

Cranberry Elementary School



2014-15 School Improvement Plan

Cranberry Elementary School

2775 SHALIMAR TER, North Port, FL 34286

www.sarasotacountyschools.net/cranberry

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
66%

Alternative/ESE Center
No

Charter School
No

Minority
34%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Cranberry Elementary School will establish a climate of community and cooperation between all students, parents, teachers, and staff so that all students can reach their fullest potential.

Provide the school's vision statement

Cranberry Elementary School students will "make tracks towards excellence" in a safe, caring, and respectful environment which promotes life-long learning and socially responsible citizens.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Cranberry Elementary builds relationships between students, families, and teachers through activities such as, Meet Your Teacher, Open House, Parent Involvement Activities, ESOL nights, student projects, and parent conferences.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Cranberry's school motto is "Be Respectful, Responsible, and Ready To Learn." This is tied to our Positive Behavior Support Program which encourages students to uphold the school motto.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Cranberry Elementary has a Positive Behavior Support Program. Principals, teachers, and support staff expect students to follow set behavior expectations. If students do not follow these expectations, consequences are in place. This is done with support of parents and the program is consistently enforced.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Cranberry Elementary provides social-emotional support through our Guidance Counselors and Instructional Staff, who offer social skill programs, small groups, and mentoring.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

We monitor attendance and mail parent letters when students have 5 unexcused absences in a 30 day period. Classroom teachers also make parent phone calls and discuss attendance at

conferences. Teachers know to bring their attendance concerns to the School Wide Support Team (SWST) which may result in a Children At Risk in Education (CARE) meeting with the District attendance clerk.

We monitor our Discipline Referrals through our Positive Behavior Support Team (PBS). The PBS team encourages school wide positive behavior and does weekly drawings and quarterly reward assemblies. Students are also discussed in weekly administration meetings. Classroom teachers also bring students to SWST to discuss their behavior concerns. Functional Behavioral Assessments (FBA) are written to assist teachers with students.

Students who are retained, failed ELA or math are flagged

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	18	11	16	5	5	15	70
One or more suspensions	3	0	1	1	2	1	8
Course failure in ELA or Math	12	7	5	3	0	0	27
Level 1 on statewide assessment	0	0	0	21	20	29	70
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	K	1	
Students exhibiting two or more indicators	3	1	4

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students in grades K-5 receive Tier 2 and 3 interventions in math and reading. Teacher meet with parent and bring students up before the SWST team. Our reading resource teachers and support staff meet with all level 1 and two students. Students working below level also work with the reading support team. After school and before school tutoring is available for student in grades 3-5 swho are struggling in math and reading. FSA prep will be available for all students in March in preparation for the Florida State Assessment.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/205189>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Cranberry has a Business Partner Coordinator who is the liaison between our community partners and our school. Community resources are used to increase academic performance, provide behavior rewards, and promote community awareness.

Cranberry collaborates with the City of North Port and All Faiths Food Bank to deliver food to over 250 people in the North Port community every month. Teachers, parents and community supporters volunteer monthly to ensure the distribution of food to our community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McCloud, Linda	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade and individual student academic needs. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Teachers are expected to look at state assessment data, FAIR (3-5), and math benchmark assessments along with in class test. If a student falls below 30% or in the "red" on the FAIR assessment then Tier 2 interventions begin. Parents are contacted and the intervention is carried out for 5-6 weeks. This data is graphed and brought to the SWST team. The student is discussed. The student moves to Tier 3 if these were unsuccessful. If Tier two was successful, then the child remind at that level of intervention. If Tier 3 is unsuccessful, then the student is moved through the CARE process. Students placed in Tier 3 meet daily with the reading or math resource teacher. The child will be recommended for after school tutoring.

Title I dollars will provide teachers with professional development in reading and math. Students will

be invited to participate in after school tutoring in grades 1-5. There will be several parent nights that will be geared to increasing parent knowledge of the Common Core Standards, FSA and CELLA. Parents will participate in activities such as Family Nights, Art for the Family Night, and a Science Fair evening.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Linda McCloud	Principal
Angela Feo	Teacher
John Carey	Principal
Chris Street	Parent
Alexandra Scarsella	Parent
Yi Mei Lin	Parent
Angela Delagrange	Parent
Tanaya Miller	Parent
Elaine Paynter	Parent
William Nolin	Parent
Millie Galan	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Monthly meetings are held to discuss the academic performance of students, strategies to increase performance, and if growth is evident.

Development of this school improvement plan

SAC members review and give input to the school improvement plan at their first meetings.

Preparation of the school's annual budget and plan

to be determined

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC monies were used for Science Fair Awards and Projects, Teacher Professional Development, Cross Age Tutoring, and Hands-on Science supplies.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
McCloud, Linda	Principal
Carey, John	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

We have new ELA standards. Our committee will focus on helping teachers learn about the new standards through district webinars and training. Teacher collaboration during CPT is vital. This committee will discuss professional development needs for our staff. We will work to increase teacher awareness in close reading and Depth of Knowledge.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Cranberry teachers meet once a week or more to discuss the academic and the emotional needs of students. During these collaborative planning meetings teachers are encouraged to share strategies, analyze student work, develop assessments and lesson plans. Tiered interventions for students with academic or behavior concerns are discussed. Teachers are also encouraged to lead discussions at faculty meetings, share information learned at a workshop or just talk about the kindness of another teacher or staff member.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Principal, Assistant Principal and classroom teachers will make up the interviewing team. Each new teacher is given a mentor who works with them for one year. This mentor will help the new teacher adjust to their new school environment and be a support system for the new teacher. The Principal will meet with new teachers every 30, 60 and 90 days to ensure that the new teacher's needs and concerns are addressed.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Cranberry participates in the Sarasota County Induction Program (SCIP), which guides our mentor program. Newly hired instructional personnel are paired with veteran teachers who have been formally trained as SCIP mentors. The new hires are assigned to mentors who teach or have taught similar grade levels and curriculum. The mentors are available and willing to devote necessary additional time to supporting the new hires. Planned activities include viewing Classroom Management Tips videos as a cohort group; discussing our Teacher Evaluation System in detail; sharing lesson plan templates and ideas; and coaching new hires in a variety of curricular and management techniques.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school district equips teachers with state adopted materials, textbooks and an Instructional Focus Guide (IFG) that is aligned to the new Florida Standards. School administration does classroom walk-throughs to ensure that district-provided programs and instructional materials are being used by our instructional staff.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Cranberry uses data from FAIR testing, I-Ready ILS, formative and summative assessments to determine the needs of our students. After analyzing student test data, teachers plan lessons, ability group, provide Tier 2 and Tier 3 interventions, differentiate instruction and provide supplemental reading instruction from academic support teachers.

Instruction is modified in various ways. Struggling students are provided interventions, leveled readers, shortened assignments and extra time to complete tasks. Before and after school tutoring reinforces skills taught in the classroom. Progress monitoring helps teachers gauge student learning. I-Ready ILS provides teachers with a snapshot on how students are performing on task aligned to the FSA. IEPs and ESOL strategies ensure that students are getting the accommodations needed for their success.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,880

Students in grades 3-5 will work with teachers after school on reading and math strategies. Students in the reading tutorial program will work with the the complex text in their Reading Wonders series. Math students will review math skills taught in the classroom and use manipulatives to aid in the understanding of a variety of math concepts.

Strategy Rationale

Extra support and practice has been proven to increase academic achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McCloud, Linda, linda.mccloud@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students will take a pre and post assessment in reading and/or math. We will collect data from i-Ready and FCAT assessment data, and the district math benchmark assessments.

Strategy: Weekend Program

Minutes added to school year: 540

Crossage Tutoring Program

Strategy Rationale

Peer tutoring or cross-age tutoring is researched-based. This is a three-day Saturday prep before the FSA assessment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McCloud, Linda, linda.mccloud@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student performance on the FSA.

Strategy: Extended School Day

Minutes added to school year: 5,400

Extra Support in Reading

Strategy Rationale

Research shows that student receiving an extra 30 minutes over and above the reading block shows great improvement.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

McCloud, Linda, linda.mccloud@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

All below level students in the primary grades and level 1 and 2 students work with the reading resource teachers. Students work on decoding skills, comprehension and increasing their vocabulary. FAIR and the DAR are used to monitor student growth.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Pre-K students are assessed during the summer so that they are placed in the appropriate kindergarten class. During Kindergarten Orientation in May, students are invited into the K

classrooms to help them with the transition. Parents are given a packet of readiness activities to work with their children during the summer.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the end of 2014-2015 school, an increase in the number of students attending Positive Behavior Support Celebrations
- G2.** By the year 2015, there will be a minimum of a 4 percentage point increase in ELA for all student subgroups scoring less than 70% and a minimum of 2 percentage point increase for all student subgroups scoring above a 70% (across levels 3 and 4).
- G3.** By the year 2015, there will be a minimum of a 4 percentage point increase in Mathematics for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4)
- G4.** By the year 2015, there will be a minimum of a 4 percentage point increase in Science for 5th grade student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4)
- G5.** By the Year 2015, there will be a reduction of suspensions from the previous year.
- G6.** By the year 2015, there will be a minimum of a 4 percentage point increase in Writing for all 4th and 5th grade student subgroups scoring less than 70% and a minimum of 2 percent increase for all student groups who are currently demonstrating proficiency (across Levels 3 & 4).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By the end of 2014-2015 school, an increase in the number of students attending Positive Behavior Support Celebrations **1a**

 G050757

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	12.0

Resources Available to Support the Goal **2**

- Positive Behavior Committee
- Check-in Check-out Program
- Support from Business Community
- School-wide Positive Behavior Support Program

Targeted Barriers to Achieving the Goal **3**

- Lack of social skills

Plan to Monitor Progress Toward G1. **8**

Tally sheets will be totaled at the end of the year.

Person Responsible

Linda McCloud

Schedule

On 5/29/2015

Evidence of Completion

Number of students participating in PBS Celebrations

G2. By the year 2015, there will be a minimum of a 4 percentage point increase in ELA for all student subgroups scoring less than 70% and a minimum of 2 percentage point increase for all student subgroups scoring above a 70% (across levels 3 and 4). 1a

G048502

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	73.0
AMO Reading - White	85.0
AMO Reading - SWD	58.0
AMO Reading - ED	83.0

Resources Available to Support the Goal 2

- Reading Resource program; after school tutoring program; computer programs; ESOL program; Reading Wonders intervention kit; Cross-Age Tutorial program
- Reading Resource is an inclusion and/or pull-out program, dependent on grade level and areas of concern. Reading teachers meet with small groups for 30 minutes daily.
- The after school tutoring program is to support students with reading strategies in a small group setting. It is held after school hours and facilitated by instructional personnel.
- Computer programs to enhance reading instruction include Rosetta Stone, Open Book, and Reading Wonders.
- The Reading Wonders intervention kit can be used a a guide to support reading interventions for specific skill areas.
- The Cross-Age Tutorial program is offered each spring. Area teens tutor our third, fourth, and fifth grade students in reading on three Saturday mornings.
- i-Ready ILS and Workbook

Targeted Barriers to Achieving the Goal 3

- Lack of reading comprehension
- Lack of vocabulary

Plan to Monitor Progress Toward G2. 8

Principal will meet with teachers for monthly data discussions

Person Responsible

Linda McCloud

Schedule

Monthly, from 10/9/2014 to 5/29/2015

Evidence of Completion

Reports from i--Ready and classroom reading assesments

Plan to Monitor Progress Toward G2. 8

FAIR data will be review and monitored for student growth

Person Responsible

Linda McCloud

Schedule

Semiannually, from 10/9/2014 to 5/29/2015

Evidence of Completion

FAIR reports

G3. By the year 2015, there will be a minimum of a 4 percentage point increase in Mathematics for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4) 1a

G037951

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	74.0
AMO Math - African American	73.0
AMO Math - ED	80.0
AMO Math - ELL	75.0
AMO Math - Hispanic	87.0
AMO Math - SWD	59.0
AMO Math - White	87.0

Resources Available to Support the Goal 2

- District Math program specialist
- CPalms Website
- i-Ready ILS and workbook
- On Core workbook
- Manipulatives

Targeted Barriers to Achieving the Goal 3

- Full implementation of Florida Standards without adopted math series

Plan to Monitor Progress Toward G3. 8

The district math program specialist will meet with teachers to assist in planning.

Person Responsible

Linda McCloud

Schedule

Quarterly, from 10/9/2014 to 5/29/2015

Evidence of Completion

Observation, math assessments, and i-Ready data

Plan to Monitor Progress Toward G3. 8

Principal will meet with teachers for monthly data discussions.

Person Responsible

Linda McCloud

Schedule

Monthly, from 10/9/2014 to 5/29/2015

Evidence of Completion

Reports from i-Ready and classroom assessments

G4. By the year 2015, there will be a minimum of a 4 percentage point increase in Science for 5th grade student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4) 1a

G037952

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- FCAT Explorer (4-5)
- Science Lab teacher
- FUSION Science Textbooks

Targeted Barriers to Achieving the Goal 3

- Students lack hands on science experience

Plan to Monitor Progress Toward G4. 8

Mad Scientist Program

Person Responsible

John Carey

Schedule

On 5/29/2015

Evidence of Completion

FCAT Science Assessment

G5. By the Year 2015, there will be a reduction of suspensions from the previous year. 1a

G037953

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	9.0

Resources Available to Support the Goal 2

- PBS-rti website at University of South Florida

Targeted Barriers to Achieving the Goal 3

- Students lack of appropriate social skills

Plan to Monitor Progress Toward G5. 8

Observation of behavior throught their social skills

Person Responsible

John Carey

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Referral data, Teacher observation, cougar coupons

G6. By the year 2015, there will be a minimum of a 4 percentage point increase in Writing for all 4th and 5th grade student subgroups scoring less than 70% and a minimum of 2 percent increase for all student groups who are currently demonstrating proficiency (across Levels 3 &4). 1a

G037954

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	72.0

Resources Available to Support the Goal 2

- Writing Consultant
- Reading Textbook

Targeted Barriers to Achieving the Goal 3

- Lack of writing background coming from grade 3

Plan to Monitor Progress Toward G6. 8

Florida State Writing Assessment

Person Responsible

Linda McCloud

Schedule

On 5/29/2015

Evidence of Completion

Florida State Writing Assessment Data

Plan to Monitor Progress Toward G6. 8

Quarterly assessments will be implemented to analyze the progress of students.

Person Responsible

John Carey

Schedule

Quarterly, from 9/3/2014 to 3/31/2015

Evidence of Completion

The consultant will work with teachers to evaluate student writings during sub days and PLC to teach strategies to increase students' proficiency in writing.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By the end of 2014-2015 school, an increase in the number of students attending Positive Behavior Support Celebrations **1**

 G050757

G1.B1 Lack of social skills **2**

 B127236

G1.B1.S1 Teachers will use Cougar Coupons to promote positive behaviors in classroom. **4**

 S139310

Strategy Rationale

As appropriate behaviors are modeled and rewarded, other students respond positively.

Action Step 1 **5**

Staff will identify appropriate behaviors and reward with Cougar Coupons.

Person Responsible

John Carey

Schedule

Daily, from 10/9/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review classroom tally sheets for Cougar Coupon distribution

Person Responsible

Linda McCloud

Schedule

Quarterly, from 10/9/2014 to 5/29/2015

Evidence of Completion

PBS Team will collect and monitor tally sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Students attending PBS Celebrations will be counted.

Person Responsible

John Carey

Schedule

Quarterly, from 10/9/2014 to 5/29/2015

Evidence of Completion

Number of Students attending PBS Celebrations will be evaluated by PBS Team.

G2. By the year 2015, there will be a minimum of a 4 percentage point increase in ELA for all student subgroups scoring less than 70% and a minimum of 2 percentage point increase for all student subgroups scoring above a 70% (across levels 3 and 4). 1

G048502

G2.B1 Lack of reading comprehension 2

B127180

G2.B1.S1 Students will utilize the i-Ready program to increase reading comprehension. 4

S139232

Strategy Rationale

i-Ready is an integrated learning system proven to show growth in reading comprehension.

Action Step 1 5

Teachers will implement the i-ready program with students.

Person Responsible

Linda McCloud

Schedule

Biweekly, from 10/9/2014 to 5/29/2015


Evidence of Completion

Student i-Ready reports

G2.B2 Lack of vocabulary **2**

 B127182

G2.B2.S1 Teachers will use Reading Wonders resources to help increase student vocabulary skills **4**

 S139280

Strategy Rationale

Reading Wonders is a district adopted reading series with an embedded vocabulary program.

Action Step 1 **5**

Teachers will use Reading Wonders program.

Person Responsible

Linda McCloud

Schedule

Daily, from 10/9/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Principals will do classroom walk-through to observe use of Reading Wonders program.

Person Responsible

Linda McCloud

Schedule

Weekly, from 10/9/2014 to 5/29/2015

Evidence of Completion

Classroom walk-through and Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Principal and teachers will collaborate to discuss reading data

Person Responsible

Linda McCloud

Schedule

Monthly, from 10/9/2014 to 5/29/2015


Evidence of Completion

Classroom assessments, i-ready data, FAIR data (3-5)

G3. By the year 2015, there will be a minimum of a 4 percentage point increase in Mathematics for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4) 1

 G037951

G3.B1 Full implementation of Florida Standards without adopted math series 2

 B091245

G3.B1.S1 The district math program specialist will meet with teachers to assist them with planning 4

 S102127

Strategy Rationale

Meetings will prepare instructional staff to prepare scope and sequence for math curriculum for each quarter.

Action Step 1 5

Classroom teachers will meet with District Math Specialist.

Person Responsible

Linda McCloud

Schedule

Quarterly, from 10/9/2014 to 5/29/2015

Evidence of Completion

Attendance log

Action Step 2 5

Teachers will implement the use of i-Ready program with students

Person Responsible

Linda McCloud

Schedule

Biweekly, from 10/9/2014 to 5/29/2015

Evidence of Completion

Student i-Ready reports

Action Step 3 5

Teachers will use BlackBoard Learn to access Instructional Focus Guides and Resources.

Person Responsible

Linda McCloud

Schedule

Weekly, from 10/9/2014 to 5/29/2015

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

District math program specialist will meet with teachers to assist with planning

Person Responsible

Linda McCloud

Schedule

Quarterly, from 10/9/2014 to 5/29/2015

Evidence of Completion

observations and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The district math program specialist will meet with teachers to assist with planning.

Person Responsible


Schedule

Quarterly, from 10/9/2014 to 5/29/2015


Evidence of Completion

Through administration observation, district math assessment and formative and summative assessments.


G4. By the year 2015, there will be a minimum of a 4 percentage point increase in Science for 5th grade student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4) 1

 G037952

G4.B1 Students lack hands on science experience 2

 B091246

G4.B1.S1 The "Mad Scientist" program will make monthly visits to do hands on lab experiments with all fifth grade students. 4

 S102128

Strategy Rationale

Mad Science has shown growth in FCAT scores for schools who have implemented their FCAT program.

Action Step 1 5

Fusion Training

Person Responsible

John Carey

Schedule

On 12/19/2014

Evidence of Completion

Sign in sheet

Action Step 2 5

Monthly Mad Scientist student Labs

Person Responsible

John Carey

Schedule

Monthly, from 9/1/2014 to 3/31/2015

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Mad Scientist Student Labs

Person Responsible

Schedule

Evidence of Completion

Observation

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Pre and Post Science test

Person Responsible

Schedule

Evidence of Completion

Test results

G5. By the Year 2015, there will be a reduction of suspensions from the previous year. 1

G037953

G5.B1 Students lack of appropriate social skills 2

B091247

G5.B1.S1 Schoolwide Positive Behavior Support program 4

S102129

Strategy Rationale

research show that the PBS program reduces misbehaviors and increases the appropriate behaviorts.

Action Step 1 5

Monthly PBS meetings

Person Responsible

Linda McCloud

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Attendance log

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Positive Behavior Support

Person Responsible

Linda McCloud

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Referral Data

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Positive Behavior Support

Person Responsible


Schedule

Daily, from 10/9/2014 to 5/29/2015

Evidence of Completion

Referral Data

G5.B1.S2 Positive Referral for students 4

 S102130

Strategy Rationale

Increase positive praise you can increase positive behaviors

Action Step 1 5

Positive Referrals

Person Responsible

John Carey

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Positive referral log. Pictures and certificates posted in cafeteria

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Positive Referrals

Person Responsible

John Carey

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Referral log

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Positive Referral

Person Responsible

John Carey


Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Reduction in student referrals

G5.B1.S3 Check-In mentor program 4

 S102131

Strategy Rationale

Cranberry sees a decrease in referrals

Action Step 1 5

Identify students who would benefit from a "mentor" type relationship

Person Responsible

John Carey

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

List of students and ESD - Check # of referrals

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Daily/Weekly Check-In log

Person Responsible

Schedule

Daily, from 10/13/2014 to 5/29/2015

Evidence of Completion

Check in log

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Monitor goal from Weekly log

Person Responsible


Schedule

Weekly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Teacher observation, referral data, Weekly log

G5.B1.S4 Teach To Tuesday's 4

 S102132

Strategy Rationale

Teaches students appropriate behavior.

Action Step 1 5

Review Weekly Teach To lesson

Person Responsible

Linda McCloud

Schedule

Weekly, from 9/15/2014 to 4/30/2015

Evidence of Completion

Teacher Lesson Plans/ Classroom Walk-Throughs

Plan to Monitor Fidelity of Implementation of G5.B1.S4 6

Announce each Teach-To skill on Tuesday

Person Responsible

Linda McCloud

Schedule

Weekly, from 10/9/2014 to 4/1/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G5.B1.S4 7

Observation of skill

Person Responsible

Linda McCloud


Schedule

Daily, from 9/8/2014 to 4/30/2015


Evidence of Completion

Positive referrals and coupons and teacher observation


G6. By the year 2015, there will be a minimum of a 4 percentage point increase in Writing for all 4th and 5th grade student subgroups scoring less than 70% and a minimum of 2 percent increase for all student groups who are currently demonstrating proficiency (across Levels 3 &4). 1

 G037954

G6.B1 Lack of writing background coming from grade 3 2

 B091249

G6.B1.S1 Writing consultant will train teachers to use effective writing pedagogy. 4

 S102134

Strategy Rationale

Cranberry's writing scores have always been in the top 10 in the District when under writing consultant guidance.

Action Step 1 5

Lisa Alessi will consult with grade 4 and 5 teachers to train in writing strategies.

Person Responsible

Linda McCloud

Schedule

On 5/29/2015

Evidence of Completion

Common Assessments; FAIR data; Collaborative Data Meetings; Data Book Review

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Team collaboration and review with writing consultant

Person Responsible

John Carey

Schedule

Weekly, from 10/9/2014 to 5/29/2015

Evidence of Completion

Classroom writing tasks evaluated with rubric

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Principals will observe techniques be used by teachers.

Person Responsible

John Carey

Schedule

Biweekly, from 10/9/2014 to 5/29/2015

Evidence of Completion

Lesson Plans and Walk Throughs

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Classroom teachers will meet with District Math Specialist.	McCloud, Linda	10/9/2014	Attendance log	5/29/2015 quarterly
G4.B1.S1.A1	Fusion Training	Carey, John	8/11/2014	Sign in sheet	12/19/2014 one-time
G5.B1.S1.A1	Monthly PBS meetings	McCloud, Linda	9/8/2014	Attendance log	5/29/2015 monthly
G5.B1.S2.A1	Positive Referrals	Carey, John	9/8/2014	Positive referral log. Pictures and certificates posted in cafeteria	5/29/2015 weekly
G5.B1.S3.A1	Identify students who would benefit from a "mentor" type relationship	Carey, John	9/8/2014	List of students and ESD - Check # of referrals	5/29/2015 daily
G5.B1.S4.A1	Review Weekly Teach To lesson	McCloud, Linda	9/15/2014	Teacher Lesson Plans/ Classroom Walk-Throughs	4/30/2015 weekly
G6.B1.S1.A1	Lisa Alessi will consult with grade 4 and 5 teachers to train in writing strategies.	McCloud, Linda	10/9/2014	Common Assessments; FAIR data; Collaborative Data Meetings; Data Book Review	5/29/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Teachers will implement the i-ready program with students.	McCloud, Linda	10/9/2014	Student i-Ready reports	5/29/2015 biweekly
G2.B2.S1.A1	Teachers will use Reading Wonders program.	McCloud, Linda	10/9/2014		5/29/2015 daily
G1.B1.S1.A1	Staff will identify appropriate behaviors and reward with Cougar Coupons.	Carey, John	10/9/2014		5/29/2015 daily
G4.B1.S1.A2	Monthly Mad Scientist student Labs	Carey, John	9/1/2014	Lesson plans	3/31/2015 monthly
G3.B1.S1.A2	Teachers will implement the use of i-Ready program with students	McCloud, Linda	10/9/2014	Student i-Ready reports	5/29/2015 biweekly
G3.B1.S1.A3	Teachers will use BlackBoard Learn to access Instructional Focus Guides and Resources.	McCloud, Linda	10/9/2014	Lesson plans	5/29/2015 weekly
G1.MA1	Tally sheets will be totaled at the end of the year.	McCloud, Linda	10/9/2014	Number of students participating in PBS Celebrations	5/29/2015 one-time
G1.B1.S1.MA1	Students attending PBS Celebrations will be counted.	Carey, John	10/9/2014	Number of Students attending PBS Celebrations will be evaluated by PBS Team.	5/29/2015 quarterly
G1.B1.S1.MA1	Review classroom tally sheets for Cougar Coupon distribution	McCloud, Linda	10/9/2014	PBS Team will collect and monitor tally sheets	5/29/2015 quarterly
G2.MA1	Principal will meet with teachers for monthly data discussions	McCloud, Linda	10/9/2014	Reports from i--Ready and classroom reading assesments	5/29/2015 monthly
G2.MA2	FAIR data will be review and monitored for student growth	McCloud, Linda	10/9/2014	FAIR reports	5/29/2015 semiannually
G2.B2.S1.MA1	Principal and teachers will collaborate to discuss reading data	McCloud, Linda	10/9/2014	Classroom assessments, i-ready data, FAIR data (3-5)	5/29/2015 monthly
G2.B2.S1.MA1	Principals will do classroom walk-through to observe use of Reading Wonders program.	McCloud, Linda	10/9/2014	Classroom walk-through and Lesson Plans	5/29/2015 weekly
G3.MA1	The district math program specialist will meet with teachers to assist in planning.	McCloud, Linda	10/9/2014	Observation, math assessments, and i-Ready data	5/29/2015 quarterly
G3.MA2	Principal will meet with teachers for monthly data discussions.	McCloud, Linda	10/9/2014	Reports from i-Ready and classroom assessments	5/29/2015 monthly
G3.B1.S1.MA1	The district math program specialist will meet with teachers to assist with planning.		10/9/2014	Through administration observation, district math assessment and formative and summative assessments.	5/29/2015 quarterly
G3.B1.S1.MA1	District math program specialist will meet with teachers to assist with planning	McCloud, Linda	10/9/2014	observations and lesson plans	5/29/2015 quarterly
G4.MA1	Mad Scientist Program	Carey, John	10/9/2014	FCAT Science Assessment	5/29/2015 one-time
G4.B1.S1.MA1	Pre and Post Science test			Test results	one-time
G4.B1.S1.MA1	Mad Scientist Student Labs			Observation	one-time
G5.MA1	Observation of behavior throught their social skills	Carey, John	9/8/2014	Referral data, Teacher observation, cougar coupons	5/29/2015 daily
G5.B1.S1.MA1	Positive Behavior Support		10/9/2014	Referral Data	5/29/2015 daily
G5.B1.S1.MA1	Positive Behavior Support	McCloud, Linda	9/8/2014	Referral Data	5/29/2015 daily
G5.B1.S2.MA1	Positive Referral	Carey, John	9/8/2014	Reduction in student referals	5/29/2015 daily
G5.B1.S2.MA1	Positive Referrals	Carey, John	9/8/2014	Referral log	5/29/2015 daily
G5.B1.S3.MA1	Monitor goal from Weekly log		10/13/2014	Teacher observation, referral data, Weekly log	5/29/2015 weekly
G5.B1.S3.MA1	Daily/Weekly Check-In log		10/13/2014	Check in log	5/29/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S4.MA1	Observation of skill	McCloud, Linda	9/8/2014	Positive referrals and coupons and teacher observation	4/30/2015 daily
G5.B1.S4.MA1	Announce each Teach-To skill on Tuesday	McCloud, Linda	10/9/2014	Lesson Plans	4/1/2015 weekly
G6.MA1	Florida State Writing Assessment	McCloud, Linda	10/9/2014	Florida State Writing Assessment Data	5/29/2015 one-time
G6.MA2	Quarterly assessments will be implemented to analyze the progress of students.	Carey, John	9/3/2014	The consultant will work with teachers to evaluate student writings during sub days and PLC to teach strategies to increase students' proficiency in writing.	3/31/2015 quarterly
G6.B1.S1.MA1	Principals will observe techniques be used by teachers.	Carey, John	10/9/2014	Lesson Plans and Walk Throughs	5/29/2015 biweekly
G6.B1.S1.MA1	Team collaboration and review with writing consultant	Carey, John	10/9/2014	Classroom writing tasks evaluated with rubric	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. By the year 2015, there will be a minimum of a 4 percentage point increase in ELA for all student subgroups scoring less than 70% and a minimum of 2 percentage point increase for all student subgroups scoring above a 70% (across levels 3 and 4).

G2.B1 Lack of reading comprehension

G2.B1.S1 Students will utilize the i-Ready program to increase reading comprehension.

PD Opportunity 1

Teachers will implement the i-ready program with students.

Facilitator

Michelle Kloese / i-Ready Trainer

Participants

Instructional Staff (K-5)

Schedule

Biweekly, from 10/9/2014 to 5/29/2015

G2.B2 Lack of vocabulary

G2.B2.S1 Teachers will use Reading Wonders resources to help increase student vocabulary skills

PD Opportunity 1

Teachers will use Reading Wonders program.

Facilitator

Suzanne Naiman

Participants

Instructional Staff

Schedule

Daily, from 10/9/2014 to 5/29/2015

G3. By the year 2015, there will be a minimum of a 4 percentage point increase in Mathematics for all student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4)

G3.B1 Full implementation of Florida Standards without adopted math series

G3.B1.S1 The district math program specialist will meet with teachers to assist them with planning

PD Opportunity 1

Classroom teachers will meet with District Math Specialist.

Facilitator

Sue D'angelo Math Training

Participants

Grade Level Representatives (K-5)

Schedule

Quarterly, from 10/9/2014 to 5/29/2015

PD Opportunity 2

Teachers will implement the use of i-Ready program with students

Facilitator

Michelle Kloese/ i-Ready Trainer

Participants

Instructional Staff (K-5)

Schedule

Biweekly, from 10/9/2014 to 5/29/2015

G4. By the year 2015, there will be a minimum of a 4 percentage point increase in Science for 5th grade student subgroups scoring less than 70% and a minimum of 2 percent increase for all student subgroups scoring above 70 percent. (across levels 3 and 4)

G4.B1 Students lack hands on science experience

G4.B1.S1 The "Mad Scientist" program will make monthly visits to do hands on lab experiments with all fifth grade students.

PD Opportunity 1

Monthly Mad Scientist student Labs

Facilitator

Cheri Dame

Participants

Classroom teachers

Schedule

Monthly, from 9/1/2014 to 3/31/2015

G6. By the year 2015, there will be a minimum of a 4 percentage point increase in Writing for all 4th and 5th grade student subgroups scoring less than 70% and a minimum of 2 percent increase for all student groups who are currently demonstrating proficiency (across Levels 3 &4).

G6.B1 Lack of writing background coming from grade 3

G6.B1.S1 Writing consultant will train teachers to use effective writing pedagogy.

PD Opportunity 1

Lisa Alessi will consult with grade 4 and 5 teachers to train in writing strategies.

Facilitator

Lisa Alessi

Participants

Grade 4 and 5 Teachers

Schedule

On 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 2: By the year 2015, there will be a minimum of a 4 percentage point increase in ELA for all student subgroups scoring less than 70% and a minimum of 2 percentage point increase for all student subgroups scoring above a 70% (across levels 3 and 4).	0
Goal 5: By the Year 2015, there will be a reduction of suspensions from the previous year.	0
Goal 6: By the year 2015, there will be a minimum of a 4 percentage point increase in Writing for all 4th and 5th grade student subgroups scoring less than 70% and a minimum of 2 percent increase for all student groups who are currently demonstrating proficiency (across Levels 3 & 4).	0
Grand Total	0

Goal 2: By the year 2015, there will be a minimum of a 4 percentage point increase in ELA for all student subgroups scoring less than 70% and a minimum of 2 percentage point increase for all student subgroups scoring above a 70% (across levels 3 and 4).

Description	Source	Total
B1.S1.A1 - Direct instruction funds	Title I Part A	0
Total Goal 2		0

Goal 5: By the Year 2015, there will be a reduction of suspensions from the previous year.

Description	Source	Total
B1.S1.A1	Title I Part A	0
B1.S1.A1 - Booster Club raises funds for PBS Prizes	Other	0
Total Goal 5		0

Goal 6: By the year 2015, there will be a minimum of a 4 percentage point increase in Writing for all 4th and 5th grade student subgroups scoring less than 70% and a minimum of 2 percent increase for all student groups who are currently demonstrating proficiency (across Levels 3 & 4).

Description	Source	Total
B1.S1.A1 - Consultant Fees	Title I Part A	0
Total Goal 6		0