

Sarasota County Schools

Cranberry Elementary School



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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SIP Authority

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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. A fully engaged parent body combined with high quality instruction from our faculty will ensure we make tracks toward excellence together!

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	Position Title	Job Duties and Responsibilities
Porinchak, Brad	Principal	Oversee all areas of instruction and operation.
Rini, Alison	Assistant Principal	Support students and teachers in reaching their fullest potential.
Deans, Jennifer	Other	Oversees ESE compliance and implementation throughout the school.
Hronek, Lisa	Other	Oversees compliance and implementation of ESOL services throughout the school.
Pinto, Marissa	Other	Supports students and families with social and emotional needs.
Singleton, Scott	School Counselor	Coordinates SWST and 504 plans as well as supporting students social and emotional needs.
Litzell, Shannon	Behavior Specialist	Behavior Specialist works with students who need support learning appropriate behaviors and social skills.
Seltzer, Jessica	Instructional Coach	The Instructional Facilitator supports teachers and staff using data driven strategies and best practices.

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.*

4

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.*

10

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

698

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data**Early Warning Systems****2021-22**

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	117	119	104	121	122	121	0	0	0	0	0	0	0	704
Attendance below 90 percent	1	14	4	16	11	18	0	0	0	0	0	0	0	64
One or more suspensions	0	2	0	1	0	2	0	0	0	0	0	0	0	5
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 FSA ELA assessment	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	
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	6	6	3	7	0	0	0	0	0	0	0	0	0	22	
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

Tuesday 8/24/2021

2020-21 - 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	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	
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		

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	68%	57%	71%	66%	56%
ELA Learning Gains				61%	62%	58%	56%	57%	55%
ELA Lowest 25th Percentile				44%	53%	53%	50%	46%	48%
Math Achievement				75%	73%	63%	73%	72%	62%
Math Learning Gains				65%	67%	62%	63%	63%	59%
Math Lowest 25th Percentile				39%	53%	51%	47%	51%	47%
Science Achievement				72%	65%	53%	77%	66%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	75%	70%	5%	58%	17%
Cohort Comparison						
04	2021					
	2019	67%	67%	0%	58%	9%
Cohort Comparison		-75%				
05	2021					
	2019	71%	68%	3%	56%	15%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	73%	4%	62%	15%
Cohort Comparison						
04	2021					
	2019	72%	72%	0%	64%	8%
Cohort Comparison		-77%				
05	2021					
	2019	74%	70%	4%	60%	14%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	74%	65%	9%	53%	21%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady for ELA and Math. District Science Benchmark Assessment for Science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24/21%		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/14%		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31/31%		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23/23%		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65/53%		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18/15%		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54/44%		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42/34%		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	66/55%		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56/47%		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
	All Students			
Science	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	35	47		40	33		36				
ELL	66			57							
BLK	46			15							
HSP	76	57		79	38		62				
MUL	50			45							
WHT	72	59	45	74	44	29	66				
FRL	61	55	35	65	36	19	58				
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						

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	63
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64
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	48
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 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	55
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The most noticeable trend is that our students, overall, are proficient in ELA, Math, and Science. This is great to have a high level of proficiency, but where we see the biggest concerns are in the learning gains of our bottom 25% in ELA and even more so in Math. Most notably with our students with disabilities. Our overall learning gains are also a target for us as we want our students to make gains in both ELA and Math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that showed the greatest need for improvement from the previous year was our learning gains for the lowest quartile in Math. 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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors were a tough school year due to the Covid-19 pandemic, distance learning, and attendance due to quarantines. Our 2021 data for learning gains was calculated based on less than 100 5th graders. The lowest quartile data was based on less than 25 of these 5th graders. Extra resource support has been added to 4th and 5th grade to focus on our lowest quartile. Our new Instructional Facilitator is analyzing data and helping us to hone in on the areas these students need the most support in based on their FSA data and iReady data. Regular data chats are taking place during CPT's to emphasize student data and interventions.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The area that showed the most improvement was our Overall ELA learning gains, from 56% to 61%. When looking at current progress monitoring data we have seen gains in 5th grade iReady scores and 2nd grade math scores when comparing AP1 dat form fall 2021 to fall 2020.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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.

What strategies will need to be implemented in order to accelerate learning?

This year, each grade level has a resource teacher dedicated to only one grade level. They are able to provide support to ESE students and our striving non ESE students throughout the school day. We also have a new position of an Instructional Facilitator to help support teachers with intervention ideas, looking over data, providing best practices, modeling lessons, and supporting instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

With our new ELA reading series, teachers have been receiving professional development on how to best utilize the materials and deliver instruction. Teachers received PD on a new progress monitoring tool to help determine where their students are currently, where they need to be, and ways to provide interventions to help support all students. We will provide sub days to allow teachers time to plan as a team for a full day to unpack the new series to better utilize all the resources that were provided.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

A tutoring program will be in place after school 2x a week for 2nd-5th graders to help support their classroom learning. Our K-1st grade students will be participating in the Academic Olympics, a program designed to showcase what our students currently know and what learning will come next. This is a way for us to progress monitor the students and an opportunity for parents/families to see where their child is in real time.

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 2021-2022 school year, 72% of our students will score proficient, 60% of all students will demonstrate an annual learning gain, and 45% of students in the lowest 25% will demonstrate an annual learning gain on the FSA ELA Test.
Monitoring:	Progress will be monitored by the use of iReady diagnostic data as well as classroom data.
Person responsible for monitoring outcome:	Brad Porinchak (brad.porinchak@sarasotacountyschools.net)
Evidence-based Strategy:	<p>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.</p> <p>SCS IFGs, iReady, LAFS and the will be the instructional resources used for ELA during the 21-22 school year.</p> <p>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.</p>
Rationale for Evidence-based Strategy:	

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 monitoring 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 2021-2022 school year, 72% of our students will score proficient, 42% of all students will demonstrate an annual learning gain, and 24% of students in the lowest 25% will demonstrate an annual learning gain on the FSA Math Test.
Monitoring:	Progress will be monitored by the use of iReady diagnostic data as well as classroom data.
Person responsible for monitoring outcome:	Brad Porinchak (brad.porinchak@sarasotacountyschools.net)
Evidence-based Strategy:	<p>Follow District PD and Pacing Guides (GPS)</p> <p>Standards-Based Lesson Planning</p> <p>Learning Intentions & Success Criteria</p> <p>Teacher Clarity</p> <p>Question Complexity & Task Alignment</p> <p>Progress Monitoring</p> <p>MTSS Process</p> <p>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.</p> <p>Maximizing Math Mentality, iReady, MAFS and the Sarasota Numeracy Initiative will be the instructional resources used for math during the 20-21 school year.</p> <p>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.</p>
Rationale for Evidence-based Strategy:	

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. 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 2021-2022 school year, we will increase to 65% of our fifth grade students scoring proficient on the SSA Test.

Monitoring: We will progress monitor using the district wide science benchmark assessments as well as classroom data.

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)

#4. 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 2021-2022 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.
Monitoring:	We will progress monitor our students using iReady diagnostic data throughout the year as well as classroom progress monitoring data.
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 monitor 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)

#5. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	<p>PBIS School-wide program</p> <p>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.</p>
Measurable Outcome:	By the end of the 2021-2022 school year, the number of students receiving Office Discipline Referrals will decrease by 5%.
Monitoring:	Monthly discipline data will be monitored by the PBIS Team and shared at our monthly staff meeting. Our Behavior Specialist will monitor students and develop Tier II interventions to support students.
Person responsible for monitoring outcome:	Shannon Litzell (shannon.litzell@sarasotacountyschools.net)
Evidence-based Strategy:	<p>CHAMPS has been shown to increase student and teacher clarity about behavior expectations.</p> <p>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.</p> <p>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.</p>
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 Shannon Litzell (shannon.litzell@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our primary areas of concern are disruption/defiance and physical aggression. We are addressing these concerns through Tier I activities, teaching expectations and providing more frequent rewards through our PBIS program. Our new Behavior Specialist is providing Tier II supports in small group consultation to help students become role models. Data from Notices of Concern and Referrals will help to see if our strategies are successful throughout the school year.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administrators, teachers, and staff promote positive relationships at the school on a daily basis. This is done by promoting our core values of being Respectful, Responsible, and Ready to Learn on the morning news, the use of Positive Referrals, discussing a growth mind set, providing PBIS celebrations monthly, PBIS awards at our quarterly honor roll assemblies, and positive phone calls/postcards to students and their families.

Our PTO is actively involved in holding fun family engagement nights to foster a sense of school spirit and connect the school to the families.

Our business partners are helping to support our schools PBIS program to provide incentives for positive behaviors.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$300,166.88
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title, I Part A		\$286,162.45
	5100	690-Computer Software	1271 - Cranberry Elementary School	Title, I Part A		\$2,500.00
			Notes: Flocabulary			
	5100	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title, I Part A		\$869.93
			Notes: Reading Tutoring			
	5100	500-Materials and Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$3,974.50
			Notes: Studies Weekly			
	5100	500-Materials and Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$3,200.00
			Notes: Wordly Wise			

	5100	690-Computer Software	1271 - Cranberry Elementary School	Title, I Part A		\$2,660.00
			<i>Notes: RAZ Kids</i>			
	6150	500-Materials and Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$800.00
			<i>Notes: Family Engagement Reading Night</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$115,931.10
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title, I Part A		\$110,566.16
	5100	690-Computer Software	1271 - Cranberry Elementary School	Title, I Part A		\$3,795.00
			<i>Notes: Reflex Math + Frax</i>			
	5100	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title, I Part A		\$869.94
			<i>Notes: Math Tutoring</i>			
	6150	500-Materials and Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$700.00
			<i>Notes: Family Engagement Math Night</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	500-Materials and Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$1,200.00
			<i>Notes: Family Engagement STEM Night</i>			
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$18,534.16
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	160-Other Support Personnel	1271 - Cranberry Elementary School	Title, I Part A		\$18,264.16
	5200	690-Computer Software	1271 - Cranberry Elementary School	Title, I Part A		\$270.00
			<i>Notes: Starfall for PreK</i>			
5	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$86,966.69
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title, I Part A		\$81,766.69
			<i>Notes: Home School Liaison</i>			
	6150	510-Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Agendas and Communication Folders</i>			

	6150	590-Other Materials and Supplies	1271 - Cranberry Elementary School	Title, I Part A		\$2,200.00
			<i>Notes: Family Engagement Night Art Activities</i>			
Total:						\$522,798.83