Sarasota County Schools

Cranberry Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics 3

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 10

Planning for Improvement 15

Positive Culture & Environment 22

Budget to Support Goals 23

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2019-20 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%)
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.

Table of Contents

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 10

Planning for Improvement 15

Title I Requirements 0

Budget to Support Goals 23

Cranberry Elementary School

2775 SHALIMAR TER, North Port, FL 34286

www.sarasotacountyschools.net/cranberry

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	64%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	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, position title, and job duties/responsibilities 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

Demographic Information

Principal start date
Tuesday 1/1/2019, Jamie Kisner

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

58

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2019-20 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%)
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.	

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	107	118	108	108	88	0	0	0	0	0	0	0	637
Attendance below 90 percent	3	4	2	8	6	3	0	0	0	0	0	0	0	26
One or more suspensions	0	0	9	1	3	0	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	8	3	6	0	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/23/2020

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	
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	

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	
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	

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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 Accel 2017-18
SWD	27	36	28	40	38	30	26				
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				

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
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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

Pacific Islander Students	
Federal Index - 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%	0

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%	0

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%	0

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?

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA Achievement, ELA Learning Gains and ELA Lowest 25% Learning Gains - Students need to be proficient and/or demonstrate annual learning gains in ELA.
Measurable Outcome:	By the end of the 2021 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:	Cranberry teachers will provide high quality instruction to all students based on our study of the work of John Hattie and Jon Saphier. We foster meaningful student engagement in the classroom by prioritizing relationships, teacher clarity, and rigorous instruction. Students with more extensive needs will meet with their grade level Resource teacher, 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 tutoring will be offered to students in grades 2, 3, and 4. Socially-distanced 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:	SCS IFGs, iReady, LAFS and the will be the instructional resources used for ELA during the 20-21 school year. Grade level teams will be encouraged to use collaborative planning opportunities to apply the Multi-Tiered System of Supports (MTSS) process to guide data-based problem solving and decision-making for supporting students. Effective implementation of RTI corresponds to more than 2 years of academic growth according to Hattie's research. 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 Steps to Implement

1. The Master Schedule and School Service Models were designed to support a continuum of services to meet the needs of all students.
2. A resource teacher was assigned to each grade level to provide support for ESE students as well as regular education students who need extra support.
3. Creating small learning groups for Reading Resource, Reading Recovery, and intervention support for students in lowest quartile
4. Assigning students in lowest quartile to different members of the admin team in order to progress monitory 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. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math Achievement, Math Learning Gains and Math Lowest 25% Learning Gains - Students need to be proficient and/or demonstrate learning gains in Math.
Measurable Outcome:	By the end of the 2021 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:	Follow District PD and Pacing Guides (GPS) Standards-Based Lesson Planning Learning Intentions & Success Criteria Teacher Clarity Question Complexity & Task Alignment Progress Monitoring MTSS Process Academic standards call for teachers to design rigorous and culturally relevant lessons that require students to use critical thinking skills to solve complex problems. Cranberry staff will participate in and apply strategies gained from district professional development and collaboratively plan to implement high quality instruction that is aligned to the state adopted academic standards. In addition to daily classroom instruction in math, teachers will utilize a variety of researched based strategies to support small group instruction and provide interventions to students who need extra support. Socially-distanced family nights will also be held, as one of multiple forms of communication among teachers, parents and students.
Rationale for Evidence-based Strategy:	Maximizing Math Mentality, iReady, MAFS and the Sarasota Numeracy Initiative will be the instructional resources used for math during the 20-21 school year. Grade level teams will be encouraged to use collaborative planning opportunities to apply the Multi-Tiered System of Supports (MTSS) process to guide data-based problem solving and decision-making for supporting students. Effective implementation of RTI corresponds to more than 2 years of academic growth according to Hattie's research. Having grade level specific Data Chats throughout the year teachers will build collective efficacy which also has a high effect size according to Hattie. 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 Steps to Implement

1. The Master Schedule and School Service Models were designed to support a continuum of services to meet the needs of all students.
2. A resource teacher was assigned to each grade level to provide support for ESE students as well as regular education students who need extra support.
3. Creating small learning groups for Resource teachers and intervention support for students in lowest quartile
4. Assigning students in lowest quartile to different members of the admin team in order to progress monitory 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. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Achievement Levels for our Students with Disabilities - Students need to be proficient and/or demonstrate annual learning gains in ELA.
Measurable Outcome:	By the end of the 2021 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 and goal-setting based on that data. After school tutoring will be offered to students in grades 2, 3, and 4. Socially-distanced 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. Teachers sharing data 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 Steps to Implement

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. Assigning students in lowest quartile to different members of the admin team in order to progress monitory and build student sense of efficacy
4. Schedule family nights in conjunction with Parent Engagement Committee and PTO
5. Schedule dates and times for grade level data chats
6. Schedule dates and times for tutoring sessions

Person Responsible	Jennifer Deans (jennifer.deans@sarasotacountyschools.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Students need to be proficient in Science Achievement.
Measurable Outcome:	By the end of the 2021 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 Steps to Implement

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 (Socially Distanced)

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

#5. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	PBIS School-wide program Research shows that the PBIS (Positive Behavior Interventions and Supports) program reduces unwanted behaviors that interfere with learning and it also increases appropriate behaviors that foster social, emotional, and academic growth. We are also in our second year of implementing CHAMPS, a research-based program that helps create a culture where expectations are set, retaught when needed, and reinforced on a continuous basis. We will continue to reinforce our school PBIS goals - Be Respectful, Responsible, and Ready to Learn, by teaching the expectations in the various settings across the school day (classroom, hallway, cafeteria, etc.). Additionally, when a student makes a detrimental choice, we are connecting the negative consequences to the specific expectation that needs re-teaching. We are using a clear, 4 Step Discipline process developed through an iterative feedback process with our teachers, so that expectations are consistent across all classrooms and settings. We are communicating up-front with both students and families about the 4 Steps and what specific behaviors may lead to various outcomes. We are working from a perspective of clarity and prevention, so that we can reduce misunderstandings and negative outcomes, and keep students productively engaged in their classrooms.
Measurable Outcome:	By the end of the 2021 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:	CHAMPS has been shown to increase student and teacher clarity about behavior expectations. PBIS is an evidence-based three tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all children succeed. Relationships have a significant effect size on student achievement (over a year's growth according to John Hattie), and we prioritize relationships at every level.
Rationale for Evidence-based Strategy:	We meet all students where they are, and our students enter our school with various levels of readiness. Some require a great deal of teaching, modeling, reteaching, and reinforcement, and we have chosen strategies that can help all students improve, regardless of their starting point. Recognition, support, clarity, 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 Steps to Implement

1. Develop separate pathways for prevention of and response to student misbehavior using our 4 Step discipline process and our newly assigned Mental Health Therapist.
2. Cultivate relationships with students and families through phone calls, conferences, and personal contact.
3. Continue second year of CHAMPS implementation.
4. School Counselor will provide grade level appropriate social skills lessons.
5. School Counselor and Home-School Liaison will offer small group sessions to students who need additional support.
6. Monthly PBIS meetings are held to support classroom teachers in their efforts to promote development

and use of positive social skill choices.
7. Individualized behavior goals and feedback are being used in many classrooms which are piloting the Super Improver Program from Whole Brain Teaching.
8. 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)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Another school wide goal is to provide a safe learning environment for our students. We have a School Safety Team that meets regularly to discuss concerns and issues related to the current COVID pandemic as well as best practices related to overall school safety. We frequently survey our staff after drills to get feedback in order to improve upon our practices.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Cranberry Elementary School provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child’s progress, and how to work with educators to improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone fulfill the school’s mission and support the needs of students. Additionally, technology including social media. In addition, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement.

The full text and summary of this School-wide Improvement Plan/Title 1 School-wide Program Plan may be found online or as a hard copy by request.

Furthermore, there was a Title 1 Annual Meeting scheduled for parents and families at back to school night. All parents were invited and encouraged to attend through timely notice in English, Spanish, and Ukrainian. The purpose of the Title 1 Annual Meetings is to describe the school’s participation in the Title 1, Part A program and the rights of families to be involved. During the Title 1 Annual Meeting, information related to

curriculum, the State's challenging academic standards, local and state assessments including alternative assessments, achievement levels, how to monitor progress, and parents right to know was also provided.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$252,385.42**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title, I Part A		$246,842.26
	6400	500-Materials and Supplies	1271 - Cranberry Elementary School	Title, I Part A		$247.24
			Notes: Distance Learning Playbook			
	5100	690-Computer Software	1271 - Cranberry Elementary School	Title, I Part A		$3,006.00
			Notes: IXL - Reading			
	5100	500-Materials and Supplies	1271 - Cranberry Elementary School	Title, I Part A		$2,069.76
			Notes: Wordly Wise			
	5100	500-Materials and Supplies	1271 - Cranberry Elementary School	Title, I Part A		$220.16
			Notes: Consumable Materials			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$159,910.95**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title, I Part A		$153,362.71
	6400	500-Materials and Supplies	1271 - Cranberry Elementary School	Title, I Part A		$247.24
			Notes: Distance Learning Playbook			
	5100	690-Computer Software	1271 - Cranberry Elementary School	Title, I Part A		$3,295.00
			Notes: Reflex Math			
	5100	690-Computer Software	1271 - Cranberry Elementary School	Title, I Part A		$3,006.00
			Notes: IXL - Math			
3	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$17,140.28**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5100	160-Other Support Personnel	1271 - Cranberry Elementary School	Title, I Part A		$17,140.28
4	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$1,247.24**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	500-Materials and Supplies	1271 - Cranberry Elementary School	Title, I Part A		$247.24
			Notes: Distance Learning Playbook			
	5100	690-Computer Software	1271 - Cranberry Elementary School	Title, I Part A		$1,000.00
			Notes: IXL - Science			
5	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$77,616.11**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title, I Part A		$76,874.39
			Notes: Home School Liaison			
	6400	500-Materials and Supplies	1271 - Cranberry Elementary School	Title, I Part A		$741.72
			Notes: Onward Books			
					Total:	**$508,300.00**