

Sarasota County Schools

Cranberry Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	13
Budget to Support Goals	15

Cranberry Elementary School

2775 SHALIMAR TER, North Port, FL 34286

www.sarasotacountyschools.net/cranberry

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

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

School Leadership Team

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	Teacher, K-12
Porinchak, Brad	Assistant Principal
Pinto, Marissa	Attendance/Social Work

Duties

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

The team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade level 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.

Early Warning Systems

Year 2017-18

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	21	13	14	16	15	9	0	0	0	0	0	0	0	88
One or more suspensions	5	4	2	4	5	9	0	0	0	0	0	0	0	29
Course failure in ELA or Math	0	0	7	10	11	5	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	17	16	21	0	0	0	0	0	0	0	54

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		1	1	1	5	12	6	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	4	2	2	0	0	0	0	0	0	0	0	0	16
Retained Students: Previous Year(s)	0	3	10	11	16	15	0	0	0	0	0	0	0	55

Date this data was collected

Tuesday 9/25/2018

Year 2016-17 - As Reported

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	7

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our lowest components were learning gains for lowest quartile in both Math and ELA. This is a trend over the last two years.

Which data component showed the greatest decline from prior year?

ELA Learning Gains declined from 64% to 56%. This is especially true for ELA Achievement for Students with Disabilities and for SWD who are in the lowest 25%, which showed 38% proficiency. Math is a concern at grade 4, as there was a 6% decline from 2017 to 2018. Third grade declined significantly in both ELA and Math.

Which data component had the biggest gap when compared to the state average?

When compared to the state, we were above the state average in all components except Math Lowest 25 Percentile, in which we were equal to the state average. Our biggest gap was Science Achievement, where we were 22% above the state average.

Which data component showed the most improvement? Is this a trend?

Science Achievement showed the most improvement, from 61% to 77%. This is not a trend, because we were higher in 2016, then dropped to 61% in 2017, then went back up to 77% in 2018.

Describe the actions or changes that led to the improvement in this area.

We implemented a school-wide focus on Science. Additionally, fifth grade students participated in a teacher-led Science 'Boot Camp', which focused on a review of science concepts and standards.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	71%	66%	56%	65%	65%	52%
ELA Learning Gains	56%	57%	55%	61%	54%	52%
ELA Lowest 25th Percentile	50%	46%	48%	66%	49%	46%
Math Achievement	73%	72%	62%	73%	70%	58%
Math Learning Gains	63%	63%	59%	71%	66%	58%
Math Lowest 25th Percentile	47%	51%	47%	61%	50%	46%
Science Achievement	77%	66%	55%	72%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	21 (14)	13 (10)	14 (10)	16 (8)	15 (20)	9 (9)	88 (71)
One or more suspensions	5 (1)	4 (0)	2 (4)	4 (1)	5 (2)	9 (5)	29 (13)
Course failure in ELA or Math	0 (0)	0 (0)	7 (1)	10 (0)	11 (3)	5 (0)	33 (4)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	17 (23)	16 (25)	21 (23)	54 (71)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	70%	68%	2%	57%	13%
	2017	82%	71%	11%	58%	24%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	76%	67%	9%	56%	20%
	2017	74%	69%	5%	56%	18%
Same Grade Comparison		2%				
Cohort Comparison		-6%				
05	2018	65%	66%	-1%	55%	10%
	2017	59%	66%	-7%	53%	6%
Same Grade Comparison		6%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	76%	72%	4%	62%	14%
	2017	86%	71%	15%	62%	24%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	69%	71%	-2%	62%	7%
	2017	75%	73%	2%	64%	11%
Same Grade Comparison		-6%				
Cohort Comparison		-17%				
05	2018	69%	72%	-3%	61%	8%
	2017	65%	70%	-5%	57%	8%
Same Grade Comparison		4%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	74%	67%	7%	55%	19%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	37	43	38	45	61	48	44				
ELL	49	40	40	56	35	29					
ASN	73			82							
BLK	53	60		65	75		64				
HSP	70	55		68	59	50	77				
MUL	65	42		70	50						
WHT	73	57	48	75	64	47	77				
FRL	66	54	49	70	65	44	72				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	44	52	49	42	37	32	30				
ELL	50	50	50	63	38	36					
BLK	56	63		52	47						
HSP	73	61	45	73	61	50	50				
MUL	79	54		74	54						
WHT	76	64	54	81	63	46	69				
FRL	70	66	52	73	61	46	51				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title ELA Achievement, ELA Learning Gains and ELA Lowest 25% Learning Gains

Rationale Students need to be proficient and/or demonstrate annual learning gains in ELA.

Intended Outcome By the end of the 2019 school year, 73% of our students will score proficient, 60% of all students will demonstrate an annual learning gain, and 54% of students in the lowest 25% will demonstrate an annual learning gain on the FSA ELA Test.

Point Person Linda Daniels (linda.daniels@sarasotacountyschools.net)

Action Step

Description

In addition to daily classroom instruction in ELA, using a variety of resources, selected students will meet with ESE Resource teachers, Reading Resource teachers, Reading Recovery teachers and support personnel, as well as participate in intervention sessions with their classroom teachers as needed. Teachers will participate in data chats to analyze data and plan instruction based on that data. After school and Saturday tutoring will be offered to students in grades 3, 4 and 5. The administrative team will mentor students who are in the lowest 25%. Family nights will also be held, as one of multiple forms of communication among teachers, parents and students. All teachers, including ESE teachers, as specified in our BPIE, will participate in district ELA professional development trainings and workshops.

Person Responsible Brad Porinchak (brad.porinchak@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

Reading Resource teacher lesson plans; intervention documentation from teachers; i-Ready data; teacher lesson plans; tutoring attendance; classroom walkthroughs; continued data analysis during data chats using i-Ready diagnostic and online instruction data; FSA scores

Person Responsible Brad Porinchak (brad.porinchak@sarasotacountyschools.net)

Activity #2

Title Math Achievement, Math Learning Gains and Math Lowest 25% Learning Gains

Rationale Students need to be proficient and/or demonstrate learning gains in Math.

Intended Outcome By the end of the 2019 school year, 75% of our students will score proficient, 67% of all students will demonstrate an annual learning gain, and 51% of students in the lowest 25% will demonstrate an annual learning gain on the FSA Math Test.

Point Person Linda Daniels (linda.daniels@sarasotacountyschools.net)

Action Step

Description In addition to daily classroom instruction in math, using a variety of resources, selected students will meet with ESE Resource teachers and Resource teachers, as well as participate in intervention sessions with their classroom teachers as needed. Teachers will participate in data chats to analyze data and plan instruction based on that data. After school and Saturday tutoring will be offered to students in grades 3, 4 and 5. The administrative team will mentor students who are in the lowest 25%. Family nights will also be held, as one of multiple forms of communication among teachers, parents and students.

Person Responsible Brad Porinchak (brad.porinchak@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Resource teacher lesson plans; intervention documentation from teachers; i-Ready data; teacher lesson plans; tutoring attendance; classroom walkthroughs; continued data analysis during data chats using i-Ready diagnostic and online instruction data; FSA scores

Person Responsible Brad Porinchak (brad.porinchak@sarasotacountyschools.net)

Activity #3

Title Science Achievement

Rationale Students need to be proficient in Science Achievement.

Intended Outcome By the end of the 2019 school year, we will maintain 77% of our fifth grade students scoring proficient on the SSA Test.

Point Person Linda Daniels (linda.daniels@sarasotacountyschools.net)

Action Step

Description Students will continue to participate in a school-wide science instruction initiative in addition to participation in the Science Lab as part of the Specials wheel. Fifth grade students participate in monthly 'Mad Science' workshops. A teacher-led science 'boot camp' will be held in the spring. After school and Saturday tutoring will be offered to 3rd, 4th, and 5th grade students. A Science Family Night will be held.

Person Responsible Brad Porinchak (brad.porinchak@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Teacher lesson plans; tutoring attendance; classroom walkthroughs; continued data analysis during data chats using science benchmark assessment data and classroom data; SSA scores

Person Responsible Brad Porinchak (brad.porinchak@sarasotacountyschools.net)

Activity #4

Title Attendance

Rationale Students need to attend school.

Intended Outcome By the end of the 2019 school year, the number of students who have less than 90% attendance rate will decrease by ten percent.

Point Person Marissa Pinto (marissa.pinto@sarasotacountyschools.net)

Action Step

Perfect Attendance is recognized. Students who are in school all day, every day, earn a Perfect Attendance tag, along with the opportunity to win additional prizes.

Daily attendance numbers are posted at the front of the school. 'Strive for less than 5' banners are posted about campus. Students participate in the district attendance poster contest.

Description Teachers contact families of students first, once attendance becomes a concern. Teachers work collaboratively with the Home School Liaison and the SWST/CARE Team to address those concerns.

Families of students who are chronically absent, in accordance with Sarasota County Schools guidelines and policies, receive written notification of the policies and are contacted by the Home School Liaison. The attendance worker visits families of students who meet guidelines for truancy. Attendance contracts are in place for those students who are chronically truant.

Person Responsible Marissa Pinto (marissa.pinto@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Perfect Attendance rosters; monthly report of attendance/tardiness; documentation of attendance contracts; consultation with district attendance worker; teacher contact logs; SWST/CARE notes; documentation of parent contact with Home School Liaison and/or district attendance worker

Person Responsible Brad Porinchak (brad.porinchak@sarasotacountyschools.net)

Activity #5	
Title	Civility Squad/PBIS School-wide programs
Rationale	Research shows that the PBIS program reduces unwanted behaviors and increases the appropriate behaviors. Implementing the Civility Squad initiative and continued Social Skills lessons will also increase expected behaviors.
Intended Outcome	By the end of the 2019 school year, the number of students receiving Office Discipline Referrals will decrease by 5%.
Point Person	Brad Porinchak (brad.porinchak@sarasotacountyschools.net)
Action Step	
Description	School Counselor will provide grade level appropriate social skills lessons. School Counselor and Home-School Liaison will offer small group sessions to students who need additional support. The Guidance Department will offer Parent Institutes and additional Resources for staff as well. Monthly PBIS meetings are held to support classroom teachers in their efforts to promote positive social skill choices. We are providing a new implementation of earning Civility Cash to earn the opportunity to 'shop' at the prize store. Students also can earn an invitation to quarterly PBIS celebrations to recognize appropriate, expected behaviors. Staff will participate in training for use of 'person first' language, as specified in our BPIE, to further promote civility among staff and students.
Person Responsible	Scott Singleton (scott.singleton@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Documentation to show an increase of positive referrals and a decrease of office discipline referrals.
Person Responsible	Brad Porinchak (brad.porinchak@sarasotacountyschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

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.

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.

We have implemented a Summer Learning Academy for incoming K students and students going to 1st grade. The program will expand this summer to include students going from 1st to 2nd grade. SLA provides students the opportunity to continue their learning over the summer and to provide family nights to involve parents in their child's learning each week of the program.

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.

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 should 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 3-5. 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.

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

Students need exposure to a variety of available careers.

Administration/Guidance Department will share information about careers with video clips, literature, and presentations on the Morning News. Career paths will be tied in to events happening at the school (during school picture day, possible careers in photography will be explored). Students will enter questions and comments about careers presented in a journal. Student journal entries will be shared with others in the class.

Staff will invite community business managers and employees to present information about their careers to specific grade levels. Students will record questions and comments about learned information from the career presentation.

Part V: Budget

Total:	\$479,512.00
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