

Sarasota County Schools

Cranberry Elementary School



2019-20 Schoolwide Improvement Plan

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Cranberry Elementary School

2775 SHALIMAR TER, North Port, FL 34286

www.sarasotacountyschools.net/cranberry

Demographics

Principal: Jamie Kisner

Start Date for this Principal: 1/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: A (62%) 2016-17: A (62%) 2015-16: A (67%) 2014-15: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	A	A	A

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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	Job Duties and Responsibilities
Porinchak, Brad	Principal	Instructional Leader of the school, providing strategic vision and overseeing all operations
Deans, Jennifer	Administrative Support	ESE Liaison - overseeing all aspects of Exceptional Student Education, PreK-5: eligibility, IEPs, CARE facilitator, transportation liaison
Hronek, Lisa	Teacher, K-12	ESOL liaison and service provider, intervention teacher
Singleton, Scott	School Counselor	Supporting students' social and emotional development, providing proactive and reactive services, coordinating SWST and 504 plans
Pinto, Marissa	Attendance/Social Work	Parent Liaison - supporting students and families through a variety of challenging circumstances
Rini, Alison	Assistant Principal	Supporting principal and faculty in achieving school vision, overseeing student discipline, social and emotional programs, safety and security, and MTSS/SWST/CARE

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	108	118	112	104	91	127	0	0	0	0	0	0	0	660
Attendance below 90 percent	5	13	11	14	12	13	0	0	0	0	0	0	0	68
One or more suspensions	1	8	2	2	1	4	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	0	3	9	10	6	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	4	8	25	0	0	0	0	0	0	0	37

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	3	5	8	0	0	0	0	0	0	0	18

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	10	3	2	2	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

53

Date this data was collected or last updated

Friday 8/16/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	1	5	12	6	0	0	0	0	0	0	0	26

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	1	1	5	12	6	0	0	0	0	0	0	0	26

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	71%	68%	57%	74%	68%	55%
ELA Learning Gains	61%	62%	58%	64%	63%	57%
ELA Lowest 25th Percentile	44%	53%	53%	51%	54%	52%
Math Achievement	75%	73%	63%	77%	72%	61%
Math Learning Gains	65%	67%	62%	62%	68%	61%
Math Lowest 25th Percentile	39%	53%	51%	45%	57%	51%
Science Achievement	72%	65%	53%	61%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	108 (0)	118 (0)	112 (0)	104 (0)	91 (0)	127 (0)	660 (0)
Attendance below 90 percent	5 (21)	13 (13)	11 (14)	14 (16)	12 (15)	13 (9)	68 (88)
One or more suspensions	1 (5)	8 (4)	2 (2)	2 (4)	1 (5)	4 (9)	18 (29)
Course failure in ELA or Math	0 (0)	0 (0)	3 (7)	9 (10)	10 (11)	6 (5)	28 (33)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (17)	8 (16)	25 (21)	37 (54)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	75%	70%	5%	58%	17%
	2018	70%	68%	2%	57%	13%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	67%	67%	0%	58%	9%
	2018	76%	67%	9%	56%	20%
Same Grade Comparison		-9%				
Cohort Comparison		-3%				
05	2019	71%	68%	3%	56%	15%
	2018	65%	66%	-1%	55%	10%
Same Grade Comparison		6%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	77%	73%	4%	62%	15%
	2018	76%	72%	4%	62%	14%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	72%	72%	0%	64%	8%
	2018	69%	71%	-2%	62%	7%
Same Grade Comparison		3%				
Cohort Comparison		-4%				
05	2019	74%	70%	4%	60%	14%
	2018	69%	72%	-3%	61%	8%
Same Grade Comparison		5%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	74%	65%	9%	53%	21%
	2018	74%	67%	7%	55%	19%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C 2017-18
SWD	27	36	28	40	38	30	26				

2019 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 2017-18	C & C Accel 2017-18
ELL	66	60	36	69	67	45	60				
BLK	62	40		69	60						
HSP	73	66		79	65	45	89				
MUL	54	50		72	60						
WHT	71	61	43	73	65	36	68				
FRL	66	57	47	72	64	38	73				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest component was the learning gains for the lowest quartile in Math (39%). Many of the students in the lowest quartile are enrolled in exceptional student education and require extra support and services. We have seen a downward trend in the learning gains of our bottom quartile in math over the last few year and we are committed to finding innovative ways to meet our students' needs in mathematics.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the previous year was our learning gains for the lowest quartile in Math (an 8% decrease). Many of the students in the lowest quartile are enrolled in exceptional student education and require extra support and services. We have seen a downward trend in the learning gains of our bottom quartile in math over the last few year and we are committed to finding innovative ways to meet our students' needs in mathematics.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our biggest gap when compared to the state average was Science Achievement, where we were 19% above the state average. We have dedicated daily science blocks at every grade level and have school wide science programs to help reinforce science curriculum. When compared to the state, we were above the state average in all components except Math gains for the lowest 25 percentile and ELA gains for the lowest 25 percentile. We were 9% lower in ELA and 12% lower in Math gains for the lowest 25 percentile. Many of the students in the lowest quartile are enrolled in exceptional student education and require extra support and services. We have seen a downward trend in the

learning gains of our bottom quartile in math and ELA over the last few year and we are committed to finding innovative ways to meet our students' needs in mathematics and ELA.

Which data component showed the most improvement? What new actions did your school take in this area?

The area that showed the most improvement was our Overall ELA learning gains, from 56% to 61%. Third through fifth grade teachers received extensive district level ELA training last year to support standards based instruction. Having a district wide focus on ELA may have been a contributing factor to our overall ELA gains increasing.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One trend that we noticed is that for the past two years there has been a large increase in the number of students scoring a level 1 on the FSA as they transitioned from 4th to 5th grade. We would like to analyze what content is more challenging in 5th grade so we can address these areas of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Lowest Quartile Gains in Math
2. Lowest Quartile Gains in ELA
3. Achievement levels of our Students with Disabilities
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#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.
State the measurable outcome the school plans to achieve	By the end of the 2020 school year, 73% of our students will score proficient, 65% of all students will demonstrate an annual learning gain, and 48% of students in the lowest 25% will demonstrate an annual learning gain on the FSA ELA Test.
Person responsible for monitoring outcome	Brad Porinchak (brad.porinchak@sarasotacountyschools.net)
Evidence-based Strategy	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%. Admin team will check in with the students every two weeks to discuss iReady, their progress toward mastery, and to set future goals. 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.
Rationale for Evidence-based Strategy	Effective implementation of RTI corresponds to more than 2 years of academic growth according to Hattie's research. By providing services we intend to see growth in these students. Having grade level specific Data Chats throughout the year teachers will build teachers' collective efficacy which also has a high effect size according to Hattie. Peer tutoring and direct instruction are also proven to have a high impact on student learning. Administrative team meeting with students corresponds to self reporting grades/student expectations which has the highest effect size of any strategy according to Hattie's work. Parental involvement also reflects a high effect size of over a year of growth.
Action Step	
Description	<ol style="list-style-type: none"> 1. Building a schedule to allow ESE service to push into classrooms 2. Creating small learning groups for Reading Resource, Reading Recovery, and intervention support for students in lowest quartile 3. Creating mentoring program in collaboration with administrators at high school and scheduling mentoring events 4. Assigning students in lowest quartile to different members of the admin team in order to progress monitor and build student sense of efficacy 5. Schedule family nights in conjunction with Parent Engagement Committee and PTO 6. Schedule dates and times for grade level data chats 7. Schedule dates and times for tutoring sessions
Person Responsible	Brad Porinchak (brad.porinchak@sarasotacountyschools.net)

#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.
State the measurable outcome the school plans to achieve	By the end of the 2020 school year, 77% of our students will score proficient, 69% of all students will demonstrate an annual learning gain, and 43% of students in the lowest 25% will demonstrate an annual learning gain on the FSA Math Test.
Person responsible for monitoring outcome	Brad Porinchak (brad.porinchak@sarasotacountyschools.net)
Evidence-based Strategy	In addition to daily classroom instruction in math, using a variety of resources, selected students will meet with ESE Resource teachers, Resource 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%. Admin team will check in with the students every two weeks to discuss iReady, their progress toward mastery, and to set future goals. 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.
Rationale for Evidence-based Strategy	Effective implementation of RTI corresponds to more than 2 years of academic growth according to Hattie's research. By providing services we intend to see growth in these students. Having grade level specific Data Chats throughout the year teachers will build teachers' collective efficacy which also has a high effect size according to Hattie. Peer tutoring and direct instruction are also proven to have a high impact on student learning. Administrative team meeting with students corresponds to self reporting grades/student expectations which has the highest effect size of any strategy according to Hattie's work. Parental involvement also reflects a high effect size of over a year of growth.
Action Step	
Description	<ol style="list-style-type: none"> 1. Building a schedule to allow ESE service to push into classrooms 2. Creating small learning groups for Reading Resource, Reading Recovery, and intervention support for students in lowest quartile 3. Creating mentoring program in collaboration with administrators at high school and scheduling mentoring events 4. Assigning students in lowest quartile to different members of the admin team in order to progress monitor and build student sense of efficacy 5. Schedule family nights in conjunction with Parent Engagement Committee and PTO 6. Schedule dates and times for grade level data chats 7. Schedule dates and times for tutoring sessions
Person Responsible	Brad Porinchak (brad.porinchak@sarasotacountyschools.net)

#3	
Title	Science Achievement
Rationale	Students need to be proficient in Science Achievement.
State the measurable outcome the school plans to achieve	By the end of the 2020 school year, we will maintain 74% of our fifth grade students scoring proficient on the SSA Test.
Person responsible for monitoring outcome	Brad Porinchak (brad.porinchak@sarasotacountyschools.net)
Evidence-based Strategy	Fifth grade students participate in periodic district science benchmark testing to formatively assess their progress. 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 also participate in a teacher led Science Boot Camp in the spring to reinforce science topics and concepts in a hands on, activity based learning experience. After school and Saturday tutoring will be offered to 3rd, 4th, and 5th grade students. A Science Family Night will be held to connect students and families as they explore science concepts together.
Rationale for Evidence-based Strategy	Having grade level specific Data Chats throughout the year to discuss district science benchmark assessments teachers will build teachers' collective efficacy which also has a high effect size according to Hattie. Students participation in active learning with discussions in show to have a high impact on student learning. Peer tutoring and direct instruction are also proven to have a high impact on student learning. Parental involvement also reflects a high effect size of over a year of growth.
Action Step	
Description	<ol style="list-style-type: none"> 1. Design a Master Schedule that allows an uninterrupted block of science for every grade level, everyday. 2. Science Lab lessons reflect, enhance, and correspond to the lessons happening in the classroom 3. Schedule dates and times for grade level data chats 4. Schedule dates and times for tutoring sessions 5. Design lessons and activities for the Science Boot Camp 6. Plan and schedule the Family Science Night
Person Responsible	Brad Porinchak (brad.porinchak@sarasotacountyschools.net)

#4	
Title	Attendance
Rationale	Students need to attend school.
State the measurable outcome the school plans to achieve	By the end of the 2020 school year, the number of students who have less than 90% attendance rate will decrease by ten percent.
Person responsible for monitoring outcome	Marissa Pinto (marissa.pinto@sarasotacountyschools.net)
Evidence-based Strategy	There is a direct correlation between attendance and academic performance. By promoting good attendance and finding ways to motivate student to attend school on time and on a regular basis we will see improvements in their academic progress. School-wide attendance bingo, participation in the district attendance awareness contest, and perfect attendance recognition celebrations will help to improve our overall attendance. Teachers, working with families and our Home School Liaison will communicate the importance of good attendance and notify the School Wide Support Team of attendance concerns to determine strategies to help support regular attendance.
Rationale for Evidence-based Strategy	Recognition, support, ad positive reinforcement all help to boost student attendance and encourage motivation to be in school on a regular basis.
Action Step	
Description	<ol style="list-style-type: none"> 1. 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. 2. School-wide Attendance Bingo will be done on the morning news to promote good attendance. Student who get bingo win prizes throughout the school year. 3. Daily attendance numbers are posted at the front of the school. 4. 'Strive for less than 5' banners are posted about campus. Students participate in the district attendance poster contest. 5. 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)

#5	
Title	PBIS School-wide programs/CHAMPS
Rationale	Research shows that the PBIS program reduces unwanted behaviors and increases the appropriate behaviors. Implementing CHAMPS helps create a culture where expectations are set, retaught when needed, and reinforced on a continuous basis.
State the measurable outcome the school plans to achieve	By the end of the 2020 school year, the number of students receiving Office Discipline Referrals will decrease by 5%.
Person responsible for monitoring outcome	Alison Rini (alison.rini@sarasotacountyschools.net)
Evidence-based Strategy	PBIS and CHAMPS are two major strategies we are using to promote positive behaviors in alignment with district and state guidance.
Rationale for Evidence-based Strategy	Recognition, support, and positive reinforcement all help to encourage positive behavior in school on a regular basis. According to the What Works Clearinghouse, promoting core values, pro-social behavior, and a school wide feeling of community have a strong positive impact on behavior, knowledge, attitudes, and values.
Action Step	
Description	<ol style="list-style-type: none"> 1. School Counselor will provide grade level appropriate social skills lessons. 2. School Counselor and Home-School Liaison will offer small group sessions to students who need additional support. 3. The Guidance Department will offer Parent Institutes and additional Resources for staff as well. 4. 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 hole punches on a PBS card that students wear on a lanyard around the school. Any person on campus can "punch" the card for positive actions and behaviors. A completed card allows the students to earn the opportunity to 'shop' at the prize store. 5. Students also can earn an invitation to quarterly PBIS celebrations to recognize appropriate, expected behaviors. 6. 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	Alison Rini (alison.rini@sarasotacountyschools.net)

#6	
Title	Achievement Levels for our Students with Disabilities
Rationale	Students need to be proficient and/or demonstrate annual learning gains in ELA.
State the measurable outcome the school plans to achieve	By the end of the 2020 school year, 41% of our students with disabilities will score proficient, 41% of these students will demonstrate an annual learning gain, and 41% of these students in the lowest 25% will demonstrate an annual learning gain on the FSA ELA Test.
Person responsible for monitoring outcome	Jennifer Deans (jennifer.deans@sarasotacountyschools.net)
Evidence-based Strategy	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%. Admin team will check in with the students every two weeks to discuss iReady, their progress toward mastery, and to set future goals. 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.
Rationale for Evidence-based Strategy	Effective implementation of RTI corresponds to more than 2 years of academic growth according to Hattie's research. By providing services we intend to see growth in these students. Having grade level specific Data Chats throughout the year teachers will build teachers' collective efficacy which also has a high effect size according to Hattie. Peer tutoring and direct instruction are also proven to have a high impact on student learning. Administrative team meeting with students corresponds to self reporting grades/student expectations which has the highest effect size of any strategy according to Hattie's work. Parental involvement also reflects a high effect size of over a year of growth.
Action Step	
Description	<ol style="list-style-type: none"> 1. Building a schedule to allow ESE service to push into classrooms 2. Creating small learning groups for Reading Resource, Reading Recovery, and intervention support for students in lowest quartile 3. Creating mentoring program in collaboration with administrators at high school and scheduling mentoring events 4. Assigning students in lowest quartile to different members of the admin team in order to progress monitor and build student sense of efficacy 5. Schedule family nights in conjunction with Parent Engagement Committee and PTO 6. Schedule dates and times for grade level data chats 7. Schedule dates and times for tutoring sessions
Person Responsible	Jennifer Deans (jennifer.deans@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Our Guidance Counselor and Home School Liaison work with small groups of students to focus on their social and emotional needs throughout the year.

Instructional staff also supports social and emotional needs by talking with students, building relationships, working in small groups, and embedding social emotional learning during instruction.

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 expanded 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Achievement, ELA Learning Gains and ELA Lowest 25% Learning Gains				\$167,781.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title, I Part A		\$155,600.00
	6150	510-Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$1,550.00
	6400	140-Substitute Teachers	1271 - Cranberry Elementary School	Title, I Part A		\$4,625.00
	5100	120-Classroom Teachers	1271 - Cranberry Elementary School	Title, I Part A		\$2,500.00
	5100	510-Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$2,231.00
	6400	510-Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$1,275.00
2	III.A.	Areas of Focus: Math Achievement, Math Learning Gains and Math Lowest 25% Learning Gains				\$108,386.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title, I Part A		\$96,210.00
	6150	510-Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$1,550.00
	6400	140-Substitute Teachers	1271 - Cranberry Elementary School	Title, I Part A		\$4,625.00
	5100	120-Classroom Teachers	1271 - Cranberry Elementary School	Title, I Part A		\$2,500.00
	5100	510-Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$2,231.00
	6400	510-Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$1,270.00
3	III.A.	Areas of Focus: Science Achievement				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	310-Professional and Technical Services	1271 - Cranberry Elementary School	Title, I Part A		\$500.00
	5100	510-Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$1,000.00
4	III.A.	Areas of Focus: Attendance				\$75,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title, I Part A		\$75,100.00
5	III.A.	Areas of Focus: PBIS School-wide programs/CHAMPS				\$1,705.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	510-Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$1,500.00
	6400	510-Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$205.00
6	III.A.	Areas of Focus: Achievement Levels for our Students with Disabilities				\$21,260.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title, I Part A		\$21,260.00
					Total:	\$375,732.00