes of students who are not present that day. 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.

Teachers have opportunity to document behavioral concerns on Behavior Tracking Forms as one of our communications to parents. Repeated behavioral concerns documented on Behavior Tracking Forms can result in Discipline Referrals.

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 present student data 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. Specific tutoring will be available for students in the spring months in preparation for the Florida State Assessment.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/476220.

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

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

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
Singleton, Scott	School Counselor
Taylor, Tami	Instructional Coach
Porinchak, Brad	Assistant Principal

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 2 interventions. Parents are contacted and the intervention is implemented for 5-6 weeks. This data is graphed and presented to the SWST team. The student is discussed. The student moves to Tier 3 if these interventions were unsuccessful. If Tier 2 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
Angela Delagrange	Parent
Brad Porinchak	Education Support Employee
Elaine Paynter	Parent
Kristen Vance	Parent
Elizabeth Dunbar	Teacher
Chrissy Bradford	Parent
John Distasio	Parent
Katie King	Parent
Marivee Jerome	Parent
Kelly Rollins	Parent
Justin Willis	Parent
Tiffany Wise	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 and 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.•
2017-2018 Budget is $3,000.00
Monies from the budget is to be used for:
-Conferences: $800
-Science Lab Activities: $800
-Cross Age Tutoring (materials/snacks): $500
-Snacks for SAC meetings: $50 or less per meeting
-Misc./Reserve: $500

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
Taylor, Tami	Instructional Coach
Hronek, Lisa	Teacher, K-12
Burns, Jayne	Teacher, K-12
Butigian, Kathleen	Teacher, K-12
Irving, Janet	Teacher, K-12
Porinchak, Brad	Assistant Principal

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. Best Practices in Literacy Instruction
2. Academic Vocabulary
3. i-Ready growth monitoring

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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 teachers 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 her for one year. This mentor will help the new teacher adjust to the new school environment and be 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

A focus on improving student attendance is in place, as a need indicated by data. This, in turn, may positively affect suspension rates.

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"Â? 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.

Some families do not recognize the importance of regular attendance at school. Students have been absent because of family vacations, illness, and simply not wanting to come to school. An effort is in place to improve awareness of the importance of student attendance at school.

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   By the end of the 2018 school year, 100% of our students will learn about career and technical education.

G2.   By the end of the 2018 school year, 50% of families will participate in at least one school-related Family Engagement event.

G3.   By the end of the 2018 school year, the number of students who have less than 90% attendance rate will decrease by ten percent.

G4.   By the end of the 2018 school year, 76% of our students will score proficient, 68% of all students will demonstrate an annual learning gain, and 55% of students in the lowest quartile will demonstrate a learning gain on the FSA ELA Test.

G5.   By the end of the 2018 school year, 79% of our students will score proficient, 66% of all students will demonstrate an annual learning gain, and 49% of students in the lowest quartile will demonstrate a learning gain on the FSA Math Test.

G6.   By the end of the 2018 school year, 65% of our fifth grade students will score proficient on the SSA Test.

G7.   By the end of the 2018 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 2018 school year, 100% of our students will learn about career and technical education. `1a`

🔍 G098160

Targets Supported `1b`

Indicator	Annual Target
	100.0

Targeted Barriers to Achieving the Goal `3`

- Students do not have an awareness of a wide variety of career opportunities.

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

- Community business management and employees

- Media resources, i.e.video clips, online articles/photo clips, etc.

- Career resource books and literature

Plan to Monitor Progress Toward G1. `8`

Students will compile information and create a classroom presentation about a specific career they are interested in, based on learned information from the presentations.

Person Responsible
Linda Daniels

Schedule
On 5/18/2018

Evidence of Completion
Student presentations

G2. By the end of the 2018 school year, 50% of families will participate in at least one school-related Family Engagement event. `1a`

🔍 G098161

Targets Supported `1b`

Indicator	Annual Target
District Parent Survey	50.0

Targeted Barriers to Achieving the Goal `3`

- Historically, parent involvement in Family Engagement events has been low.

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

- Family Engagement committee

- Community resources

- Monthly Family Engagement events

- Reading and Math Connections newsletter

Plan to Monitor Progress Toward G2. `8`

Sign-in sheets

Person Responsible
Tami Taylor

Schedule
Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion
Sign-in sheets

G3. By the end of the 2018 school year, the number of students who have less than 90% attendance rate will decrease by ten percent. 1a

🔍 G098162

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	64.0

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

- Home/School Liaison

Plan to Monitor Progress Toward G3. 8

Attendance reports and referrals

Person Responsible
Brad Porinchak

Schedule
Quarterly, from 9/5/2017 to 5/24/2018

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

G4. By the end of the 2018 school year, 76% of our students will score proficient, 68% of all students will demonstrate an annual learning gain, and 55% of students in the lowest quartile will demonstrate a learning gain on the FSA ELA Test. 1a

🔑 G098163

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	76.0
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	55.0

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

- Attendance of several teachers at FRA conference

- Supplemental classroom materials, i.e. Time for Kids, National Geographic for Kids, Reading a-z; magnetic letters and Fountas & Pinnell Assessment Kit

Plan to Monitor Progress Toward G4. 8

Florida State ELA Assessment

Person Responsible
Linda Daniels

Schedule
On 5/24/2018

Evidence of Completion
Florida State ELA Assessment Data

G5. By the end of the 2018 school year, 79% of our students will score proficient, 66% of all students will demonstrate an annual learning gain, and 49% of students in the lowest quartile will demonstrate a learning gain on the FSA Math Test. `1a`

🔑 G098164

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	79.0
Math Gains	66.0
Math Lowest 25% Gains	49.0

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

- Supplemental resources, i.e. math WikiSpace, GPS resource, Tangy Tuesday Puzzle Packs, Reflex Math

- Math Resource Teacher

Plan to Monitor Progress Toward G5. `8`

Florida State Math Assessment

Person Responsible
Linda Daniels

Schedule
On 5/24/2018

Evidence of Completion
Florida State Math Assessment Data

G6. By the end of the 2018 school year, 65% of our fifth grade students will score proficient on the SSA Test. 1a

🔑 G098165

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Level 5	65.0

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)

- STEM conference and ECTAC conference

- Supplemental classroom resources, i.e. science-related classroom magazines for kids, science consumables

Plan to Monitor Progress Toward G6. 8

Statewide Science Assessment

Person Responsible

Linda Daniels

Schedule

Annually, from 4/30/2018 to 5/4/2018

Evidence of Completion

Test Scores

G7. By the end of the 2018 school year, suspension rate will be maintained at 2%. 1a

🔑 G098166

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 G7. 8

Administration reviews suspension data for the school year.

Person Responsible
Brad Porinchak

Schedule
On 5/24/2018

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 2018 school year, 100% of our students will learn about career and technical education. 1

🔑 G098160

G1.B1 Students do not have an awareness of a wide variety of career opportunities. 2

🔑 B264037

G1.B1.S1 Career pathways will be discussed every other Friday on the Morning News. 4

🔑 S279667

Strategy Rationale

Students need exposure to a variety of available careers.

Action Step 1 5

Administration will share information about careers with video clips, literature, and presentations.

Person Responsible

Linda Daniels

Schedule

Biweekly, from 12/1/2017 to 5/18/2018

Evidence of Completion

Student journal entries; list of careers presented

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

Students will enter questions and comments about careers presented in a journal.

Person Responsible

Linda Daniels

Schedule

Biweekly, from 12/1/2017 to 5/18/2018

Evidence of Completion

Student journal entries

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

Student journal entries will be shared with others in the class.

Person Responsible

Linda Daniels

Schedule

Biweekly, from 12/1/2017 to 5/18/2018

Evidence of Completion

Student journal entries

G1.B1.S2 Community guest speakers will be invited to share information about their careers, i.e. Publix manager, Comcast employee, etc.. 4

🔑 S279668

Strategy Rationale

Students need exposure to a variety of available careers.

Action Step 1 5

Staff will invite community business managers and employees to present information about their careers to specific grade levels.

Person Responsible

Linda Daniels

Schedule

Every 2 Months, from 12/1/2017 to 5/18/2018

Evidence of Completion

Guest speaker sign-on roster

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

Students will record questions and comments about learned information from the career presentation.

Person Responsible

Linda Daniels

Schedule

Every 2 Months, from 12/1/2017 to 5/18/2018

Evidence of Completion

Student journal entries

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

Students will share journal entries with the class.

Person Responsible

Linda Daniels

Schedule

Every 2 Months, from 12/1/2017 to 5/18/2018

Evidence of Completion

Student presentations

G2. By the end of the 2018 school year, 50% of families will participate in at least one school-related Family Engagement event. `1`

🔑 G098161

G2.B1 Historically, parent involvement in Family Engagement events has been low. `2`

🔑 B264038

G2.B1.S1 Parents are encouraged to attend Family Engagement events held at school, including Science nights, Dad and Me night, Meet Your Teacher, Open House, Family Media nights, FSA information night, among other events. `4`

🔑 S279669

Strategy Rationale

When parents are involved with school activities, student attendance and student achievement tend to increase.

Action Step 1 `5`

The Family Engagement Committee will schedule monthly Parent events.

Person Responsible

Tami Taylor

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Committee meeting minutes

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

Invitation flyers, Connect Ed calls and REMIND text messages will be sent for each event.

Person Responsible

Tami Taylor

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Invitation flyers

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

The number of families attending each event will be recorded.

Person Responsible

Tami Taylor

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets

G3. By the end of the 2018 school year, the number of students who have less than 90% attendance rate will decrease by ten percent. `1`

🔑 G098162

G3.B1 Attendance needs to be recognized as a priority. `2`

🔑 B264039

G3.B1.S1 Attendance tracking form will assist teachers in tracking attendance interventions, such as contacting parents, scheduling SWST meetings, implementing attendance contracts, contacting the Home/School Liaison, truancy worker and social worker to visit families to identify and help with home needs. `4`

🔑 S279670

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 8/14/2017 to 5/24/2018

Evidence of Completion

Attendance reports

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

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

Person Responsible

Brad Porinchak

Schedule

Biweekly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Administrator will maintain attendance folder with collected data.

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

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

Person Responsible

Linda Daniels

Schedule

Quarterly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Attendance folder will document all conferences and interventions.

G3.B1.S2 Attendance will be recognized monthly at the PBS collectible store with a variety of incentives. 4

🔍 S279671

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 9/29/2017 to 5/17/2018

Evidence of Completion

Monthly attendance report

Action Step 2 5

Students with perfect monthly attendance will be eligible for a bigger prize in a monthly drawing.

Person Responsible

Linda Daniels

Schedule

Monthly, from 9/29/2017 to 5/24/2018

Evidence of Completion

Attendance report

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

PBS will monitor Attendance reports

Person Responsible

Brad Porinchak

Schedule

Monthly, from 9/18/2017 to 5/14/2018

Evidence of Completion

PBS team will maintain attendance notes from monthly meetings.

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

Attendance reports will monitored for an increase in student attendance

Person Responsible

Brad Porinchak

Schedule

Monthly, from 9/18/2017 to 5/14/2018

Evidence of Completion

Monthly PBS meeting notes

G4. By the end of the 2018 school year, 76% of our students will score proficient, 68% of all students will demonstrate an annual learning gain, and 55% of students in the lowest quartile will demonstrate a learning gain on the FSA ELA Test. 1

🔑 G098163

G4.B1 Teachers need support implementing rigorous Florida Standards efficiently. 2

🔑 B264040

G4.B1.S1 Data Driven Discussions 4

🔑 S279672

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 10/18/2017 to 3/22/2018

Evidence of Completion

Attendance Log

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

Teachers will maintain a data book.

Person Responsible

Linda Daniels

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrator data book checks

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

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

Person Responsible

Linda Daniels

Schedule

Semiannually, from 10/18/2017 to 3/22/2018

Evidence of Completion

Student achievement data should show increases.

G4.B1.S2 District English Language Arts Program Specialist, writing consultant and curriculum, and i-Ready Consultant `4`

🔑 S279673

Strategy Rationale

Teachers will participate in various trainings and workshops to increase their understanding of the Florida Standards and 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 G4.B1.S2 `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 G4.B1.S2 `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

G4.B2 Students need support to make expected learning gains. [2]

🔑 B264041

G4.B2.S1 After school and Cross-Age Tutoring programs [4]

🔑 S279674

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 10/17/2017 to 4/6/2018

Evidence of Completion

Attendance rosters; lesson plans

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

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

Person Responsible

Tami Taylor

Schedule

Weekly, from 10/17/2017 to 4/6/2018

Evidence of Completion

Attendance roster

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

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

Person Responsible

Linda Daniels

Schedule

Weekly, from 10/17/2017 to 4/6/2018

Evidence of Completion

Attendance logs; i-Ready reports; classroom data

G4.B3 Students who scored in the lowest quartile need extra support to reach proficiency `2`

🔧 B264042

G4.B3.S1 Reading Recovery, Reading Resource teachers and Para SSP7 Aide `4`

🔧 S279675

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' teachers.

Person Responsible

Linda Daniels

Schedule

Daily, from 8/28/2017 to 5/18/2018

Evidence of Completion

Attendance rosters; lesson plans

Plan to Monitor Fidelity of Implementation of G4.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 8/28/2017 to 5/18/2018

Evidence of Completion

Attendance log; lesson plans; i-Ready reports

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

Student achievement scores should increase.

Person Responsible

Linda Daniels

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

i-Ready reports; classroom data

G4.B3.S2 Tier 2 and Tier 3 interventions 4

S279676

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 8/28/2017 to 5/24/2018

Evidence of Completion

Attendance rosters

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Teachers will maintain Tier 2 and Tier 3 documentation.

Person Responsible

Linda Daniels

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Tier 2 and Tier 3 documents

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 `7`

Student achievement should increase.

Person Responsible

Linda Daniels

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

i-Ready reports; classroom data

G5. By the end of the 2018 school year, 79% of our students will score proficient, 66% of all students will demonstrate an annual learning gain, and 49% of students in the lowest quartile will demonstrate a learning gain on the FSA Math Test. `1`

🔑 G098164

G5.B1 Teachers need support implementing rigorous Florida Standards efficiently. `2`

🔑 B264043

G5.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`

🔑 S279677

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

Triannually, from 8/30/2017 to 5/24/2018

Evidence of Completion

Attendance log

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

Administrator walk-throughs

Person Responsible

Linda Daniels

Schedule

Weekly, from 8/30/2017 to 5/24/2018

Evidence of Completion

observations and lesson plans

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

Teachers will access and analyze student data

Person Responsible

Linda Daniels

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

i-Ready reports and teacher data books

G5.B1.S2 Math Rounding 4

S279678

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 9/6/2017 to 3/22/2018

Evidence of Completion

PLC notes

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

Administrator Walk Throughs

Person Responsible

Linda Daniels

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Lesson plans and observations

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

Data Driven Discussion

Person Responsible

Linda Daniels

Schedule

Semiannually, from 10/18/2017 to 3/22/2018

Evidence of Completion

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

G5.B1.S3 Data Driven Discussions `4`

🔍 S279679

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 10/18/2017 to 3/22/2018

Evidence of Completion

Attendance log

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

Teachers will maintain a data book

Person Responsible

Linda Daniels

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrator data book check

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

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

Person Responsible

Linda Daniels

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student achievement data will show increases.

G5.B2 Students need support to make expected learning gains. `2`

`🔑 B264044`

G5.B2.S1 After School Tutoring Programs and Cross-Age Tutoring `4`

`🔑 S279680`

Strategy Rationale

After School Tutoring Programs 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 after school and Cross-Age tutoring programs.

Person Responsible

Linda Daniels

Schedule

Weekly, from 10/17/2017 to 4/6/2018

Evidence of Completion

Attendance roster

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

After School and Cross-Age tutoring teachers will maintain an attendance log and topic roster that lists concepts addressed.

Person Responsible

Linda Daniels

Schedule

Weekly, from 10/17/2017 to 4/6/2018

Evidence of Completion

Attendance log; topic roster

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

Student Math achievement scores should increase.

Person Responsible

Linda Daniels

Schedule

Monthly, from 10/17/2017 to 4/6/2018

Evidence of Completion

i-Ready reports; classroom data

G5.B3 Students who scored in the lowest quartile need extra support to reach proficiency `2`

🔑 B264045

G5.B3.S1 Tier 2 and Tier 3 interventions `4`

🔑 S279681

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 8/14/2017 to 5/24/2018

Evidence of Completion

Attendance rosters

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Teachers will maintain Tier 2 and Tier 3 documentation.

Person Responsible

Linda Daniels

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Tier 2 and Tier 3 documents

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Student achievement should increase.

Person Responsible

Linda Daniels

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

i-Ready reports; classroom data

G5.B3.S2 Math Resource Teacher [4]

S279682

Strategy Rationale

Students meet with math resource teacher for additional small group support for specific math instruction.

Action Step 1 [5]

The math resource teacher provides additional math instruction to small groups of students and collaborates with those students' teachers.

Person Responsible

Linda Daniels

Schedule

On 5/18/2018

Evidence of Completion

lesson plans, student roster

Plan to Monitor Fidelity of Implementation of G5.B3.S2 [6]

The math resource teacher will maintain an attendance log and lesson plans, as well as track student performance on i-Ready.

Person Responsible

Linda Daniels

Schedule

On 5/18/2018

Evidence of Completion

lesson plans, attendance log

Plan to Monitor Effectiveness of Implementation of G5.B3.S2 `7`

Student achievement scores should increase.

Person Responsible

Linda Daniels

Schedule

On 5/18/2018

Evidence of Completion

i-Ready reports, classroom data

G6. By the end of the 2018 school year, 65% of our fifth grade students will score proficient on the SSA Test. `1`

🔑 G098165

G6.B1 Students lack hands on science experience `2`

🔑 B264046

G6.B1.S1 The "Mad Scientist" program supplements classroom instruction with hands on lab experiments with all fifth grade students (monthly). `4`

🔑 S279683

Strategy Rationale

Mad Science has shown growth in SSA scores for schools who have implemented the "Mad Science" SSA program.

Action Step 1 `5`

Monthly Mad Scientist Student Labs

Person Responsible

Cheri Dame

Schedule

Monthly, from 8/28/2017 to 3/22/2018

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Mad Scientist Student Labs

Person Responsible

Cheri Dame

Schedule

Monthly, from 8/28/2017 to 3/22/2018

Evidence of Completion

Observation and Lesson Plans

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Benchmark Assessments

Person Responsible

Lisa Hronek

Schedule

Semiannually, from 10/17/2017 to 3/22/2018

Evidence of Completion

Test results

G6.B1.S2 All students visit the Science Lab as part of the Specials wheel for hands-on science instruction. 4

🔑 S279684

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 8/14/2017 to 5/24/2018

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Administrator will do walk-throughs to monitor implementation.

Person Responsible

Linda Daniels

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Lesson plans and inquiry lab grades

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 `7`

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

Person Responsible

Cheri Dame

Schedule

Semiannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Summative assessment data

G6.B1.S3 Fifth Grade students will attend "Science Boot Camp" to review grade 3 and grade 4 standards. `4`

🔑 S279685

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 2/26/2018 to 4/27/2018

Evidence of Completion

Science lab teacher lesson plans

Plan to Monitor Fidelity of Implementation of G6.B1.S3 `6`

Administrators will do walk-throughs

Person Responsible

Linda Daniels

Schedule

Daily, from 2/26/2018 to 4/27/2018

Evidence of Completion

Science lab teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 `7`

District science benchmark assessment and a science pre assessment

Person Responsible

Cheri Dame

Schedule

Triannually, from 8/21/2017 to 4/27/2018

Evidence of Completion

Summative and formative assessment data

G6.B2 Students not mastering skills in earlier grade levels 2

🔑 B264047

G6.B2.S1 Science Leader at each grade level to plan, mentor, and motivate 4

🔑 S279686

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 8/9/2017 to 3/22/2018

Evidence of Completion

Lesson plans will reflect science instruction planning.

Action Step 2 5

Science Lab teacher will attend STEM Conference

Person Responsible

Cheri Dame

Schedule

On 7/14/2017

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

Weekly, from 4/2/2018 to 4/27/2018

Evidence of Completion

Attendance log and lesson plans

Plan to Monitor Fidelity of Implementation of G6.B2.S1 `6`

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

Person Responsible

Linda Daniels

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher schedules and observation from walk-throughs.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 `7`

Monitoring completion of Units

Person Responsible

Cheri Dame

Schedule

Every 3 Weeks, from 9/15/2017 to 5/24/2018

Evidence of Completion

Unit Test

G6.B2.S2 Teachers attend conferences 4

S279687

Strategy Rationale

Teachers attend conferences to gain additional ideas, strategies, and resources to implement to improve student achievement.

Action Step 1 5

Teachers will attend conferences.

Person Responsible

Cheri Dame

Schedule

On 11/15/2017

Evidence of Completion

conference agendas

Plan to Monitor Fidelity of Implementation of G6.B2.S2 6

Teachers will use learned strategies in their classrooms.

Person Responsible

Linda Daniels

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

classroom walk throughs and observations

Plan to Monitor Effectiveness of Implementation of G6.B2.S2 `7`

Student achievement should increase.

Person Responsible

Linda Daniels

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

i-Ready reports, benchmark assessments, classroom formal and informal assessments

G7. By the end of the 2018 school year, suspension rate will be maintained at 2%. `1`

🔑 G098166

G7.B1 Students lack appropriate social skills `2`

🔑 B264048

G7.B1.S1 Schoolwide Positive Behavior Support program `4`

🔑 S279688

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Linda Daniels

Schedule

Monthly, from 9/18/2017 to 5/14/2018

Evidence of Completion

Attendance log, meeting notes

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Classrooms participate in PBS prize store.

Person Responsible

Linda Daniels

Schedule

Monthly, from 9/29/2017 to 5/17/2018

Evidence of Completion

Store order forms

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

Monitor suspensions

Person Responsible

Brad Porinchak

Schedule

Monthly, from 9/29/2017 to 5/24/2018

Evidence of Completion

Analyze data to see if there is a decrease in suspensions

G7.B1.S2 Social Skills Lessons 4

 S279689

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 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher Lesson Plans/ Classroom Walk-Throughs

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

PBS Team reviews discipline referral data.

Person Responsible

Linda Daniels

Schedule

Monthly, from 9/18/2017 to 5/14/2018

Evidence of Completion

discipline data reports

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 `7`

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

Person Responsible

Linda Daniels

Schedule

Monthly, from 9/18/2017 to 5/14/2018

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G4.B1.S2.MA1 M407892	Teachers will access and analyze student data	Daniels, Linda	9/19/2016	i-Ready reports and teacher data books	5/26/2017 triannually
G4.B1.S2.MA1 M407893	Administrator walk-throughs	Daniels, Linda	9/28/2016	Classroom observation and lesson plans	5/26/2017 monthly
G4.B1.S2.A1 A376939	Classroom teachers will meet with the District English Language Arts specialist, writing consultant...	Daniels, Linda	9/27/2016	Attendance Log	5/26/2017 quarterly
G6.B2.S1.A2 A376953	Science Lab teacher will attend STEM Conference	Dame, Cheri	7/12/2017	Lesson plans will reflect shared strategies	7/14/2017 one-time
G6.B2.S2.A1 A376955	Teachers will attend conferences.	Dame, Cheri	7/12/2017	conference agendas	11/15/2017 one-time
G4.B1.S1.MA1 M407890	Teachers will access and analyze iReady reports and other classroom data.	Daniels, Linda	10/18/2017	Student achievement data should show increases.	3/22/2018 semiannually
G4.B1.S1.A1 A376938	Teachers will meet with administrators to analyze student data.	Daniels, Linda	10/18/2017	Attendance Log	3/22/2018 semiannually
G6.B1.S1.MA1 M407914	Benchmark Assessments	Hronek, Lisa	10/17/2017	Test results	3/22/2018 semiannually
G6.B1.S1.MA1 M407915	Mad Scientist Student Labs	Dame, Cheri	8/28/2017	Observation and Lesson Plans	3/22/2018 monthly
G6.B1.S1.A1 A376949	Monthly Mad Scientist Student Labs	Dame, Cheri	8/28/2017	Lesson plans	3/22/2018 monthly
G6.B2.S1.A1 A376952	Teachers will meet and plan for instruction	Daniels, Linda	8/9/2017	Lesson plans will reflect science instruction planning.	3/22/2018 quarterly
G5.B1.S2.MA1 M407903	Data Driven Discussion	Daniels, Linda	10/18/2017	Math data will be analyzed to show evidence of academic achievement increases	3/22/2018 semiannually
G5.B1.S2.A1 A376944	Teachers will observe math lessons and collaborate on strategies	Daniels, Linda	9/6/2017	PLC notes	3/22/2018 semiannually
G5.B1.S3.A1 A376945	Teachers will meet with administrators to analyze student data	Daniels, Linda	10/18/2017	Attendance log	3/22/2018 semiannually
G4.B2.S1.MA1 M407894	Those students who attend tutoring programs regularly should increase student achievement scores.	Daniels, Linda	10/17/2017	Attendance logs; i-Ready reports; classroom data	4/6/2018 weekly
G4.B2.S1.MA1 M407895	A master list of student attendance will be maintained for all tutoring programs.	Taylor, Tami	10/17/2017	Attendance roster	4/6/2018 weekly
G4.B2.S1.A1 A376940	After school and Cross-Age tutoring programs will offer extra instruction in reading.	Daniels, Linda	10/17/2017	Attendance rosters; lesson plans	4/6/2018 weekly
G5.B2.S1.MA1 M407907	Student Math achievement scores should increase.	Daniels, Linda	10/17/2017	i-Ready reports; classroom data	4/6/2018 monthly
G5.B2.S1.MA1 M407908	After School and Cross-Age tutoring teachers will maintain an attendance log and topic roster that...	Daniels, Linda	10/17/2017	Attendance log; topic roster	4/6/2018 weekly
G5.B2.S1.A1 A376946	Students will receive assistance with current math concepts and strategies in after school and...	Daniels, Linda	10/17/2017	Attendance roster	4/6/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B2.S1.A3 🔑 A376954	After school tutoring program will offer extra instruction in science.	Dame, Cheri	4/2/2018	Attendance log and lesson plans	4/27/2018 weekly
G6.B1.S3.MA1 🔑 M407918	District science benchmark assessment and a science pre assessment	Dame, Cheri	8/21/2017	Summative and formative assessment data	4/27/2018 triannually
G6.B1.S3.MA1 🔑 M407919	Administrators will do walk-throughs	Daniels, Linda	2/26/2018	Science lab teacher lesson plans	4/27/2018 daily
G6.B1.S3.A1 🔑 A376951	The science teacher will meet with each fifth grade class to review grade 3 and 4 science standards	Dame, Cheri	2/26/2018	Science lab teacher lesson plans	4/27/2018 daily
G6.MA1 🔑 M407924	Statewide Science Assessment	Daniels, Linda	4/30/2018	Test Scores	5/4/2018 annually
G7.B1.S1.A1 🔑 A376956	Monthy PBS meetings to support classroom teachers in their efforts to promote positive social skill...	Daniels, Linda	9/18/2017	Attendance log, meeting notes	5/14/2018 monthly
G3.B1.S2.MA1 🔑 M407887	Attendance reports will monitored for an increase in student attendance	Porinchak, Brad	9/18/2017	Monthly PBS meeting notes	5/14/2018 monthly
G3.B1.S2.MA1 🔑 M407888	PBS will monitor Attendance reports	Porinchak, Brad	9/18/2017	PBS team will maintain attendance notes from monthly meetings.	5/14/2018 monthly
G7.B1.S2.MA1 🔑 M407927	Increase of positive referrals and cougar coupon distribution and decrease of office discipline...	Daniels, Linda	9/18/2017	Store order forms, number of positive referrals, number of discipline referrals.	5/14/2018 monthly
G7.B1.S2.MA1 🔑 M407928	PBS Team reviews discipline referral data.	Daniels, Linda	9/18/2017	discipline data reports	5/14/2018 monthly
G7.B1.S1.MA1 🔑 M407926	Classrooms participate in PBS prize store.	Daniels, Linda	9/29/2017	Store order forms	5/17/2018 monthly
G3.B1.S2.A1 🔑 A376936	Students will be given a tangible incentive at the monthly PBS collectible store.	Taylor, Tami	9/29/2017	Monthly attendance report	5/17/2018 monthly
G1.MA1 🔑 M407881	Students will compile information and create a classroom presentation about a specific career they...	Daniels, Linda	5/4/2018	Student presentations	5/18/2018 one-time
G1.B1.S1.MA1 🔑 M407877	Student journal entries will be shared with others in the class.	Daniels, Linda	12/1/2017	Student journal entries	5/18/2018 biweekly
G1.B1.S1.MA1 🔑 M407878	Students will enter questions and comments about careers presented in a journal.	Daniels, Linda	12/1/2017	Student journal entries	5/18/2018 biweekly
G1.B1.S1.A1 🔑 A376932	Administration will share information about careers with video clips, literature, and presentations.	Daniels, Linda	12/1/2017	Student journal entries; list of careers presented	5/18/2018 biweekly
G4.B3.S1.MA1 🔑 M407896	Student achievement scores should increase.	Daniels, Linda	8/28/2017	i-Ready reports; classroom data	5/18/2018 monthly
G4.B3.S1.MA1 🔑 M407897	Reading Recovery teachers, Reading Resource teachers and a Para SSP 7 Aide will maintain an...	Daniels, Linda	8/28/2017	Attendance log; lesson plans; i-Ready reports	5/18/2018 daily
G4.B3.S1.A1 🔑 A376941	Reading Recovery, Reading Resource teachers and a Para SSP7 Aide provide additional reading...	Daniels, Linda	8/28/2017	Attendance rosters; lesson plans	5/18/2018 daily
G1.B1.S2.MA1 🔑 M407879	Students will share journal entries with the class.	Daniels, Linda	12/1/2017	Student presentations	5/18/2018 every-2-months
G1.B1.S2.MA1 🔑 M407880	Students will record questions and comments about learned information from the career presentation.	Daniels, Linda	12/1/2017	Student journal entries	5/18/2018 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1 A376933	Staff will invite community business managers and employees to present information about their...	Daniels, Linda	12/1/2017	Guest speaker sign-on roster	5/18/2018 every-2-months
G5.B3.S2.MA1 M407911	Student achievement scores should increase.	Daniels, Linda	9/19/2017	i-Ready reports, classroom data	5/18/2018 one-time
G5.B3.S2.MA1 M407912	The math resource teacher will maintain an attendance log and lesson plans, as well as track...	Daniels, Linda	9/19/2017	lesson plans, attendance log	5/18/2018 one-time
G5.B3.S2.A1 A376948	The math resource teacher provides additional math instruction to small groups of students and...	Daniels, Linda	9/19/2017	lesson plans, student roster	5/18/2018 one-time
G2.MA1 M407884	Sign-in sheets	Taylor, Tami	8/10/2017	Sign-in sheets	5/24/2018 monthly
G3.MA1 M407889	Attendance reports and referrals	Porinchak, Brad	9/5/2017	Attendance reports will show a decrease in total students having low attendance rates.	5/24/2018 quarterly
G4.MA1 M407900	Florida State ELA Assessment	Daniels, Linda	3/5/2018	Florida State ELA Assessment Data	5/24/2018 one-time
G5.MA1 M407913	Florida State Math Assessment	Daniels, Linda	4/16/2018	Florida State Math Assessment Data	5/24/2018 one-time
G7.MA1 M407929	Administration reviews suspension data for the school year.	Porinchak, Brad	8/14/2017	Suspension data and positive referrals	5/24/2018 one-time
G2.B1.S1.MA1 M407882	The number of families attending each event will be recorded.	Taylor, Tami	8/10/2017	Sign-in sheets	5/24/2018 monthly
G2.B1.S1.MA1 M407883	Invitation flyers, Connect Ed calls and REMIND text messages will be sent for each event.	Taylor, Tami	8/10/2017	Invitation flyers	5/24/2018 monthly
G2.B1.S1.A1 A376934	The Family Engagement Committee will schedule monthly Parent events.	Taylor, Tami	8/10/2017	Committee meeting minutes	5/24/2018 monthly
G3.B1.S1.MA1 M407885	Using data collected, administrator will hold parent conferences and communicate with Home School...	Daniels, Linda	9/5/2017	Attendance folder will document all conferences and interventions.	5/24/2018 quarterly
G3.B1.S1.MA1 M407886	Administrator will read attendance reports and follow-up with classroom teachers.	Porinchak, Brad	9/5/2017	Administrator will maintain attendance folder with collected data.	5/24/2018 biweekly
G3.B1.S1.A1 A376935	Teachers can use the referral form to document district attendance policies.	House, Charlene	8/14/2017	Attendance reports	5/24/2018 biweekly
G4.B1.S1.MA1 M407891	Teachers will maintain a data book.	Daniels, Linda	8/14/2017	Administrator data book checks	5/24/2018 weekly
G5.B1.S1.MA1 M407901	Teachers will access and analyze student data	Daniels, Linda	8/14/2017	i-Ready reports and teacher data books	5/24/2018 biweekly
G5.B1.S1.MA1 M407902	Administrator walk-throughs	Daniels, Linda	8/30/2017	observations and lesson plans	5/24/2018 weekly
G5.B1.S1.A1 A376943	Classroom teachers will meet with District Math Specialist and i-Ready consultant	Daniels, Linda	8/30/2017	Attendance log	5/24/2018 triannually
G5.B3.S1.MA1 M407909	Student achievement should increase.	Daniels, Linda	8/14/2017	i-Ready reports; classroom data	5/24/2018 weekly
G5.B3.S1.MA1 M407910	Teachers will maintain Tier 2 and Tier 3 documentation.	Daniels, Linda	8/14/2017	Tier 2 and Tier 3 documents	5/24/2018 daily
G5.B3.S1.A1 A376947	Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.	Daniels, Linda	8/14/2017	Attendance rosters	5/24/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B2.S1.MA1 M407920	Monitoring completion of Units	Dame, Cheri	9/15/2017	Unit Test	5/24/2018 every-3-weeks
G6.B2.S1.MA1 M407921	Administrators will walk-through classrooms during science block and monitor lesson plans.	Daniels, Linda	8/14/2017	Teacher schedules and observation from walk-throughs.	5/24/2018 weekly
G7.B1.S1.MA1 M407925	Monitor suspensions	Porinchak, Brad	9/29/2017	Analyze data to see if there is a decrease in suspensions	5/24/2018 monthly
G3.B1.S2.A2 A376937	Students with perfect monthly attendance will be eligible for a bigger prize in a monthly drawing.	Daniels, Linda	9/29/2017	Attendance report	5/24/2018 monthly
G4.B3.S2.MA1 M407898	Student achievement should increase.	Daniels, Linda	8/14/2017	i-Ready reports; classroom data	5/24/2018 weekly
G4.B3.S2.MA1 M407899	Teachers will maintain Tier 2 and Tier 3 documentation.	Daniels, Linda	8/14/2017	Tier 2 and Tier 3 documents	5/24/2018 daily
G4.B3.S2.A1 A376942	Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.	Daniels, Linda	8/28/2017	Attendance rosters	5/24/2018 daily
G5.B1.S2.MA1 M407904	Administrator Walk Throughs	Daniels, Linda	8/14/2017	Lesson plans and observations	5/24/2018 monthly
G6.B1.S2.MA1 M407916	Teachers will administer Pre Test and Post Test of mastery of grade level benchmarks.	Dame, Cheri	8/14/2017	Summative assessment data	5/24/2018 semiannually
G6.B1.S2.MA1 M407917	Administrator will do walk-throughs to monitor implementation.	Daniels, Linda	8/14/2017	Lesson plans and inquiry lab grades	5/24/2018 weekly
G6.B1.S2.A1 A376950	Students will visit Science Lab to complete hands-on inquiry labs	Dame, Cheri	8/14/2017	Lesson plans	5/24/2018 biweekly
G6.B2.S2.MA1 M407922	Student achievement should increase.	Daniels, Linda	8/14/2017	i-Ready reports, benchmark assessments, classroom formal and informal assessments	5/24/2018 weekly
G6.B2.S2.MA1 M407923	Teachers will use learned strategies in their classrooms.	Daniels, Linda	8/14/2017	classroom walk throughs and observations	5/24/2018 weekly
G7.B1.S2.A1 A376957	Guidance will provide grade level appropriate social skills lessons.	Daniels, Linda	8/14/2017	Teacher Lesson Plans/ Classroom Walk-Throughs	5/24/2018 weekly
G5.B1.S3.MA1 M407905	Teachers will analyze and access i-Ready reports and other classroom data	Daniels, Linda	8/14/2017	Student achievement data will show increases.	5/24/2018 biweekly
G5.B1.S3.MA1 M407906	Teachers will maintain a data book	Daniels, Linda	8/14/2017	Administrator data book check	5/24/2018 weekly

V. Professional Development Opportunities

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

G4. By the end of the 2018 school year, 76% of our students will score proficient, 68% of all students will demonstrate an annual learning gain, and 55% of students in the lowest quartile will demonstrate a learning gain on the FSA ELA Test.

G4.B1 Teachers need support implementing rigorous Florida Standards efficiently.

G4.B1.S1 Data Driven Discussions

PD Opportunity 1

Teachers will meet with administrators to analyze student data.

Facilitator

Linda Daniels; Brad Porinchak

Participants

Instructional staff K - 5

Schedule

Semiannually, from 10/18/2017 to 3/22/2018

G4.B1.S2 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

G5. By the end of the 2018 school year, 79% of our students will score proficient, 66% of all students will demonstrate an annual learning gain, and 49% of students in the lowest quartile will demonstrate a learning gain on the FSA Math Test.

G5.B1 Teachers need support implementing rigorous Florida Standards efficiently.

G5.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/Alicia Charbonneau/Michelle Kloese Math/i-Ready Training

Participants

Instructional staff (K-5)

Schedule

Triannually, from 8/30/2017 to 5/24/2018

G5.B1.S2 Math Rounding

PD Opportunity 1

Teachers will observe math lessons and collaborate on strategies

Facilitator

Sue D'Angelo/Alicia Charbonneau

Participants

Instructors (K-5)

Schedule

Semiannually, from 9/6/2017 to 3/22/2018

G5.B1.S3 Data Driven Discussions

PD Opportunity 1

Teachers will meet with administrators to analyze student data

Facilitator

Linda Daniels Brad Porinchak

Participants

Instructional Staff (K-5)

Schedule

Semiannually, from 10/18/2017 to 3/22/2018

G6. By the end of the 2018 school year, 65% of our fifth grade students will score proficient on the SSA Test.

G6.B1 Students lack hands on science experience

G6.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 8/28/2017 to 3/22/2018

G6.B2 Students not mastering skills in earlier grade levels

G6.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 8/9/2017 to 3/22/2018

G6.B2.S2 Teachers attend conferences

PD Opportunity 1

Teachers will attend conferences.

Facilitator

Participants

Schedule

On 11/15/2017

VI. Technical Assistance Items

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

G4. By the end of the 2018 school year, 76% of our students will score proficient, 68% of all students will demonstrate an annual learning gain, and 55% of students in the lowest quartile will demonstrate a learning gain on the FSA ELA Test.

G4.B3 Students who scored in the lowest quartile need extra support to reach proficiency

G4.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 8/28/2017 to 5/24/2018

G5. By the end of the 2018 school year, 79% of our students will score proficient, 66% of all students will demonstrate an annual learning gain, and 49% of students in the lowest quartile will demonstrate a learning gain on the FSA Math Test.

G5.B3 Students who scored in the lowest quartile need extra support to reach proficiency

G5.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 8/14/2017 to 5/24/2018

VII. Budget

1	G1.B1.S1.A1	**Administration will share information about careers with video clips, literature, and presentations.**	$0.00

2	G1.B1.S2.A1	Staff will invite community business managers and employees to present information about their careers to specific grade levels.				$0.00
3	G2.B1.S1.A1	The Family Engagement Committee will schedule monthly Parent events.				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	1271 - Cranberry Elementary School	Title, I Part A		$3,000.00
4	G3.B1.S1.A1	Teachers can use the referral form to document district attendance policies.				$0.00
5	G3.B1.S2.A1	Students will be given a tangible incentive at the monthly PBS collectible store.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1271 - Cranberry Elementary School	Title, I Part A		$2,000.00
6	G3.B1.S2.A2	Students with perfect monthly attendance will be eligible for a bigger prize in a monthly drawing.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1271 - Cranberry Elementary School	Title, I Part A		$1,000.00
7	G4.B1.S1.A1	Teachers will meet with administrators to analyze student data.				$4,920.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I, Part A		$4,920.00
8	G4.B1.S2.A1	Classroom teachers will meet with the District English Language Arts specialist, writing consultant with curriculum, and i-Ready consultant,				$11,589.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1271 - Cranberry Elementary School	Title I, Part A		$5,250.00
	6400	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I, Part A		$6,339.00
9	G4.B2.S1.A1	After school and Cross-Age tutoring programs will offer extra instruction in reading.				$26,596.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I, Part A		$10,314.00
	5100	500-Materials and Supplies	1271 - Cranberry Elementary School	Title, I Part A		$16,282.00

10	G4.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' teachers.				$381,198.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title I, Part A		$363,712.00
	5000	150-Aides	1271 - Cranberry Elementary School	Title I, Part A		$17,486.00
11	G4.B3.S2.A1	Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.				$2,779.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	1271 - Cranberry Elementary School	Title, I Part A		$2,779.00
12	G5.B1.S1.A1	Classroom teachers will meet with District Math Specialist and i-Ready consultant				$0.00
13	G5.B1.S2.A1	Teachers will observe math lessons and collaborate on strategies				$18,395.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1271 - Cranberry Elementary School	Title I, Part A		$7,395.00
	5100	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I, Part A		$11,000.00
14	G5.B1.S3.A1	Teachers will meet with administrators to analyze student data				$2,920.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I, Part A		$2,920.00
15	G5.B2.S1.A1	Students will receive assistance with current math concepts and strategies in after school and Cross-Age tutoring programs.				$26,483.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	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		$16,483.00
16	G5.B3.S1.A1	Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.				$2,779.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	1271 - Cranberry Elementary School	Title, I Part A		$2,779.00

17	G5.B3.S2.A1	The math resource teacher provides additional math instruction to small groups of students and collaborates with those students' teachers.				$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1271 - Cranberry Elementary School	Title, I Part A		$700.00
18	G6.B1.S1.A1	Monthly Mad Scientist Student Labs				$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	1271 - Cranberry Elementary School	Title I, Part A	0.0	$7,000.00
19	G6.B1.S2.A1	Students will visit Science Lab to complete hands-on inquiry labs				$0.00
20	G6.B1.S3.A1	The science teacher will meet with each fifth grade class to review grade 3 and 4 science standards				$0.00
21	G6.B2.S1.A1	Teachers will meet and plan for instruction				$12,324.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	1271 - Cranberry Elementary School	Title I, Part A	0.0	$12,324.00
22	G6.B2.S1.A2	Science Lab teacher will attend STEM Conference				$730.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title I, Part A		$730.00
23	G6.B2.S1.A3	After school tutoring program will offer extra instruction in science.				$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title I, Part A		$3,700.00
	5100	510-Supplies	1271 - Cranberry Elementary School	Title I, Part A		$300.00
24	G6.B2.S2.A1	Teachers will attend conferences.				$6,343.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title, I Part A		$6,343.00
25	G7.B1.S1.A1	Monthy PBS meetings to support classroom teachers in their efforts to promote positive social skill choices.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Other		$0.00
			Notes: Booster Club rasies funds for PBS Prizes			

			District-Wide	Title I, Part A		$0.00
26	**G7.B1.S2.A1**	**Guidance will provide grade level appropriate social skills lessons.**				**$0.00**
					Total:	**$514,756.00**