

Sarasota County Schools

# Cranberry Elementary School



2016-17 School Improvement Plan

## Cranberry Elementary School

2775 SHALIMAR TER, North Port, FL 34286

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	64%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

### School Grades History

<b>Year</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Grade</b>	A	A*	A	B

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Sarasota County School Board.

### 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>14</b>
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>54</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>0</b>
Professional Development Opportunities	58
Technical Assistance Items	62
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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
- 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)

### 2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southwest	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No	None	

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

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

Cranberry Elementary builds relationships among students, families, and teachers through activities such as, Meet Your Teacher, Open House, Family Engagement Activities, ESOL nights, student projects, monthly newsletters, and parent conferences.

##### b. 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. Each morning begins with students reciting our Cougar Pledge:

I am a Cougar, respectful, polite.  
I will always try to treat others right.  
I'll be responsible for my actions today,  
in class, at Specials, during lunch and play.  
Arriving on time is important to me  
to be ready to learn and be all I can be!

##### c. 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.

##### d. 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. Students, K-4, attend Social Skills during the Special's rotation.

#### 3. 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).

**a. 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 conducts monthly prize shopping 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/Behavior Intervention Plans (FBA/BIP) are written to assist teachers with students.

Students who are retained due to failed ELA or math are documented within teacher data books and periodically discussed during data meetings with administration.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	14	10	10	8	20	9	0	0	0	0	0	0	0	71
One or more suspensions	1	0	4	1	2	5	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	1	0	3	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	23	25	23	0	0	0	0	0	0	0	71

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	3	0	1	1	2	0	0	0	0	0	0	0	0	7

**c. 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. Teachers meet with parent and bring students up before the SWST team. Our reading resource teachers and support staff meet with all level 1 and 2 students. Students working below level also work with the reading support team. After school homework help tutoring is available for student in grades 3-5 who are struggling in math. FSA prep will be available for all students in March in preparation for the Florida State Assessment.

**B. Family and Community Engagement**

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).

**1. 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).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

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

**2. Description**

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

**2. 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 awareness about Cranberry Elementary within the community.

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.

The Environmental Club meets monthly to promote local service projects and the environment. Members participate in the annual Poinsettia Parade.

**C. 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).

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Daniels, Linda	Principal
Deans, Jennifer	Administrative Support
Hronek, Lisa	Teacher, K-12
Carey, John	Assistant Principal
Singleton, Scott	Guidance Counselor
Taylor, Tami	Instructional Coach

**b. Duties**

**1. 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.

**2. 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, i-Ready (an ILS), and math benchmark assessments along with in class tests. i-Ready data is used to identify students (using "profiles") who begin Tier II interventions. 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 interventions were unsuccessful. If Tier II was successful, then the child remains at that level of intervention. If Tier 3 is unsuccessful, then the student is scheduled for a CARE meeting. 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 Florida State Standards (FSA), SSA (Statewide Science Assessment) and WIDA.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Linda Daniels	Principal
John Carey	Principal
Tami Taylor	Teacher
Laura Sanabria	Parent
Angela Delagrange	Parent
Rebecca Register	Parent

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

Monthly meetings are held to discuss the academic performance of students. i-Ready data, FSA scores, and Benchmark assessments are shared and we collaborate on strategies to increase performance. The committee makes note of strengths and weaknesses.

*b. Development of this school improvement plan*

SAC members review and give input to the school improvement plan at their first meetings. Adjustments are made as necessary to be sure the SIP supports our school goals.

*c. Preparation of the school's annual budget and plan*

The SAC team discussed and comprised a budget based on input from parents and staff representation. Monies are delegated for cross age tutoring, science projects and supplies for hands-on lessons, teacher professional development.

**2. 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.

2015-2016 Budget is \$5,000.00

Monies from the budget is to be used for:

- Conferences: \$1800
- Science Lab Activities: \$800
- Cross Age Tutoring (materials/snacks): \$500
- Snacks for SAC meetings: \$50 or less per meeting
- Misc./Reserve: \$1500

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Daniels, Linda	Principal
Carey, John	Assistant Principal
Taylor, Tami	Instructional Coach
Hronek, Lisa	Teacher, K-12
Burns, Jayne	Teacher, K-12
Butigian, Kathleen	Teacher, K-12
Irving, Janet	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

Our committee will focus on helping teachers continue to learn about the new standards through district webinars and training. Teacher collaboration during CPT is vital. This committee will meet monthly to discuss professional development needs for our staff. We will work to increase teacher awareness in the following areas:

1. Accountable Talk
2. Academic Vocabulary
3. i-Ready growth monitoring

## D. 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).

### 1. 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.

### 2. 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 the support system for the new teacher. Technology support is offered to help new staff become effective in utilizing district resources. 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.

### 3. 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. In addition, technology support is offered for all new hires to assist in transitioning to the rigorous technology expectations.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

##### **1. 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 and textbooks as well as an Instructional Focus Guide (IFG) that is aligned to the Florida Standards. School administrators do classroom walk-throughs to ensure that district-provided programs and instructional materials are being used by our instructional staff. Florida State Standards are required to be documented in lesson plans.

#### b. Instructional Strategies

**1. 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 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. Growth monitoring helps teachers gauge student learning. I-Ready provides teachers with growth monitoring data showing how students are performing on tasks aligned to the FSA. IEP's, 504's and ESOL strategies ensure that students are getting the accommodations needed for their success.

**2. 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/or math strategies. Reading students will work on deficiencies identified through teacher assessment and iReady reports. 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**

Daniels, Linda, linda.daniels@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 FSA.

**2. Student Transition and Readiness**

**a. 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).

**1. 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 at the end of the year so that they are placed in the appropriate Kindergarten class. In addition, our Pre-K students are integrated into regular Kindergarten activities during the last quarter of the school year. This gives them a chance to learn the Kindergarten

teachers and Specials teachers. 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 over the summer.

The Middle school guidance counselor and administration visits our 5th grade students providing an interactive introduction to the middle school environment. The middle school holds a family night for new entering sixth grade students and their families.

## **b. College and Career Readiness**

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

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

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

**4. 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**

## **II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### **C. Strategic Goals**

## 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 the 2017 school year, the number of students who have less than 90% attendance rate will decrease by ten percent.
- G2.** By the end of the 2017 school year, 69% of our students will score proficient, 65% of all students will demonstrate an annual learning gain, and 70% of students in the lowest quartile will demonstrate a learning gain on the FSA ELA Test.
- G3.** By the end of the 2017 school year, 75% of our students will score proficient, 73% of all students will demonstrate an annual learning gain, and 65% of students in the lowest quartile will demonstrate a learning gain on the FSA Math Test.
- G4.** By the end of the 2017 school year, 74% of our fifth grade students will score proficient on the SSA Test.
- G5.** By the end of the 2017 school year, suspension rate will be maintained at 2%.

## 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 the 2017 school year, the number of students who have less than 90% attendance rate will decrease by ten percent. **1a**

G079172

**Targets Supported** **1b**

Indicator	Annual Target
Attendance Below 90%	65.0

**Targeted Barriers to Achieving the Goal** **3**

- Attendance needs to be recognized as a priority.

**Resources Available to Support the Goal** **2**

- Teacher Attendance Referral
- School Social Worker
- Truancy Officer
- Incentives

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

Attendance reports and referrals

**Person Responsible**

John Carey

**Schedule**

Quarterly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Attendance reports will show a decrease in total students having low attendance rates.

**G2.** By the end of the 2017 school year, 69% of our students will score proficient, 65% of all students will demonstrate an annual learning gain, and 70% of students in the lowest quartile will demonstrate a learning gain on the FSA ELA Test. **1a**

G079173

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	69.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	70.0

**Targeted Barriers to Achieving the Goal** **3**

- Teachers need support implementing rigorous Florida Standards efficiently.
- Students need support to make expected learning gains.
- Students who scored in the lowest quartile need extra support to reach proficiency

**Resources Available to Support the Goal** **2**

- Reading Recovery; Reading Resource; computer programs; Reading Wonders intervention kit; i-Ready
- Reading Resource is mainly inclusion, with some pull-out, dependent on grade level and areas of concern. Reading teachers meet with small groups daily.
- Computer programs to enhance reading instruction.
- The Reading Wonders intervention kit can be used a a guide to support reading interventions for specific skill areas.
- i-Ready ILS
- Student Textbooks
- Instructional Focus Guides
- The Common Core Companion: The Standards Decoded resource book
- District English Language Arts Program Specialist, writing consultant and curriculum, and i-Ready consultant
- After school and Cross-Age Tutoring programs

**Plan to Monitor Progress Toward G2.** **8**

Florida State ELA Assessment

**Person Responsible**

Linda Daniels

**Schedule**

On 6/2/2017

**Evidence of Completion**

Florida State ELA Assessment Data



**G3.** By the end of the 2017 school year, 75% of our students will score proficient, 73% of all students will demonstrate an annual learning gain, and 65% of students in the lowest quartile will demonstrate a learning gain on the FSA Math Test. **1a**

G079174

**Targets Supported** **1b**

Indicator	Annual Target
FSA Mathematics Achievement	75.0
Math Gains	73.0
Math Lowest 25% Gains	65.0

**Targeted Barriers to Achieving the Goal** **3**

- Teachers need support implementing rigorous Florida Standards efficiently.
- Students need support to make expected learning gains.
- Students who scored in the lowest quartile need extra support to reach proficiency

**Resources Available to Support the Goal** **2**

- CPalms Website
- i-Ready ILS
- Manipulatives
- Go Math! mathematics series
- i-Ready program specialist
- Instructional Focus Guides
- Online Resoures
- District Math Program Specialist

**Plan to Monitor Progress Toward G3.** **8**

Florida State Math Assessment

**Person Responsible**

Linda Daniels

**Schedule**

On 6/2/2017

**Evidence of Completion**

Florida State Math Assessment Data

**G4.** By the end of the 2017 school year, 74% of our fifth grade students will score proficient on the SSA Test. 1a

G079175

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Level 5	74.0

**Targeted Barriers to Achieving the Goal** 3

- Students lack hands on science experience
- Students not mastering skills in earlier grade levels

**Resources Available to Support the Goal** 2

- School Wide Focus on Science Calendar
- Science Lab teacher
- FUSION Science Textbooks
- Mad Science Program
- Online Resources (Brain-Pop, Flocabulary, Fusion, OneNote)

**Plan to Monitor Progress Toward G4.** 8

Statewide Science Assessment

**Person Responsible**

Linda Daniels

**Schedule**

Annually, from 4/14/2017 to 5/5/2017

**Evidence of Completion**

Test Scores

**G5.** By the end of the 2017 school year, suspension rate will be maintained at 2%. 1a

G079176

**Targets Supported** 1b

Indicator	Annual Target
One or More Suspensions	2.0

**Targeted Barriers to Achieving the Goal** 3

- Students lack appropriate social skills

**Resources Available to Support the Goal** 2

- PBS Team
- Guidance Counselors
- Clear Behavior Expectations set by Administration

**Plan to Monitor Progress Toward G5.** 8

Administration reviews suspension data for the school year.

**Person Responsible**

John Carey

**Schedule**

On 6/2/2017

**Evidence of Completion**

Suspension data and positive referrals

## 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 the 2017 school year, the number of students who have less than 90% attendance rate will decrease by ten percent. **1**

 **G079172**

**G1.B1** Attendance needs to be recognized as a priority. **2**

 **B208624**

**G1.B1.S1** Attendance tracking form will assist teachers in tracking attendance interventions, such as contacting parents, follow through with SWST, implementing attendance contracts, contacting truancy worker, and social worker visits for identifying and helping with home needs. **4**

 **S220271**

### Strategy Rationale

Documentation of strategies to increase attendance.

### Action Step 1 **5**

Teachers can use the referral form to document district attendance policies.

#### Person Responsible

Charlene House

#### Schedule

Biweekly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Attendance reports

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

Administrator will read attendance reports and follow-up with classroom teachers.

**Person Responsible**

John Carey

**Schedule**

Biweekly, from 9/6/2016 to 6/2/2017

**Evidence of Completion**

Administrator will maintain attendance folder with collected data.

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

Using data collected, administrator will hold parent conferences and communicate with truancy worker and social worker.

**Person Responsible**

Linda Daniels

**Schedule**

Quarterly, from 9/6/2016 to 6/2/2017

**Evidence of Completion**

Attendance folder will document all conferences and interventions.

**G1.B1.S2** Attendance will be recognized at quarterly assemblies and monthly at the PBS collectible store **4**

 S227463

### **Strategy Rationale**

Recognizing students for their attendance will motivate them to attend school

### **Action Step 1** **5**

Students will be given a tangible incentive at the monthly PBS collectible store.

#### **Person Responsible**

Tami Taylor

#### **Schedule**

Monthly, from 9/30/2016 to 5/26/2017

#### **Evidence of Completion**

Monthly attendance report

### **Action Step 2** **5**

Students will be recognized at quarterly assemblies for their attendance

#### **Person Responsible**

Linda Daniels

#### **Schedule**

Quarterly, from 11/14/2016 to 4/24/2017

#### **Evidence of Completion**

Attendance report

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

PBS will monitor Attendance reports

**Person Responsible**

Linda Daniels

**Schedule**

Monthly, from 9/30/2016 to 4/28/2017

***Evidence of Completion***

PBS team will maintain attendance notes from monthly meetings.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Attendance reports will monitored for an increase in student attendance

**Person Responsible**

Tami Taylor

**Schedule**

Monthly, from 9/1/2016 to 5/1/2017

***Evidence of Completion***

Monthly PBS meeting notes

**G2.** By the end of the 2017 school year, 69% of our students will score proficient, 65% of all students will demonstrate an annual learning gain, and 70% of students in the lowest quartile will demonstrate a learning gain on the FSA ELA Test. 1

G079173

**G2.B1** Teachers need support implementing rigorous Florida Standards efficiently. 2

B213294

**G2.B1.S1** Data Driven Discussions 4

S225556

### Strategy Rationale

Teachers will meet with administration to discuss student progress and achievement in reading.

### Action Step 1 5

Teachers will meet with administrators to analyze student data.

#### Person Responsible

Linda Daniels

#### Schedule

Semiannually, from 9/13/2016 to 3/10/2017

#### Evidence of Completion

Attendance Log

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will maintain a data book.

#### Person Responsible

Linda Daniels

#### Schedule

Weekly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Administrator data book checks



**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Teachers will access and analyze iReady reports and other classroom data.

**Person Responsible**

Linda Daniels

**Schedule**

Semiannually, from 9/13/2016 to 3/10/2017

**Evidence of Completion**

Student achievement data should show increases.

**G2.B1.S2** A variety of resources will be used to assist teachers with deconstructing, understanding and the instruction of Florida Standards. 4

 S225559

**Strategy Rationale**

Teachers at grades 3-5 will meet monthly during PLC's to deconstruct ELA Florida Standards.

**Action Step 1 5**

Teachers will collaboratively improve instruction of Florida Standards with the help of resources.

**Person Responsible**

Linda Daniels

**Schedule**

Monthly, from 10/12/2016 to 6/2/2017

**Evidence of Completion**

lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Administrator walk-throughs

**Person Responsible**

Linda Daniels

**Schedule**

Monthly, from 10/10/2016 to 6/2/2017

***Evidence of Completion***

lesson plans

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Student achievement scores will improve.

**Person Responsible**

Linda Daniels

**Schedule**

Monthly, from 10/10/2016 to 6/2/2017

***Evidence of Completion***

i-Ready reports and classroom data

**G2.B1.S3** District English Language Arts Program Specialist, writing consultant and curriculum, and i-Ready Consultant 4

 S225561

### **Strategy Rationale**

Teachers will participate in various trainings and workshops to increase their understanding of best practices in English Language Arts instruction.

### **Action Step 1** 5

Classroom teachers will meet with the District English Language Arts specialist, writing consultant with curriculum, and i-Ready consultant,

#### **Person Responsible**

Linda Daniels

#### **Schedule**

Quarterly, from 9/27/2016 to 5/26/2017

#### **Evidence of Completion**

Attendance Log

### **Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Administrator walk-throughs

#### **Person Responsible**

Linda Daniels

#### **Schedule**

Monthly, from 9/28/2016 to 5/26/2017

#### **Evidence of Completion**

Classroom observation and lesson plans

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Teachers will access and analyze student data

**Person Responsible**

Linda Daniels

**Schedule**

Triannually, from 9/19/2016 to 5/26/2017

**Evidence of Completion**

i-Ready reports and teacher data books

**G2.B2** Students need support to make expected learning gains. 2

 B215253

**G2.B2.S1** After school and Cross-Age Tutoring programs 4

 S227483

**Strategy Rationale**

After school and Cross-Age Tutoring will be offered to assist students with reading.

**Action Step 1** 5

After school and Cross-Age tutoring programs will offer extra instruction in reading.

**Person Responsible**

Linda Daniels

**Schedule**

Weekly, from 2/6/2017 to 4/15/2017

**Evidence of Completion**

Attendance rosters; lesson plans

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

A master list of student attendance will be maintained for all tutoring programs.

**Person Responsible**

Tami Taylor

**Schedule**

Weekly, from 2/6/2017 to 4/15/2017

**Evidence of Completion**

Attendance roster

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

Those students who attend tutoring programs regularly should increase student achievement scores.

**Person Responsible**

Linda Daniels


**Schedule**

Weekly, from 2/6/2017 to 4/15/2017

**Evidence of Completion**

Attendance logs; i-Ready reports; classroom data

**G2.B2.S2** Read Across America Day 4

 S229389

**Strategy Rationale**

Community members will be invited to participate in a reading activity with students in K - 3 on Read Across America Day.

**Action Step 1** 5

Reading will be celebrated on Read Across America Day by inviting community members to school for reading activities.

**Person Responsible**

Tami Taylor

**Schedule**

On 3/2/2017

**Evidence of Completion**

Sign-in sheet

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Community members will be scheduled in classrooms.

**Person Responsible**

Tami Taylor

**Schedule**

On 3/2/2017

**Evidence of Completion**

Schedule

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Every K - 3 classroom will have a community member scheduled to participate.

**Person Responsible**

Tami Taylor

**Schedule**

On 3/2/2017

**Evidence of Completion**

Sign-in sheet and schedule

**G2.B3 Students who scored in the lowest quartile need extra support to reach proficiency 2**

 B215298

**G2.B3.S1 Reading Recovery, Reading Resource teachers and Para SSP7 Aide 4**

 S227511

**Strategy Rationale**

Reading Recovery, Reading Resource teachers and a Para SSP 7 Aide work with students and instructional staff K-5.

**Action Step 1 5**

Reading Recovery, Reading Resource teachers and a Para SSP7 Aide provide additional reading instruction to small groups of students and collaborate with those students's teachers.

**Person Responsible**

Linda Daniels

**Schedule**

Daily, from 8/29/2016 to 5/26/2017

**Evidence of Completion**

Attendance rosters; lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Reading Recovery teachers, Reading Resource teachers and a Para SSP 7 Aide will maintain an attendance log and lesson plans, as well as track student performance on i-Ready.

**Person Responsible**

Linda Daniels

**Schedule**

Daily, from 9/13/2016 to 5/26/2017

***Evidence of Completion***

Attendance log; lesson plans; i-Ready reports

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Student achievement scores should increase.

**Person Responsible**

Linda Daniels

**Schedule**

Monthly, from 9/13/2016 to 5/26/2017

***Evidence of Completion***

i-Ready reports; classroom data



**G2.B3.S2** Tier 2 and Tier 3 interventions 4

S227573

**Strategy Rationale**

Students meet with teachers and administration/support staff in small groups or individually for specific reading instruction.

**Action Step 1** 5

Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.

**Person Responsible**

Linda Daniels

**Schedule**

Daily, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Attendance rosters

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Teachers will maintain Tier 2 and Tier 3 documentation.

**Person Responsible**

Linda Daniels

**Schedule**

Daily, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Tier 2 and Tier 3 documents

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7**

Student achievement should increase.

**Person Responsible**

Linda Daniels

**Schedule**

Weekly, from 9/6/2016 to 5/26/2017

**Evidence of Completion**

i-Ready reports; classroom data

**G3.** By the end of the 2017 school year, 75% of our students will score proficient, 73% of all students will demonstrate an annual learning gain, and 65% of students in the lowest quartile will demonstrate a learning gain on the FSA Math Test. 1

G079174

**G3.B1** Teachers need support implementing rigorous Florida Standards efficiently. 2

B208629

**G3.B1.S1** The district math specialist and i-Ready consultant will schedule trainings with teachers to assist them with effective use of instructional tools. 4

S220277

**Strategy Rationale**

Teachers will participate in various trainings and workshops to increase their understanding of best practices in math instruction.

**Action Step 1 5**

Classroom teachers will meet with District Math Specialist and i-Ready consultant

**Person Responsible**

Linda Daniels

**Schedule**

Every 2 Months, from 9/7/2016 to 5/26/2017

**Evidence of Completion**

Attendance log

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

Administrator walk-throughs

**Person Responsible**

Linda Daniels

**Schedule**

Weekly, from 9/8/2016 to 5/26/2017

***Evidence of Completion***

observations and lesson plans

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

Teachers will access and analyze student data

**Person Responsible**

Linda Daniels

**Schedule**

Triannually, from 9/19/2016 to 5/26/2017

***Evidence of Completion***

i-Ready reports and teacher data books

**G3.B1.S2 Math Rounding** 4

S225557

**Strategy Rationale**

Teachers meet to observe modeled math lessons and then collaborate to discuss instructional strategies.

**Action Step 1** 5

Teachers will observe math lessons and collaborate on strategies

**Person Responsible**

Linda Daniels

**Schedule**

Semiannually, from 9/22/2016 to 3/10/2017

***Evidence of Completion***

PLC notes

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Administrator Walk Throughs

**Person Responsible**

Linda Daniels

**Schedule**

Monthly, from 10/3/2016 to 5/26/2017

***Evidence of Completion***

Lesson plans and observations

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Data Driven Discussion

**Person Responsible**

Linda Daniels

**Schedule**

Semiannually, from 9/19/2016 to 3/10/2017

**Evidence of Completion**

Math data will be analyzed to show evidence of academic achievement increases

**G3.B1.S3 Data Driven Discussions 4**

 S225558

**Strategy Rationale**

Teachers will meet with administration to discuss student progress and achievement in math.

**Action Step 1 5**

Teachers will meet with administrators to analyze student data

**Person Responsible**

Linda Daniels

**Schedule**

Semiannually, from 9/13/2016 to 3/10/2017

**Evidence of Completion**

Attendance log

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Teachers will maintain a data book

**Person Responsible**

Linda Daniels

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Administrator data book check

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

Teachers will analyze and access i-Ready reports and other classroom data

**Person Responsible**

Linda Daniels

**Schedule**

Semiannually, from 9/13/2016 to 3/10/2017


***Evidence of Completion***

Student achievement data will show increases.

**G3.B2** Students need support to make expected learning gains. 2

 B215254

**G3.B2.S1** Math Homework Help and Cross-Age Tutoring 4

 S227461

**Strategy Rationale**

Math Homework Help and Cross-Age Tutoring will be offered to assist students with understanding math concepts and strategies.

**Action Step 1** 5

Students will receive assistance with current math concepts and strategies in homework help and tutoring programs.

**Person Responsible**

Linda Daniels

**Schedule**

Weekly, from 10/3/2016 to 3/30/2017

***Evidence of Completion***

Attendance roster

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Math Homework Help and Cross-Age tutoring teachers will maintain an attendance log and topic roster that lists concepts addressed.

**Person Responsible**

Linda Daniels

**Schedule**

Weekly, from 10/3/2016 to 3/30/2017

***Evidence of Completion***

Attendance log; topic roster

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Student Math achievement scores should increase.

**Person Responsible**

Linda Daniels


**Schedule**

Monthly, from 10/3/2016 to 5/26/2017

**Evidence of Completion**

i-Ready reports; classroom data

**G3.B3** Students who scored in the lowest quartile need extra support to reach proficiency 2

 B215331

**G3.B3.S1** Tier 2 and Tier 3 interventions 4

 S227569

**Strategy Rationale**

Students meet with teachers and administration/support staff in small groups or individually for specific math instruction.

**Action Step 1** 5

Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.

**Person Responsible**

Linda Daniels

**Schedule**

Daily, from 9/6/2016 to 5/26/2017

**Evidence of Completion**

Attendance rosters



**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Teachers will maintain Tier 2 and Tier 3 documentation.

**Person Responsible**

Linda Daniels

**Schedule**

Daily, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Tier 2 and Tier 3 documents

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Student achievement should increase.

**Person Responsible**

Linda Daniels

**Schedule**

Weekly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

i-Ready reports; classroom data

**G4.** By the end of the 2017 school year, 74% of our fifth grade students will score proficient on the SSA Test.

1

G079175

**G4.B1** Students lack hands on science experience 2

B208630

**G4.B1.S1** The "Mad Scientist" program supplements classroom instruction with hands on lab experiments with all fifth grade students (monthly). 4

S220279

### Strategy Rationale

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

### Action Step 1 5

Monthly Mad Scientist Student Labs

#### Person Responsible

Cheri Dame

#### Schedule

Monthly, from 8/31/2016 to 3/6/2017

#### Evidence of Completion

Lesson plans

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

Mad Scientist Student Labs

#### Person Responsible

Cheri Dame

#### Schedule

Monthly, from 8/31/2016 to 3/6/2017

#### Evidence of Completion

Observation and Lesson Plans

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

Benchmark Assessments

**Person Responsible**

Tami Taylor

**Schedule**

Semiannually, from 10/28/2016 to 3/3/2017

**Evidence of Completion**

Test results

**G4.B1.S2** All students visit the Science Lab as part of the Specials wheel for hands-on science instruction. 4

 S220280

**Strategy Rationale**

Research suggests hands-on experience makes learning concrete.

**Action Step 1** 5

Students will visit Science Lab to complete hands-on inquiry labs

**Person Responsible**

Cheri Dame

**Schedule**

Biweekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Administrator will do walk-throughs to monitor implementation.

**Person Responsible**

John Carey

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Lesson plans and inquiry lab grades

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

Teachers will administer Pre Test and Post Test of mastery of grade level benchmarks.

**Person Responsible**

Cheri Dame

**Schedule**

Semiannually, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Summative assessment data

**G4.B1.S3** Fifth Grade students will attend "Science Boot Camp" to review grade 3 and grade 4 standards. 4

S229384

### Strategy Rationale

Some science standards are covered in grade 3 and grade 4 but not covered in grade 5.

### Action Step 1 5

The science teacher will meet with each fifth grade class to review grade 3 and 4 science standards

#### Person Responsible

Cheri Dame

#### Schedule

Daily, from 3/1/2017 to 3/31/2017

#### Evidence of Completion

Science lab teacher lesson plans

### Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Administrators will do walk-throughs

#### Person Responsible

John Carey

#### Schedule

Daily, from 3/1/2017 to 3/31/2017

#### Evidence of Completion

Science lab teacher lesson plans

**Plan to Monitor Effectiveness of Implementation of G4.B1.S3** 7

District science benchmark assessment and a science pre assessment

**Person Responsible**

Cheri Dame


**Schedule**

Triannually, from 9/1/2016 to 1/31/2017


***Evidence of Completion***

Summative and formative assessment data

**G4.B2** Students not mastering skills in earlier grade levels 2

 B208631

**G4.B2.S1** Science Leader at each grade level to plan, mentor, and motivate 4

 S220281

**Strategy Rationale**

Having a school wide focus on science helps us all build a community of scientists.

**Action Step 1** 5

Teachers will meet and plan for instruction

**Person Responsible**

Linda Daniels

**Schedule**

Quarterly, from 8/17/2016 to 3/13/2017

***Evidence of Completion***

Lesson plans will reflect science instruction planning.

**Action Step 2** 5

Science Lab teacher will attend FAST Conference

**Person Responsible**

Cheri Dame

**Schedule**

On 10/19/2016

***Evidence of Completion***

Lesson plans will reflect shared strategies

**Action Step 3** 5

After school tutoring program will offer extra instruction in science.

**Person Responsible**

Cheri Dame

**Schedule**

On 3/31/2017

**Evidence of Completion**

Attendance log and lesson plans

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Administrators will walk-through classrooms during science block and monitor lesson plans.

**Person Responsible**

Linda Daniels

**Schedule**

Weekly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

Teacher schedules and observation from walk-throughs.

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Monitoring completion of Units

**Person Responsible**

Cheri Dame

**Schedule**

Every 3 Weeks, from 9/9/2016 to 6/2/2017

**Evidence of Completion**

Unit Test



**G5.** By the end of the 2017 school year, suspension rate will be maintained at 2%. 1

G079176

**G5.B1** Students lack appropriate social skills 2

B208632

**G5.B1.S1** Schoolwide Positive Behavior Support program 4

S220283

### Strategy Rationale

Research shows that the PBS program reduces misbehaviors and increases the appropriate behaviors.

### Action Step 1 5

Monthly PBS meetings to support classroom teachers in their efforts to promote positive social skill choices.

#### Person Responsible

Linda Daniels

#### Schedule

Monthly, from 9/19/2016 to 6/2/2017

#### Evidence of Completion

Attendance log, meeting notes

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

Classrooms participate in PBS prize store.

#### Person Responsible

Linda Daniels

#### Schedule

Monthly, from 9/30/2016 to 5/12/2017

#### Evidence of Completion

Store order forms

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

Monitor suspensions

**Person Responsible**

John Carey

**Schedule**

Monthly, from 9/30/2016 to 6/2/2017

**Evidence of Completion**

Analyze data to see if there is a decrease in suspensions

**G5.B1.S2 Social Skills Lessons** 4

 S220284

**Strategy Rationale**

Teaches students appropriate behavior.

**Action Step 1** 5

Guidance will provide grade level appropriate social skills lessons.

**Person Responsible**

Linda Daniels

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Teacher Lesson Plans/ Classroom Walk-Throughs

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

PBS Team reviews discipline referral data.

**Person Responsible**

Linda Daniels

**Schedule**

Monthly, from 9/19/2016 to 5/31/2017

**Evidence of Completion**

discipline data reports

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

Increase of positive referrals and cougar coupon distribution and decrease of office discipline referrals.

**Person Responsible**

Linda Daniels

**Schedule**

Monthly, from 9/19/2016 to 6/2/2017

**Evidence of Completion**

Store order forms, number of positive referrals, number of discipline referrals.

**G5.B1.S3** Parent/school communication 4

S227498

**Strategy Rationale**

Parent/school communication increases appropriate student behaviors.

**Action Step 1** 5

Family Engagement activities and continued use of Agenda Books will increase parent/school communication.

**Person Responsible**

John Carey

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Monthly Family Engagement activities

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

Parents will be encouraged to participate in Family Engagement activities.

**Person Responsible**

John Carey

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Attendance rosters

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

Appropriate student behaviors should increase as a result of parent/school communication during Family Engagement activities.

**Person Responsible**

John Carey

**Schedule**

Monthly, from 9/19/2016 to 6/2/2017

***Evidence of Completion***

Discipline reports

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2016</b>					
G4.B2.S1.A1 A277292	Teachers will meet and plan for instruction	Daniels, Linda	8/17/2016	Lesson plans will reflect science instruction planning.	3/13/2017 quarterly
G4.B1.S2.MA1 M273760	Teachers will administer Pre Test and Post Test of mastery of grade level benchamrks.	Dame, Cheri	8/22/2016	Summative assessment data	6/2/2017 semiannually
G5.B1.S3.A1 A288965	Family Engagement activities and continued use of Agenda Books will increase parent/school...	Carey, John	8/22/2016	Monthly Family Engagement activities	6/2/2017 monthly
G5.B1.S3.MA1 M289809	Parents will be encouraged to participate in Family Engagement activities.	Carey, John	8/22/2016	Attendance rosters	6/2/2017 monthly
G5.MA1 M273773	Administration reviews suspension data for the school year.	Carey, John	8/22/2016	Suspension data and positive referrals	6/2/2017 one-time
G2.B1.S1.MA1 M285468	Teachers will maintain a data book.	Daniels, Linda	8/22/2016	Administrator data book checks	6/2/2017 weekly
G1.MA1 M273739	Attendance reports and referrals	Carey, John	8/22/2016	Attendance reports will show a decrease in total students having low attendance rates.	6/2/2017 quarterly
G1.B1.S1.A1 A277277	Teachers can use the referral form to document district attendance policies.	House, Charlene	8/22/2016	Attendance reports	6/2/2017 biweekly
G3.B1.S3.MA1 M285467	Teachers will maintain a data book	Daniels, Linda	8/22/2016	Administrator data book check	6/2/2017 weekly
G4.B1.S2.MA1 M273761	Administrator will do walk-throughs to monitor implementation.	Carey, John	8/22/2016	Lesson plans and inquiry lab grades	6/2/2017 weekly
G5.B1.S2.A1 A277295	Guidance will provide grade level appropriate social skills lessons.	Daniels, Linda	8/22/2016	Teacher Lesson Plans/ Classroom Walk-Throughs	6/2/2017 weekly
G4.B1.S2.A1 A277291	Students will visit Science Lab to complete hands-on inquiry labs	Dame, Cheri	8/22/2016	Lesson plans	6/2/2017 biweekly
G2.B3.S1.A1 A288984	Reading Recovery, Reading Resource teachers and a Para SSP7 Aide provide additional reading...	Daniels, Linda	8/29/2016	Attendance rosters; lesson plans	5/26/2017 daily
G4.B2.S1.MA1 M273763	Administrators will walk-through classrooms during science block and monitor lesson plans.	Daniels, Linda	8/29/2016	Teacher schedules and observation from walk-throughs.	6/2/2017 weekly
G4.B1.S1.A1 A277290	Monthly Mad Scientist Student Labs	Dame, Cheri	8/31/2016	Lesson plans	3/6/2017 monthly
G4.B1.S1.MA1 M273759	Mad Scientist Student Labs	Dame, Cheri	8/31/2016	Observation and Lesson Plans	3/6/2017 monthly
G4.B1.S3.MA1 M294182	District science benchmark assessment and a science pre assessment	Dame, Cheri	9/1/2016	Summative and formative assessment data	1/31/2017 triannually
G1.B1.S2.MA1 M289785	Attendance reports will monitored for an increase in student attendance	Taylor, Tami	9/1/2016	Monthly PBS meeting notes	5/1/2017 monthly
G3.B3.S1.MA1 M289948	Student achievement should increase.	Daniels, Linda	9/6/2016	i-Ready reports; classroom data	5/26/2017 weekly
G3.B3.S1.MA1 M289947	Teachers will maintain Tier 2 and Tier 3 documentation.	Daniels, Linda	9/6/2016	Tier 2 and Tier 3 documents	5/26/2017 daily

**Sarasota - 1271 - Cranberry Elementary School - 2016-17 SIP**  
Cranberry Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.A1 A289046	Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.	Daniels, Linda	9/6/2016	Attendance rosters	5/26/2017 daily
G2.B3.S2.MA1 M289950	Student achievement should increase.	Daniels, Linda	9/6/2016	i-Ready reports; classroom data	5/26/2017 weekly
G2.B3.S2.MA1 M289951	Teachers will maintain Tier 2 and Tier 3 documentation.	Daniels, Linda	9/6/2016	Tier 2 and Tier 3 documents	5/26/2017 daily
G2.B3.S2.A1 A289048	Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.	Daniels, Linda	9/6/2016	Attendance rosters	5/26/2017 daily
G1.B1.S1.MA1 M273738	Administrator will read attendance reports and follow-up with classroom teachers.	Carey, John	9/6/2016	Administrator will maintain attendance folder with collected data.	6/2/2017 biweekly
G1.B1.S1.MA1 M273737	Using data collected, administrator will hold parent conferences and communicate with truancy...	Daniels, Linda	9/6/2016	Attendance folder will document all conferences and interventions.	6/2/2017 quarterly
G3.B1.S1.A1 A277285	Classroom teachers will meet with District Math Specialist and i-Ready consultant	Daniels, Linda	9/7/2016	Attendance log	5/26/2017 every-2-months
G3.B1.S1.MA1 M273754	Administrator walk-throughs	Daniels, Linda	9/8/2016	observations and lesson plans	5/26/2017 weekly
G4.B2.S1.MA1 M273762	Monitoring completion of Units	Dame, Cheri	9/9/2016	Unit Test	6/2/2017 every-3-weeks
G3.B1.S3.MA1 M285469	Teachers will analyze and access i-Ready reports and other classroom data	Daniels, Linda	9/13/2016	Student achievement data will show increases.	3/10/2017 semiannually
G3.B1.S3.A1 A285821	Teachers will meet with administrators to analyze student data	Daniels, Linda	9/13/2016	Attendance log	3/10/2017 semiannually
G2.B1.S1.A1 A285743	Teachers will meet with administrators to analyze student data.	Daniels, Linda	9/13/2016	Attendance Log	3/10/2017 semiannually
G2.B1.S1.MA1 M285470	Teachers will access and analyze iReady reports and other classroom data.	Daniels, Linda	9/13/2016	Student achievement data should show increases.	3/10/2017 semiannually
G2.B3.S1.MA1 M289823	Student achievement scores should increase.	Daniels, Linda	9/13/2016	i-Ready reports; classroom data	5/26/2017 monthly
G2.B3.S1.MA1 M289824	Reading Recovery teachers, Reading Resource teachers and a Para SSP 7 Aide will maintain an...	Daniels, Linda	9/13/2016	Attendance log; lesson plans; i-Ready reports	5/26/2017 daily
G3.B1.S2.MA1 M285500	Data Driven Discussion	Daniels, Linda	9/19/2016	Math data will be analyzed to show evidence of academic achievement increases	3/10/2017 semiannually
G2.B1.S3.MA1 M285452	Teachers will access and analyze student data	Daniels, Linda	9/19/2016	i-Ready reports and teacher data books	5/26/2017 triannually
G3.B1.S1.MA1 M273753	Teachers will access and analyze student data	Daniels, Linda	9/19/2016	i-Ready reports and teacher data books	5/26/2017 triannually
G5.B1.S2.MA1 M273770	PBS Team reviews discipline referral data.	Daniels, Linda	9/19/2016	discipline data reports	5/31/2017 monthly
G5.B1.S3.MA1 M289882	Appropriate student behaviors should increase as a result of parent/school communication during...	Carey, John	9/19/2016	Discipline reports	6/2/2017 monthly
G5.B1.S1.A1 A277294	Monthly PBS meetings to support classroom teachers in their efforts to promote positive social skill...	Daniels, Linda	9/19/2016	Attendance log, meeting notes	6/2/2017 monthly

**Sarasota - 1271 - Cranberry Elementary School - 2016-17 SIP**  
*Cranberry Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S2.MA1 M273769	Increase of positive referrals and cougar coupon distribution and decrease of office discipline...	Daniels, Linda	9/19/2016	Store order forms, number of positive referrals, number of discipline referrals.	6/2/2017 monthly
G3.B1.S2.A1 A285838	Teachers will observe math lessons and collaborate on strategies	Daniels, Linda	9/22/2016	PLC notes	3/10/2017 semiannually
G2.B1.S3.A1 A285802	Classroom teachers will meet with the District English Language Arts specialist, writing consultant...	Daniels, Linda	9/27/2016	Attendance Log	5/26/2017 quarterly
G2.B1.S3.MA1 M285447	Administrator walk-throughs	Daniels, Linda	9/28/2016	Classroom observation and lesson plans	5/26/2017 monthly
G1.B1.S2.MA1 M289754	PBS will monitor Attendance reports	Daniels, Linda	9/30/2016	PBS team will maintain attendance notes from monthly meetings.	4/28/2017 monthly
G5.B1.S1.MA1 M273768	Classrooms participate in PBS prize store.	Daniels, Linda	9/30/2016	Store order forms	5/12/2017 monthly
G1.B1.S2.A1 A288926	Students will be given a tangible incentive at the monthly PBS collectible store.	Taylor, Tami	9/30/2016	Monthly attendance report	5/26/2017 monthly
G5.B1.S1.MA1 M273767	Monitor suspensions	Carey, John	9/30/2016	Analyze data to see if there is a decrease in suspensions	6/2/2017 monthly
G3.B2.S1.A1 A288899	Students will receive assistance with current math concepts and strategies in homework help and...	Daniels, Linda	10/3/2016	Attendance roster	3/30/2017 weekly
G3.B2.S1.MA1 M289696	Math Homework Help and Cross-Age tutoring teachers will maintain an attendance log and topic roster...	Daniels, Linda	10/3/2016	Attendance log; topic roster	3/30/2017 weekly
G3.B2.S1.MA1 M289697	Student Math achievement scores should increase.	Daniels, Linda	10/3/2016	i-Ready reports; classroom data	5/26/2017 monthly
G3.B1.S2.MA1 M285496	Administrator Walk Throughs	Daniels, Linda	10/3/2016	Lesson plans and observations	5/26/2017 monthly
G2.B1.S2.MA1 M285506	Student achievement scores will improve.	Daniels, Linda	10/10/2016	i-Ready reports and classroom data	6/2/2017 monthly
G2.B1.S2.MA1 M285505	Administrator walk-throughs	Daniels, Linda	10/10/2016	lesson plans	6/2/2017 monthly
G2.B1.S2.A1 A285840	Teachers will collaboratively improve instruction of Florida Standards with the help of resources.	Daniels, Linda	10/12/2016	lesson plans	6/2/2017 monthly
G4.B2.S1.A2 A289078	Science Lab teacher will attend FAST Conference	Dame, Cheri	10/19/2016	Lesson plans will reflect shared strategies	10/19/2016 one-time
G4.B1.S1.MA1 M273758	Benchmark Assessments	Taylor, Tami	10/28/2016	Test results	3/3/2017 semiannually
G1.B1.S2.A2 A288927	Students will be recognized at quarterly assemblies for their attendance	Daniels, Linda	11/14/2016	Attendance report	4/24/2017 quarterly
<b>2017</b>					
G2.B2.S1.MA1 M289784	Those students who attend tutoring programs regularly should increase student achievement scores.	Daniels, Linda	2/6/2017	Attendance logs; i-Ready reports; classroom data	4/15/2017 weekly
G2.B2.S1.MA1 M289781	A master list of student attendance will be maintained for all tutoring programs.	Taylor, Tami	2/6/2017	Attendance roster	4/15/2017 weekly
G2.B2.S1.A1 A288950	After school and Cross-Age tutoring programs will offer extra instruction in reading.	Daniels, Linda	2/6/2017	Attendance rosters; lesson plans	4/15/2017 weekly



**Sarasota - 1271 - Cranberry Elementary School - 2016-17 SIP**  
*Cranberry Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1 M273752	Florida State ELA Assessment	Daniels, Linda	2/28/2017	Florida State ELA Assessment Data	6/2/2017 one-time
G3.MA1 M285454	Florida State Math Assessment	Daniels, Linda	2/28/2017	Florida State Math Assessment Data	6/2/2017 one-time
G4.B1.S3.MA1 M294157	Administrators will do walk-throughs	Carey, John	3/1/2017	Science lab teacher lesson plans	3/31/2017 daily
G4.B1.S3.A1 A292138	The science teacher will meet with each fifth grade class to review grade 3 and 4 science standards	Dame, Cheri	3/1/2017	Science lab teacher lesson plans	3/31/2017 daily
G4.B2.S1.A3 A289082	After school tutoring program will offer extra instruction in science.	Dame, Cheri	3/1/2017	Attendance log and lesson plans	3/31/2017 one-time
G2.B2.S2.MA1 M294180	Community members will be scheduled in classrooms.	Taylor, Tami	3/2/2017	Schedule	3/2/2017 one-time
G2.B2.S2.MA1 M294183	Every K - 3 classroom will have a community member scheduled to participate.	Taylor, Tami	3/2/2017	Sign-in sheet and schedule	3/2/2017 one-time
G2.B2.S2.A1 A292157	Reading will be celebrated on Read Across America Day by inviting community members to school for...	Taylor, Tami	3/2/2017	Sign-in sheet	3/2/2017 one-time
G4.MA1 M273766	Statewide Science Assessment	Daniels, Linda	4/14/2017	Test Scores	5/5/2017 annually

## V. Professional Development Opportunities

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

**G2.** By the end of the 2017 school year, 69% of our students will score proficient, 65% of all students will demonstrate an annual learning gain, and 70% of students in the lowest quartile will demonstrate a learning gain on the FSA ELA Test.

**G2.B1** Teachers need support implementing rigorous Florida Standards efficiently.

**G2.B1.S1** Data Driven Discussions

### PD Opportunity 1

Teachers will meet with administrators to analyze student data.

#### Facilitator

Linda Daniels; John Carey

#### Participants

Instructional staff K - 5

#### Schedule

Semiannually, from 9/13/2016 to 3/10/2017

**G2.B1.S2** A variety of resources will be used to assist teachers with deconstructing, understanding and the instruction of Florida Standards.

### PD Opportunity 1

Teachers will collaboratively improve instruction of Florida Standards with the help of resources.

#### Facilitator

Linda Daniels; John Carey; Tami Taylor

#### Participants

Instructional Staff K-5

#### Schedule

Monthly, from 10/12/2016 to 6/2/2017

**G2.B1.S3** District English Language Arts Program Specialist, writing consultant and curriculum, and i-Ready Consultant

**PD Opportunity 1**

Classroom teachers will meet with the District English Language Arts specialist, writing consultant with curriculum, and i-Ready consultant,

**Facilitator**

Suzanne Naiman, Lisa Collum, Michelle Kloese

**Participants**

Instructional Staff K-5

**Schedule**

Quarterly, from 9/27/2016 to 5/26/2017

**G3.** By the end of the 2017 school year, 75% of our students will score proficient, 73% of all students will demonstrate an annual learning gain, and 65% of students in the lowest quartile will demonstrate a learning gain on the FSA Math Test.

**G3.B1** Teachers need support implementing rigorous Florida Standards efficiently.

**G3.B1.S1** The district math specialist and i-Ready consultant will schedule trainings with teachers to assist them with effective use of instructional tools.

**PD Opportunity 1**

Classroom teachers will meet with District Math Specialist and i-Ready consultant

**Facilitator**

Sue D'angelo/ Michelle Kloese Math/i-Ready Training

**Participants**

Instructional staff (K-5)

**Schedule**

Every 2 Months, from 9/7/2016 to 5/26/2017

### G3.B1.S2 Math Rounding

#### PD Opportunity 1

Teachers will observe math lessons and collaborate on strategies

##### Facilitator

Sue D'Angelo

##### Participants

Instructors (K-5)

##### Schedule

Semiannually, from 9/22/2016 to 3/10/2017

### G3.B1.S3 Data Driven Discussions

#### PD Opportunity 1

Teachers will meet with administrators to analyze student data

##### Facilitator

Linda Daniels John Carey

##### Participants

Instructional Staff (K-5)

##### Schedule

Semiannually, from 9/13/2016 to 3/10/2017

**G4.** By the end of the 2017 school year, 74% of our fifth grade students will score proficient on the SSA Test.

**G4.B1** Students lack hands on science experience

**G4.B1.S1** The "Mad Scientist" program supplements classroom instruction with hands on lab experiments with all fifth grade students (monthly).

**PD Opportunity 1**

Monthly Mad Scientist Student Labs

**Facilitator**

Tom Landry

**Participants**

Classroom teachers

**Schedule**

Monthly, from 8/31/2016 to 3/6/2017

**G4.B2** Students not mastering skills in earlier grade levels

**G4.B2.S1** Science Leader at each grade level to plan, mentor, and motivate

**PD Opportunity 1**

Teachers will meet and plan for instruction

**Facilitator**

Cheri Dame

**Participants**

Science Lead Classroom Teacher (K-5)

**Schedule**

Quarterly, from 8/17/2016 to 3/13/2017

## VI. Technical Assistance Items

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

**G2.** By the end of the 2017 school year, 69% of our students will score proficient, 65% of all students will demonstrate an annual learning gain, and 70% of students in the lowest quartile will demonstrate a learning gain on the FSA ELA Test.

**G2.B3** Students who scored in the lowest quartile need extra support to reach proficiency

**G2.B3.S2** Tier 2 and Tier 3 interventions

### TA Opportunity 1

Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.

#### Facilitator

#### Participants

#### Schedule

Daily, from 9/6/2016 to 5/26/2017

**G3.** By the end of the 2017 school year, 75% of our students will score proficient, 73% of all students will demonstrate an annual learning gain, and 65% of students in the lowest quartile will demonstrate a learning gain on the FSA Math Test.

**G3.B3** Students who scored in the lowest quartile need extra support to reach proficiency

**G3.B3.S1** Tier 2 and Tier 3 interventions

### TA Opportunity 1

Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.

#### Facilitator

#### Participants

#### Schedule

Daily, from 9/6/2016 to 5/26/2017

## VII. Budget

## Budget Data

1	G1.B1.S1.A1	Teachers can use the referral form to document district attendance policies.				\$0.00
2	G1.B1.S2.A1	Students will be given a tangible incentive at the monthly PBS collectible store.				\$0.00
3	G1.B1.S2.A2	Students will be recognized at quarterly assemblies for their attendance				\$0.00
4	G2.B1.S1.A1	Teachers will meet with administrators to analyze student data.				\$2,920.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I Part A		\$2,920.00
5	G2.B1.S2.A1	Teachers will collaboratively improve instruction of Florida Standards with the help of resources.				\$44,373.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1271 - Cranberry Elementary School	Title I Part A		\$30,583.00
	6400	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I Part A		\$13,790.00
6	G2.B1.S3.A1	Classroom teachers will meet with the District English Language Arts specialist, writing consultant with curriculum, and i-Ready consultant,				\$8,124.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1271 - Cranberry Elementary School	Title I Part A		\$3,000.00
	6400	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I Part A		\$5,124.00
7	G2.B2.S1.A1	After school and Cross-Age tutoring programs will offer extra instruction in reading.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I Part A		\$10,000.00
8	G2.B2.S2.A1	Reading will be celebrated on Read Across America Day by inviting community members to school for reading activities.				\$0.00
9	G2.B3.S1.A1	Reading Recovery, Reading Resource teachers and a Para SSP7 Aide provide additional reading instruction to small groups of students and collaborate with those students's teachers.				\$434,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title I Part A		\$420,700.00

Budget Data						
	5000	150-Aides	1271 - Cranberry Elementary School	Title I Part A		\$13,400.00
10	G2.B3.S2.A1	Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.				\$0.00
11	G3.B1.S1.A1	Classroom teachers will meet with District Math Specialist and i-Ready consultant				\$0.00
12	G3.B1.S2.A1	Teachers will observe math lessons and collaborate on strategies				\$17,395.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1271 - Cranberry Elementary School	Title I Part A		\$6,395.00
	5100	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I Part A		\$11,000.00
13	G3.B1.S3.A1	Teachers will meet with administrators to analyze student data				\$2,920.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I Part A		\$2,920.00
14	G3.B2.S1.A1	Students will receive assistance with current math concepts and strategies in homework help and tutoring programs.				\$10,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1271 - Cranberry Elementary School	Title I Part A		\$10,000.00
	5100	510-Supplies	1271 - Cranberry Elementary School	Title I Part A		\$100.00
15	G3.B3.S1.A1	Lowest quartile students will participate in Tier 2 and Tier 3 small group interventions.				\$0.00
16	G4.B1.S1.A1	Monthly Mad Scientist Student Labs				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	310-Professional and Technical Services	1271 - Cranberry Elementary School	Title I Part A	0.0	\$7,000.00
17	G4.B1.S2.A1	Students will visit Science Lab to complete hands-on inquiry labs				\$0.00
18	G4.B1.S3.A1	The science teacher will meet with each fifth grade class to review grade 3 and 4 science standards				\$0.00
19	G4.B2.S1.A1	Teachers will meet and plan for instruction				\$12,324.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17



<b>Budget Data</b>						
	6400	310-Professional and Technical Services	1271 - Cranberry Elementary School	Title I Part A	0.0	\$12,324.00
<b>20</b>	<b>G4.B2.S1.A2</b>	<b>Science Lab teacher will attend FAST Conference</b>				<b>\$927.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title I Part A		\$927.00
<b>21</b>	<b>G4.B2.S1.A3</b>	<b>After school tutoring program will offer extra instruction in science.</b>				<b>\$5,267.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	130-Other Certified Instructional Personnel	1271 - Cranberry Elementary School	Title I Part A		\$5,000.00
	5100	510-Supplies	1271 - Cranberry Elementary School	Title I Part A		\$267.00
<b>22</b>	<b>G5.B1.S1.A1</b>	<b>Monthly PBS meetings to support classroom teachers in their efforts to promote positive social skill choices.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		\$0.00
			<i>Notes: Booster Club raises funds for PBS Prizes</i>			
			District-Wide	Title I Part A		\$0.00
<b>23</b>	<b>G5.B1.S2.A1</b>	<b>Guidance will provide grade level appropriate social skills lessons.</b>				<b>\$0.00</b>
<b>24</b>	<b>G5.B1.S3.A1</b>	<b>Family Engagement activities and continued use of Agenda Books will increase parent/school communication.</b>				<b>\$6,109.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	1271 - Cranberry Elementary School	Title I Part A		\$6,109.00
					<b>Total:</b>	<b>\$561,559.00</b>