

Sarasota County Schools

# Cranberry Elementary School



2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Cranberry Elementary School

2775 SHALIMAR TER, North Port, FL 34286

[www.sarasotacountyschools.net/cranberry](http://www.sarasotacountyschools.net/cranberry)

## Demographics

**Principal: Jamie Kisner**

Start Date for this Principal: 9/13/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	73%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (57%) 2018-19: B (61%) 2017-18: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* 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](http://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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Cranberry Elementary School

2775 SHALIMAR TER, North Port, FL 34286

[www.sarasotacountyschools.net/cranberry](http://www.sarasotacountyschools.net/cranberry)

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>73%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>31%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	B		B	B

## 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 attain high levels of learning. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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. Work with SRO to ensure safety of campus, work with teachers to advance professional learning, work with students to facilitate positive approach to school experience, and work with parents to empower them to effectively support their children.
Seltzer, Jessica	Instructional Coach	The Instructional Facilitator supports teachers and staff using data driven strategies and best practices.
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.

## Demographic Information

### Principal start date

Tuesday 9/13/2022, Jamie Kisner

**Number of teachers with a 2022 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.*

2

**Number of teachers with a 2022 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.*

6

**Total number of teacher positions allocated to the school**

65

**Total number of students enrolled at the school**

743

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

7

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

11

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	111	121	121	134	128	128	0	0	0	0	0	0	0	743
Attendance below 90 percent	8	30	25	21	18	23	0	0	0	0	0	0	0	125
One or more suspensions	0	3	1	0	3	1	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	1	5	11	1	0	0	0	0	0	0	0	18
Course failure in Math	0	0	1	3	11	0	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	9	11	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	14	13	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	25	9	16	0	0	0	0	0	0	0	0	0	0	50



Using the table above, complete the table below with the number of students by current grade level who have 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	3	6	5	5	43	23	0	0	0	0	0	0	0	85

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	13	4	9	2	0	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 9/19/2022

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	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	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	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	

**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	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	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	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	

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	66%	56%				71%	68%	57%
ELA Learning Gains	65%						61%	62%	58%
ELA Lowest 25th Percentile	49%						44%	53%	53%
Math Achievement	63%	52%	50%				75%	73%	63%
Math Learning Gains	50%						65%	67%	62%
Math Lowest 25th Percentile	42%						39%	53%	51%
Science Achievement	68%	67%	59%				72%	65%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	70%	5%	58%	17%
Cohort Comparison		0%				
04	2022					
	2019	67%	67%	0%	58%	9%
Cohort Comparison		-75%				
05	2022					
	2019	71%	68%	3%	56%	15%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	77%	73%	4%	62%	15%
Cohort Comparison		0%				
04	2022					
	2019	72%	72%	0%	64%	8%
Cohort Comparison		-77%				
05	2022					
	2019	74%	70%	4%	60%	14%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	74%	65%	9%	53%	21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	28	61	50	45	48	42	26				
ELL	63	74		63	48	45	67				
BLK	56	67		44	60	45	30				
HSP	67	41		66	41		75				
MUL	54	62		69	54						
WHT	63	71	59	63	50	44	68				
FRL	59	64	52	58	48	41	66				
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						
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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60

<b>ESSA Federal Index</b>	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	79
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	58
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	60
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	63
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	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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 2022 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 and attendance due to quarantines. Extra resource support has been added to 4th and 5th grade to focus on our lowest quartile. Our Instructional Facilitator is analyzing data and helping us to hone in on the areas these students need the most support in based on their FAST data and iReady data. Regular data chats are taking place during PLCs to emphasize student data and interventions.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

The area that showed the most improvement was our Math bottom 25% learning gains, from 22% to 41%.

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

School wide focus on math. We worked with the math curriculum specialists and our Instructional Facilitator to Gloss and JAM all students in the bottom quartile to determine their needs. We followed up with teacher training to determine best practices to address the individual needs of their students based on the assessment.

**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. Our Instructional Facilitator will 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 Math 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.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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:**  
**State the specific measurable outcome the school plans to achieve.**  
**This should be a data based, objective outcome.**

By the end of the 2022-2023 school year, 72% of our students will score proficient, 67% of all students will demonstrate an annual learning gain, and 55% of students in the lowest 25% will demonstrate an annual learning gain from Progress Monitoring 1 to Progress Monitoring 3.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Progress will be monitored by the use of PM1 and PM 2 data. As well as iReady data, classroom data, and district PM data. The data will be discussed weekly at our PLC's to ensure instruction aligns with the needs of the students.

**Person responsible for monitoring outcome:**

Brad Porinchak (brad.porinchak@sarasotacountyschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Cranberry teachers will provide high quality instruction to all students based on our study of the book Learning by Doing and The PLC Framework. 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. 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 22-23 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



**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 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. Instructional Practice specifically relating to Math**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By the end of the 2022-2023 school year, 65% of our students will score proficient, 52% 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 FAST Math Test.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Progress will be monitored by the use of district math interim data, PM1 and PM2 FAST data, as well as classroom data.

**Person responsible for monitoring outcome:**

Brad Porinchak (brad.porinchak@sarasotacountyschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

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. Family nights will also be held, as one of multiple forms of communication among teachers, parents and students.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

Reveal, BEST Standards, and the Sarasota Numeracy Initiative will be the instructional resources used for math during the 22-23 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 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)

**#3. Instructional Practice specifically relating to Science**

**Area of Focus  
Description  
and Rationale:  
Include a  
rationale that  
explains how it  
was identified  
as a critical  
need from the  
data reviewed.**

Students need to be proficient in Science Achievement.

**Measurable  
Outcome:  
State the  
specific  
measurable  
outcome the  
school plans  
to achieve.  
This should be  
a data based,  
objective  
outcome.**

By the end of the 2022-2023 school year, we will increase to 70% of our fifth grade students scoring proficient on the SSA Test.

**Monitoring:  
Describe how  
this Area of  
Focus will be  
monitored for  
the desired  
outcome.**

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](mailto:brad.porinchak@sarasotacountyschools.net))

**Evidence-  
based  
Strategy:  
Describe the  
evidence-  
based strategy  
being  
implemented  
for this Area of  
Focus.**

Students in grades 3-5 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:  
Explain the  
rationale for**

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.

**selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Support**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By the end of the 2022-2023 school year, the number of students receiving Office Discipline Referrals will decrease by 5%.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

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](mailto:shannon.litzell@sarasotacountyschools.net))

**Evidence-based Strategy:**

CHAMPS has been shown to increase student and teacher clarity about behavior expectations.

**Describe the**

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

**evidence-based strategy being implemented for this Area of Focus.**

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:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### 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 school culture and environment.

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.