

Sarasota County Schools

Cranberry Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	22
VII. Budget to Support Areas of Focus	0

Cranberry Elementary School

2775 SHALIMAR TER, North Port, FL 34286

www.sarasotacountyschools.net/cranberry

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Kisner, Jaime	Principal	The Cranberry Leadership Team meets weekly/monthly (as needed) to alignment of resources to student needs at all grade levels. The Cranberry Leadership Team that reviews ongoing progress monitoring of students' performance data when it is related to the interventions and academic/ behavioral progress. The analysis of the student performance data is used to determine additional resources, interventions, and/or extension to ensure the success of all students. Cranberry's Instructional and Behavioral Support Teams assists with the implementation of approved researched-based intervention plans. Team Leaders document team discussion topics during Collaborative Planning Time (CPT) to address student learning and concerns. Cranberry coordinates and implements our Title 1, Part A program to provide supplemental services to our families. In addition we are using our funds to enhance after-school tutoring program materials and to contract additional staff to provide students with supplemental instruction. Parent Involvement funds are utilized to provide and implement family orientations, extended learning experiences, and parent trainings. Professional learning for our staff is a focus for Cranberry. Staff are provided additional training opportunities to support student learning and growth in their academic and behavioral needs.
Delp, Michelle	Assistant Principal	Supports the principal in strategic planning and the assessment of instructional effectiveness for the Lamarque learning community. Acts as the Special Education administrator who ensures inclusive practices and integrity of services. Leads professional development and planning for ESE and inclusion educators.
Seltzer, Jessica	Instructional Coach	Coordination of the Literacy Leadership Team and professional learning for teachers and staff. Facilitator of collaborative planning to ensure quality professional learning aimed at student achievement and building capacity in staff.
Deans, Jennifer	Other	Oversees ESE compliance and implementation of services throughout the school environment. Works with teachers and families to ensure quality instruction and support of ESE students.
Hronek, Lisa	Other	ESOL Liaison responsible for oversight of English Language Learner (ELL) supports. Works with teachers and families to ensure quality instruction and support of ELL students.
Pinto, Marissa	Other	To form and maintain supportive, empowering relationships with the families and school.
Singleton, Scott	School Counselor	Supports the academic, emotional, physical, and behavioral needs of all students.

Name	Position Title	Job Duties and Responsibilities
Litzell, Shannon	Behavior Specialist	Leads discussions about behavioral interventions with staff and teams. Monitors the implementation of programs and initiatives aligned with the Positive Behavior Intervention Support plan.
McClure, Sarah	School Counselor	Supports the academic, emotional, physical, and behavioral needs of all students.
Pappas, Deborah	Other	Oversees and coordinates SWST and 504 plans as wells as supporting students academically.
Marchena, Olga	Parent Engagement Liaison	Parent engagement coordinator who plans and implements family orientations, extended learning experiences, and parent trainings.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan is developed in meaningful collaboration with the School Advisory Committee involving multiple stakeholders including teachers, principal, leadership team, paraprofessionals, business partners and parents. Student needs are identified through progress monitoring and assessment data. The results of the data analysis guides the strategies that will be implemented to increase achievement for all students.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The administrative team and curriculum leaders meet monthly to monitor the progress of the school improvement plan. Discussion will focus on areas that need to be reviewed and/or edited to ensure student achievement. Teachers will meet weekly as PLC teams to monitor data and implement interventions/enrichment as needed. The SAC committee meets monthly to review, monitor and suggest updates to the plan.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	31%
2022-23 Economically Disadvantaged (FRL) Rate	73%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	20	30	21	32	19	22	0	0	0	144	
One or more suspensions	1	1	1	4	1	8	0	0	0	16	
Course failure in English Language Arts (ELA)	0	0	0	0	2	0	0	0	0	2	
Course failure in Math	0	0	4	11	3	3	0	0	0	21	
Level 1 on statewide ELA assessment	0	0	0	3	21	24	0	0	0	48	
Level 1 on statewide Math assessment	0	0	0	2	15	28	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	5	2	3	20	2	0	0	0	37	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	0	0	39	4	50	0	0	0	95

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	5	2	3	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	2	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	8	30	25	21	18	23	0	0	0	125	
One or more suspensions	0	3	1	0	3	1	0	0	0	8	
Course failure in ELA	0	0	1	5	11	1	0	0	0	18	
Course failure in Math	0	0	1	3	11	0	0	0	0	15	
Level 1 on statewide ELA assessment	0	0	0	4	9	11	0	0	0	24	
Level 1 on statewide Math assessment	0	0	0	1	14	13	0	0	0	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	25	9	16	0	0	0	0	0	0	50	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	6	5	5	43	23	0	0	0	85

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	8	30	25	21	18	23	0	0	0	125	
One or more suspensions	0	3	1	0	3	1	0	0	0	8	
Course failure in ELA	0	0	1	5	11	1	0	0	0	18	
Course failure in Math	0	0	1	3	11	0	0	0	0	15	
Level 1 on statewide ELA assessment	0	0	0	4	9	11	0	0	0	24	
Level 1 on statewide Math assessment	0	0	0	1	14	13	0	0	0	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	25	9	16	0	0	0	0	0	0	50	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	6	5	5	43	23	0	0	0	85

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	64	65	53	63	66	56	70		
ELA Learning Gains				65			58		
ELA Lowest 25th Percentile				49			43		
Math Achievement*	66	68	59	63	52	50	70		
Math Learning Gains				50			40		
Math Lowest 25th Percentile				42			22		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	76	69	54	68	67	59	63		
Social Studies Achievement*					65	64			
Middle School Acceleration					51	52			
Graduation Rate					60	50			
College and Career Acceleration						80			
ELP Progress	66	68	59	79			65		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	71			
AMI				
ASN				
BLK	58			
HSP	68			
MUL	62			
PAC				
WHT	68			
FRL	66			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	63			
AMI				
ASN				
BLK	50			
HSP	58			
MUL	60			
PAC				
WHT	63			
FRL	58			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	64			66			76					66
SWD	39			35			56				4	
ELL	61			73			62				5	66
AMI												
ASN												
BLK	69			46							2	
HSP	63			68			75				5	55
MUL	53			70							2	
PAC												
WHT	65			65			80				5	65
FRL	61			61			70				5	67

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	63	65	49	63	50	42	68					79
SWD	28	61	50	45	48	42	26					
ELL	63	74		63	48	45	67					79
AMI												
ASN												
BLK	56	67		44	60	45	30					
HSP	67	41		66	41		75					
MUL	54	62		69	54							
PAC												
WHT	63	71	59	63	50	44	68					85
FRL	59	64	52	58	48	41	66					79

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	70	58	43	70	40	22	63					65
SWD	35	47		40	33		36					
ELL	66			57								65

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	46			15								
HSP	76	57		79	38		62					73
MUL	50			45								
PAC												
WHT	72	59	45	74	44	29	66					52
FRL	61	55	35	65	36	19	58					57

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	68%	67%	1%	54%	14%
04	2023 - Spring	62%	67%	-5%	58%	4%
03	2023 - Spring	64%	61%	3%	50%	14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	73%	70%	3%	59%	14%
04	2023 - Spring	64%	70%	-6%	61%	3%
05	2023 - Spring	62%	66%	-4%	55%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	74%	67%	7%	51%	23%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

FAST data from the 22-23 school year indicates that 4th grade reading (62%) and 5th grade math (62%) were the lowest performing areas for overall proficiency. Proficiency in reading for students with disabilities improved from the previous year but was still low at 43%. Contributing factors include attendance due to Hurricane Ian and chronic illnesses, grade level intervention blocks at the same times, changes to the complexity of math standards, and implementation of a new math curriculum.

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

Early Warning System data indicates a decrease in overall attendance with 144 students missing 10% or more school days. Contributing factors to this decline may include the impact that Hurricane Ian had on this community. Many families lost their homes and attendance was greatly affected due to lack of transportation, loss of belongings and needing basic needs met.

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.

Cranberry Elementary students scored above the state in percent proficient for both reading and math in grades 3-5.

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

Percent proficient in reading for students with disabilities increased from 28% to 43%. There was an ESE resource teacher assigned to each grade level to maximize support.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Early Warning System data indicates a decrease in overall attendance with 144 students missing 10% or more school days. Average attendance rate was 82%.

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

1. improve attendance
2. increase reading proficiency for students with disabilities
3. increase proficiency for all students in reading and math

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Early Warning System Data from the 22-23 school year indicates that 144 students were absent 10% or more days which is an average attendance rate of 82%.

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 23-24 school year, we will have an average attendance rate of at least 91%.

Monitoring:

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

Truancy worker, home-school liaison, social worker and administration will meet weekly to review attendance data and problem-solve for those students who are encountering barriers with attending school.

Person responsible for monitoring outcome:

Michelle Delp (michelle.delp@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Home visits, school-based support meetings, student conferences, positive behavior support, parent contact and resource referrals will all be utilized to increase student attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that chronically absent students perform lower academically than their peers. Consistent support, positive reinforcement and recognition encourage regular attendance and positive behavior in school.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Attendance bingo each morning on the school news

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

By When: May 2024

Home visit door tags for parental follow-up

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

By When: May 2024

Weekly attendance data meetings

Person Responsible: Michelle Delp (michelle.delp@sarasotacountyschools.net)

By When: May 2024

PBiS monthly and quarterly celebrations and/or award ceremonies

Person Responsible: Shannon Litzell (shannon.litzell@sarasotacountyschools.net)

By When: May 2024

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data from the 22-23 school year indicates that students in grade 3-5 are 65% proficient in ELA and 66% proficient 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 23-24 school year, there will be an increase in reading proficiency from 65% to 69% and math proficiency from 66% to 70% for all students in grades 3-5.

Monitoring:

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

Progress will be monitored by the use of PM1 and PM2 FAST assessment data, as well as district progress monitoring data, iReady/Dreambox performance and classroom data. The data will be discussed weekly during PLCs, quarterly during grade level data analysis sessions and individual data chats.

Person responsible for monitoring outcome:

Jaime Kisner (jaime.kisner@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Cranberry staff will participate in and apply strategies gained from school and district professional learning. They will collaborative plan to implement high quality engaging instruction that is aligned to the state adopted academic standards. In addition to daily classroom instruction, teachers will utilize a variety of research-based strategies to support small group instruction and interventions. Family nights will also be held as one of multiple forms of communication among teachers, families and students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies focus on student data, teacher clarity, goal setting, collaboration and student ownership.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The master schedule and student service models were designed to support a continuum of services to meet the needs of all students.

Person Responsible: Jaime Kisner (jaime.kisner@sarasotacountyschools.net)

By When: May 2024

Intervention blocks at each grade level at separate times in order to maximize support provided by intervention and ESE teachers.

Person Responsible: Jaime Kisner (jaime.kisner@sarasotacountyschools.net)

By When: May 2024

Schedule dates and times for quarterly and individual data chats

Person Responsible: Michelle Delp (michelle.delp@sarasotacountyschools.net)

By When: May 2024

Schedule family engagement nights in conjunction with Family Engagement Committee and PTO

Person Responsible: Olga Marchena (olga.marchena@sarasotacountyschools.net)

By When: May 2024

Support teachers with data analysis, lesson planning and interventions, as well as, developing clarity for best practices in literacy instruction.

Person Responsible: Jessica Seltzer (jessica.seltzer@sarasotacountyschools.net)

By When: May 2024

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data from the 22-23 school year indicates that 43% of students with disabilities are proficient in reading.

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 23-24 school year, students with a disability will increase their reading proficiency from 43% to 47%.

Monitoring:

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

Progress will be monitored by the use of PM1 and PM2 state assessment data, as well as district progress monitoring data, iReady performance and classroom data. The data will be discussed weekly during PLCs, quarterly during grade level data analysis sessions and individual data chats.

Person responsible for monitoring outcome:

Michelle Delp (michelle.delp@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In addition to daily classroom instruction in ELA using a variety of resources, students with disabilities will receive instruction from ESE resources teachers, intervention teachers, reading recovery teachers and/or support personnel. Students will also participate in intervention sessions with their classroom teachers as needed to ensure students are receiving the Core+more+more (core instruction in the general education classroom, service with an ESE teacher and interventions as appropriate). Teachers will participate in data chats to analyze and plan instruction. All teachers, as specified in our BPIE, will participate in district ELA professional learning, trainings and workshops.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies focus on student achievement, teacher clarity and effectiveness, goal setting, collaboration and student ownership.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Building ESE and intervention schedules to maximize support and inclusion services at multiple times throughout the day.

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

By When: May 2024

Create small learning groups for intervention support for students with disabilities

Person Responsible: Jessica Seltzer (jessica.seltzer@sarasotacountyschools.net)

By When: May 2024

Before/After school tutoring will be offered to selected students

Person Responsible: Jessica Seltzer (jessica.seltzer@sarasotacountyschools.net)

By When: May 2024

Scheduling quarterly and individual data chats

Person Responsible: Michelle Delp (michelle.delp@sarasotacountyschools.net)

By When: May 2024

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP is shared with staff in a variety of ways which include staff meeting, email and PLCs. Families and community members are invited to attend SAC meetings to share feedback and participate as appropriate in decisions regarding the SIP and overall education planning for all students at Cranberry. The SIP will also be posted on our website at www.sarasotacountyschools.net/cranberry

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Cranberry Elementary School provides Parent/Family Engagement materials and trainings designed to provide assistance to families in understanding challenging state academic standards, state and local academic assessments, how to monitor a child's progress, and how to work with staff to improve the achievement of their children. The staff foster positive relationships at the school on a daily basis by promoting our core values of being Respectful, Responsible, and Ready to Learn on the morning news, sending Positive Referrals, discussing a growth mind set, providing PBIS celebrations monthly, PBIS awards at our quarterly honor roll assemblies, and making 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. In addition, a quarterly newsletter will be sent out to families to share news, events and updates--keeping families informed and connected to the school.

The annual Title 1 Meeting is scheduled and all families are invited and encouraged to attend through timely notice. 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 is provided.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Cranberry Elementary staff will participate in weekly PLCs, quarterly data analysis sessions and individual data chats. The master schedule includes a 120 minute ELA block, intervention block, and 1 hour math block. Tutoring will be offered to selected students to address specific learning needs. Administration will ensure that core+more+more is provided to all students with disabilities. The literacy coach will support staff in the knowledge of the science of reading, evidence-based practices and ensure literacy instruction is data informed and student-centered. Professional learning sessions will be provided throughout the year based on student data and teacher needs.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The Parent Engagement Committee work with administration and PTO to provide trainings and events designed to support families in understanding academic standards, assessments and student achievement. The School Advisory Committee includes parents, staff and business partners to provide input regarding school decisions. The home school liaison and school counselors work closely with families to provide resources and support to ensure positive home-school connection.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Cranberry Elementary has 2 school counselors, a home-school liaison, a licensed mental health therapist and a behavior specialist. The School-wide Support Team meets weekly to discuss student needs and align support services as appropriate.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The staff promotes our core values of being Respectful, Responsible, and Ready to Learn on the morning news by reciting the "Cougar Pledge". We also send Positive Referrals, discuss having a growth mind set, provide PBIS celebrations monthly, PBIS awards at our quarterly honor roll assemblies, and making positive phone calls/postcards to students and their families. The behavior specialist assists teachers with implementing behavior interventions as appropriate to shape, teach and promote positive classroom behaviors.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Literacy Leadership Team will analyze school performance data to drive professional learning. ESE Resource teachers will participate in Orton-Gillingham training. District personnel will be invited to provide training and evidence-based practices in reading, writing and math that are data-informed and student-centered.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Cranberry Elementary has 2 Preschool ESE classrooms and 2 Early Learning classrooms. Students in these classrooms participate in school activities including assemblies, breakfast/lunch in the cafeteria, and PBIS activities.